

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



JULY 2013–JUNE 2018

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 2017–June 2018

Examinee Population by Gender	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 2013–June 2018

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 2013–June 2018

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

Figures

Volume and Performance Information for the GRE Population, July 2017–June 2018

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 2013–June 2018

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 2013–June 2018

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 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 2017–June 2018

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 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 2013–June 2018

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 2013–June 2018

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 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, 2017, and June 30, 2018. The report also provides volume information for the GRE General Test population between July 1, 2013, and June 30, 2018. The report is intended to help GRE score users understand the scores they receive and to encourage appropriate score use. The GRE Board and Program are committed to communicating about the appropriate use of GRE scores and score use guidelines included in this report to GRE score users. Readers are also encouraged to review the *Guidelines for the Appropriate Use of Scores* at www.ets.org/gre/guidelines. The GRE Board and Program have long been dedicated to the principles of fairness and equity, and this report includes information about the steps that ETS takes to ensure fairness in GRE tests.

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, 2013, and June 30, 2018. The data used in the analyses of test takers' performance information were based on test takers who took the test between July 1, 2017, and June 30, 2018. The data used in the analyses of test volumes from July 2013 through June 2018 were based on five testing years: 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), July 1, 2016, to June 30, 2017 (2016–17), and July 1, 2017, to June 30, 2018 (2017–18).

In each testing year, if a test taker had more than one set of GRE General Test scores, the test taker's most recent scores were used and the previous scores were removed from the analysis, which allowed for a more accurate description of the test-taker population and its characteristics. The data were further refined to include only test takers with valid scores on all three measures. This resulted in a total of 574,137, 576,209, 584,677, 559,254, and 541,750 test takers in 2013–14, 2014–15, 2015–16, 2016–17, and 2017–18, respectively, with valid, reportable scores on the test. 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 in volumes and performance in the 2016–17 and 2017–18 testing years to testing years prior to 2016–17.

Appropriate Use of This Document

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

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

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

Appropriate Use of GRE® Test Scores

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

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

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

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

- Use multiple sources of information when making decisions. No single test or source of information can provide all of the information that a decision maker would like to know about an applicant.
- Using a minimum GRE score as the only criterion for denial or acceptance for admission or a fellowship award is not good practice because it overinflates the role of one measure of an applicant's value over others.
- Consider Verbal Reasoning, Quantitative Reasoning, and Analytical Writing scores as three separate and independent measures.
- Interpret GRE scores carefully because, like all tests, they are not exact measures. Errors of measurement occur when a test taker performs differently on one occasion or test form than on another for reasons that may or may not be related to the purpose of the test (for example, a test taker may be more or less tired during one test administration as compared to another administration).

- Understand what score differences are meaningful when evaluating applicants. Different scores among test takers may not reflect significant differences in abilities. Decisions about applicants should not be based on small score differences, due to the inherent uncertainty in all forms of measurement. Standard error of measurement (SEM) varies by test. SEM information is available in the *GRE® Guide to the Use of Scores*, which can be downloaded at www.ets.org/gre/guide.
- GRE scores should not be used as a credential to grant a degree, to offer course credit by examination, or for advancement to candidacy.

Steps That ETS Takes to Ensure Fairness

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

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

The purpose of involving faculty members in the design and oversight of the test is to make sure that the perspectives of a diverse group of people are considered in planning and ongoing operational activities. In this effort, the GRE Program involves undergraduate and graduate faculty members through the GRE Technical Advisory Committee, which is composed of men and women from different academic disciplines representing 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 by Gender

Table 1.1 provides performance information for the total group of 541,750 examinees who took all three measures of the GRE General Test in the 2017–18 testing year. Fifty-five percent of the test takers were women and 44 percent were men. The table shows that men had higher mean Verbal Reasoning and Quantitative Reasoning scores than women, and women had a slightly higher mean Analytical Writing score than men.

Table 1.1. GRE General Test Score Information, Examinee Population

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Total	541,750	100	150.5	8.5	153.4	9.4	3.6	0.9
Men	240,415	44	150.7	9.0	156.1	9.2	3.5	0.9
Women	298,896	55	150.3	8.1	151.2	8.9	3.7	0.8
No Response	2,439	<1	152.8	8.2	152.0	8.3	3.8	0.8

U.S. Citizenship Status and Racial/Ethnic Group

Table 1.2 shows that non-U.S. citizens represented 42 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 relatively higher mean score on the Quantitative Reasoning measure and women had slightly higher mean scores on the Verbal Reasoning and Analytical Writing measures. For U.S. citizens, men had higher mean scores than women on the Verbal Reasoning and Quantitative Reasoning measures while men and women had similar mean score on the Analytical Writing measure.

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
U.S. Citizens	315,447	58	152.6	7.8	150.2	8.0	3.9	0.8
Men	113,925	21	154.4	7.8	153.1	8.3	3.9	0.8
Women	199,698	37	151.6	7.6	148.6	7.3	3.9	0.8
No Response	1,824	<1	153.8	7.7	150.4	7.5	3.9	0.8
Non-U.S. Citizens	226,169	42	147.5	8.6	157.7	9.4	3.2	0.8
Men	126,431	23	147.4	8.7	158.8	9.2	3.2	0.8
Women	99,123	18	147.6	8.5	156.4	9.6	3.3	0.8
No Response	615	<1	149.8	8.8	156.7	8.8	3.4	0.8
No Response	134	<1	151.2	9.7	150.1	10.3	3.9	1.0
Men	59	<1	150.9	10.5	150.9	11.2	3.8	1.0
Women	75	<1	151.4	9.1	149.5	9.6	3.9	1.0
No Response	0	0	-	-	-	-	-	-
Total	541,750	100	150.5	8.5	153.4	9.4	3.6	0.9
Men	240,415	44	150.7	9.0	156.1	9.2	3.5	0.9
Women	298,896	55	150.3	8.1	151.2	8.9	3.7	0.8
No Response	2,439	<1	152.8	8.2	152.0	8.3	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 (541,750) 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 who were U.S. citizens, test takers who classified themselves as Asian, on average, obtained a higher Quantitative Reasoning score than any other racial/ethnic group. Test takers who classified themselves as White (non-Hispanic), on average, obtained higher Verbal Reasoning scores than other racial/ethnic groups. Test takers who classified themselves as White (non-Hispanic) or Asian scored higher on the Analytical Writing measure than other racial/ethnic groups.

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
American Indian	1,755	1	150.5	7.1	147.2	7.1	3.6	0.8
Men	628	36	151.9	7.3	149.5	7.8	3.6	0.8
Women	1,123	64	149.8	6.9	145.9	6.2	3.6	0.8
No Response	4	<1	-	-	-	-	-	-
Asian	22,567	7	153.0	8.0	154.0	8.3	4.0	0.8
Men	9,176	41	154.2	8.0	156.8	8.2	4.0	0.8
Women	13,256	59	152.2	7.9	152.1	7.9	4.0	0.8
No Response	135	1	152.8	8.0	152.9	6.9	3.9	0.8
Hawaiian/Pacific Islander	994	<1	150.5	7.0	148.9	7.4	3.8	0.7
Men	400	40	151.7	7.0	151.1	7.8	3.8	0.7
Women	589	59	149.5	6.9	147.4	6.7	3.7	0.8
No Response	5	1	-	-	-	-	-	-
Black	26,665	8	146.9	7.6	143.9	7.0	3.3	0.8
Men	8,242	31	147.7	8.1	145.5	7.7	3.3	0.9
Women	18,269	69	146.4	7.3	143.1	6.5	3.4	0.8
No Response	154	1	149.0	7.6	144.9	6.7	3.5	0.7
Mexican	11,232	4	149.6	7.2	147.1	7.3	3.6	0.8
Men	4,085	36	150.8	7.3	149.5	7.5	3.7	0.8
Women	7,108	63	148.8	7.1	145.7	6.7	3.6	0.7
No Response	39	<1	151.6	6.6	147.4	6.7	3.9	1.0
Puerto Rican	3,320	1	149.4	7.7	146.3	7.6	3.5	0.8
Men	1,176	35	151.1	7.7	148.8	8.1	3.5	0.9
Women	2,135	64	148.4	7.5	144.9	6.9	3.5	0.8
No Response	9	<1	-	-	-	-	-	-
Other Hispanic	15,987	5	149.7	7.7	147.3	7.7	3.6	0.8
Men	5,397	34	151.7	7.7	150.3	8.0	3.7	0.8
Women	10,513	66	148.7	7.5	145.7	7.0	3.6	0.8
No Response	77	<1	151.4	7.4	148.0	6.6	3.8	0.7

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

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
White (Non-Hispanic)	182,623	58	153.7	7.2	150.9	7.4	4.0	0.8
Men	65,660	36	155.5	7.1	153.8	7.6	4.0	0.8
Women	116,251	64	152.6	7.1	149.4	6.7	4.0	0.7
No Response	712	<1	154.8	7.5	150.7	6.9	4.0	0.7
Other	11,980	4	153.1	8.1	149.9	8.2	3.9	0.8
Men	4,458	37	155.0	7.7	152.8	8.3	3.9	0.8
Women	7,428	62	152.0	8.0	148.1	7.7	3.9	0.8
No Response	94	1	154.7	7.3	151.0	8.4	4.1	0.8
No Response	38,324	12	153.9	8.1	151.8	8.4	3.9	0.8
Men	14,703	38	155.8	7.9	154.8	8.4	4.0	0.8
Women	23,026	60	152.7	8.0	149.8	7.9	3.9	0.8
No Response	595	2	154.6	7.4	151.4	7.9	3.9	0.8
Total	315,447	100	152.6	7.8	150.2	8.0	3.9	0.8
Men	113,925	36	154.4	7.8	153.1	8.3	3.9	0.8
Women	199,698	63	151.6	7.6	148.6	7.3	3.9	0.8
No Response	1,824	1	153.8	7.7	150.4	7.5	3.9	0.8

Note: A total of 315,447 U.S. citizens took the GRE General Test between July 1, 2017, and June 30, 2018. 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. Statistics are not reported for groups with fewer than 30 examinees.

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 U.S. citizen test takers whose graduate degree objective was an M.B.A., and who classified themselves as Asian, had a higher mean Quantitative Reasoning score than other racial/ethnic groups. Test takers who classified themselves as White (non-Hispanic) had a higher mean Verbal Reasoning score than other racial/ethnic groups. Test takers who classified themselves as Asian had a relatively higher Analytical Writing score 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 Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
American Indian	71	1	149.4	6.6	146.8	6.8	3.5	0.8
Asian	956	8	153.6	8.4	153.9	8.3	4.1	0.9
Hawaiian/Pacific Islander	48	<1	150.5	7.1	149.9	6.8	3.7	0.8
Black	1,570	14	148.0	7.9	145.4	7.4	3.4	0.9
Mexican	407	4	150.1	7.8	147.9	7.0	3.7	0.8
Puerto Rican	89	1	149.6	7.5	147.2	6.9	3.5	0.8
Other Hispanic	644	6	150.6	7.8	148.5	7.3	3.7	0.9
White (Non-Hispanic)	6,217	55	153.9	7.3	151.4	7.0	4.0	0.8
Other	531	5	154.2	8.0	151.3	7.7	4.0	0.8
No Response	758	7	154.8	8.2	152.3	7.6	4.0	0.8
Total	11,291	100	152.7	7.9	150.5	7.7	3.9	0.9

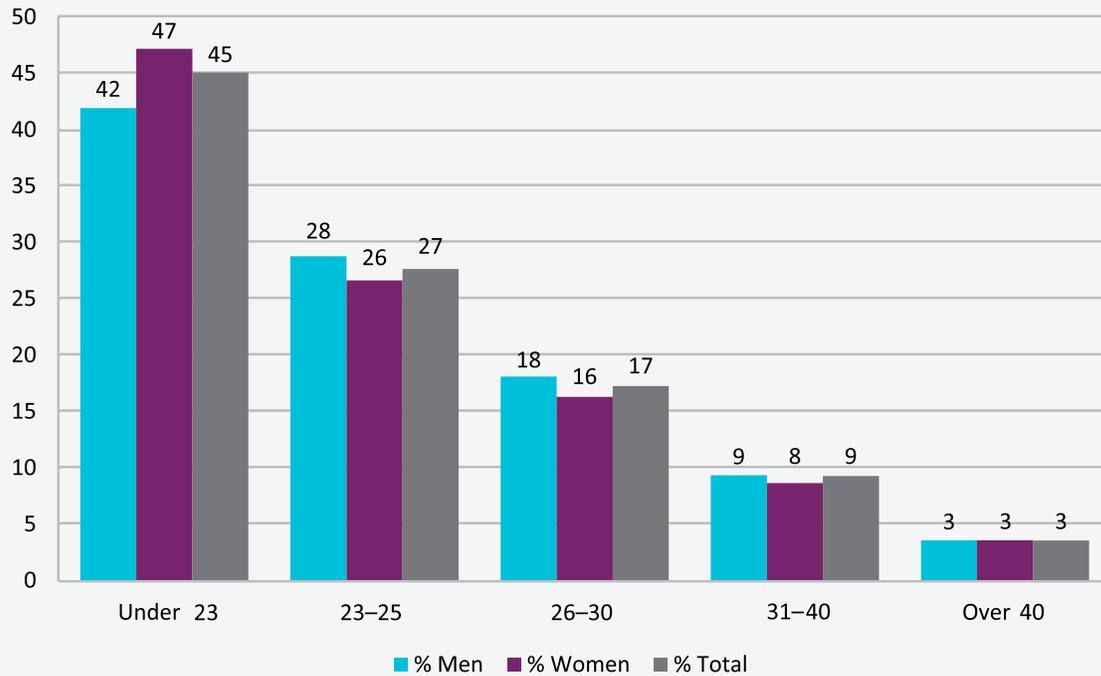
Note: This analysis is based on a total of 11,291 U.S. citizens who selected M.B.A. as their graduate degree objective who took the GRE General Test between July 1, 2017, and June 30, 2018.

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 were 30 years of age or younger across gender groups.

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



Note: These analyses were based on a total of 541,750 test takers who took the GRE General Test between July 1, 2017, and June 30, 2018. 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, examinees older than 40 years of age had higher mean Verbal Reasoning scores than examinees younger than 40 years of age.

On the Quantitative Reasoning measure, for both men and women, younger test takers had higher mean scores than older test takers. 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, on average, both younger men and women performed similarly or slightly better than older men and women across all age groups. In addition, on average, women performed similarly or slightly better than men across all age groups.

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Under 18	110	<1	155.6	8.3	162.8	8.0	3.9	0.9
Men	72	65	155.7	8.7	164.2	7.5	3.9	0.9
Women	38	35	155.5	7.4	160.3	8.5	3.8	0.7
No Response	0	0	-	-	-	-	-	-
18–22	243,732	45	150.8	8.1	155.5	9.2	3.7	0.8
Men	102,001	42	150.9	8.7	159.0	8.6	3.6	0.9
Women	141,431	58	150.7	7.6	153.0	8.9	3.8	0.8
No Response	300	<1	152.4	6.7	153.2	7.5	3.9	0.7
23–25	144,320	27	150.1	8.6	153.2	9.0	3.6	0.9
Men	66,606	46	150.3	8.9	155.9	8.8	3.5	0.9
Women	76,878	53	149.9	8.3	151.0	8.6	3.6	0.8
No Response	836	1	152.7	7.7	152.3	8.1	3.9	0.8
26–30	90,693	17	150.4	9.0	151.6	8.9	3.5	0.9
Men	43,163	48	150.7	9.3	153.7	8.8	3.5	0.9
Women	46,671	51	150.0	8.8	149.7	8.5	3.6	0.9
No Response	859	1	153.8	8.7	152.4	8.3	3.9	0.9
31–35	32,023	6	150.4	9.2	149.3	8.6	3.5	0.9
Men	15,655	49	150.9	9.5	151.2	8.7	3.5	0.9
Women	16,103	50	150.0	9.0	147.4	8.1	3.5	0.9
No Response	265	1	152.0	8.7	150.8	9.0	3.6	0.9
36–40	14,585	3	150.3	9.0	147.3	8.4	3.4	0.9
Men	6,448	44	150.8	9.5	149.4	8.7	3.4	0.9
Women	8,035	55	149.8	8.7	145.5	7.8	3.5	0.9
No Response	102	1	151.0	9.3	150.0	8.8	3.4	0.7
41–45	7,531	1	150.4	8.9	145.7	8.1	3.4	0.9
Men	3,044	40	151.2	9.1	148.0	8.5	3.4	0.9
Women	4,443	59	149.9	8.6	144.1	7.4	3.4	0.8
No Response	44	1	149.9	8.2	145.9	7.2	3.3	0.8

Table continues on next page

Age Group and Gender (continued)

Table continued from previous page

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
46–50	4,619	1	150.7	9.0	144.6	7.9	3.4	0.9
Men	1,720	37	151.5	9.4	146.7	8.6	3.4	0.9
Women	2,880	62	150.1	8.8	143.4	7.2	3.5	0.9
No Response	19	<1	-	-	-	-	-	-
51–55	2,269	<1	151.1	9.2	144.3	8.0	3.4	0.9
Men	857	38	152.2	9.4	147.0	8.6	3.4	0.9
Women	1,407	62	150.4	9.1	142.6	7.1	3.4	0.8
No Response	5	<1	-	-	-	-	-	-
56–60	1,007	<1	151.2	9.5	143.4	8.0	3.4	0.9
Men	402	40	152.4	9.8	146.1	8.5	3.4	0.9
Women	601	60	150.5	9.3	141.5	7.1	3.4	0.9
No Response	4	<1	-	-	-	-	-	-
Over 60	606	<1	151.2	9.4	142.9	8.1	3.3	0.9
Men	340	56	151.9	9.5	145.1	8.5	3.3	0.9
Women	261	43	150.3	9.3	140.0	6.5	3.2	0.9
No Response	5	1	-	-	-	-	-	-
No Response	255	<1	153.2	7.9	151.1	8.3	3.8	0.9
Men	107	42	154.2	7.7	154.4	8.1	3.9	0.8
Women	148	58	152.4	8.0	148.8	7.7	3.8	0.9
No Response	0	0	-	-	-	-	-	-
Total	541,750	100	150.5	8.5	153.4	9.4	3.6	0.9
Men	240,415	44	150.7	9.0	156.1	9.2	3.5	0.9
Women	298,896	55	150.3	8.1	151.2	8.9	3.7	0.8
No Response	2,439	<1	152.8	8.2	152.0	8.3	3.8	0.8

Note: A total of 541,750 examinees took the GRE General Test between July 1, 2017, and June 30, 2018. 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., test takers 35 years of age or younger had higher mean Quantitative Reasoning and Analytical Writing scores than test takers older than 35 years of age. On the Verbal Reasoning and Analytical Writing measures, test takers from 26 to 30 years of age had relatively higher mean scores than any other age group.

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 Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Under 18	1	<1	-	-	-	-	-	-
18–22	3,635	23	150.5	7.9	152.6	8.7	3.7	0.9
23–25	4,676	29	150.9	8.4	151.5	8.3	3.7	0.9
26–30	5,220	33	152.7	8.3	152.0	7.8	3.8	0.9
31–35	1,617	10	151.6	8.6	150.3	8.0	3.6	0.9
36–40	495	3	149.8	8.9	147.3	7.8	3.4	0.8
41–45	219	1	150.4	8.9	145.9	7.0	3.4	0.9
46–50	110	1	150.2	9.7	145.3	8.3	3.3	0.9
51–55	46	<1	151.3	9.4	144.8	6.4	3.3	0.9
56–60	20	<1	-	-	-	-	-	-
Over 60	5	<1	-	-	-	-	-	-
No Response	10	<1	-	-	-	-	-	-
Total	16,054	100	151.4	8.4	151.5	8.3	3.7	0.9

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

Table 1.7 shows that a higher percentage of men (52 percent) than women (48 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 higher mean scores on the Verbal Reasoning and Quantitative Reasoning measures than women, while women had a slightly higher mean score on the Analytical Writing measure 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 Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Men	8,350	52	151.8	8.4	152.8	8.2	3.7	0.9
Women	7,643	48	151.0	8.3	150.1	8.1	3.8	0.9
No Response	61	<1	154.4	7.7	153.0	8.6	4.0	0.8
Total	16,054	100	151.4	8.4	151.5	8.3	3.7	0.9

Age Group and Gender (continued)

Table 1.8 provides information about examinees who tested in the United States, India, and China. The table shows that India (57 percent) and China (71 percent) had a substantially higher percentage of test takers between the ages of 18 and 22 than the United States (43 percent). India and China had a lower percentage of test takers who were 26 or older than the United States.

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

Age	United States N	United States Percent	India N	India Percent	China N	China Percent
Under 18	56	<1	1	<1	38	<1
Men	37	66	1	100	22	58
Women	19	34	0	0	16	42
No Response	0	0	0	0	0	0
18–22	155,990	43	35,262	57	33,830	71
Men	51,110	33	23,703	67	17,514	52
Women	104,611	67	11,549	33	16,316	48
No Response	269	<1	10	<1	0	0
23–25	92,428	26	19,040	31	9,018	19
Men	36,447	39	11,914	63	4,907	54
Women	55,234	60	7,119	37	4,110	46
No Response	747	1	7	<1	1	<1
26–30	60,736	17	6,097	10	3,585	8
Men	25,736	42	3,470	57	1,790	50
Women	34,288	56	2,605	43	1,795	50
No Response	712	1	22	<1	0	0
31–35	23,712	7	848	1	609	1
Men	10,528	44	518	61	278	46
Women	12,958	55	328	39	331	54
No Response	226	1	2	<1	0	0
36–40	11,775	3	200	<1	178	<1
Men	4,766	40	132	66	74	42
Women	6,918	59	67	34	104	58
No Response	91	1	1	1	0	0
41–45	6,580	2	73	<1	49	<1
Men	2,514	38	41	56	17	35
Women	4,027	61	32	44	32	65
No Response	39	1	0	0	0	0

Table continues on next page

Age Group and Gender (continued)

Table continued from previous page

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

Age	United States N	United States Percent	India N	India Percent	China N	China Percent
46–50	4,209	1	33	<1	11	<1
Men	1,489	35	20	61	6	55
Women	2,701	64	13	39	5	45
No Response	19	<1	0	0	0	0
51–55	2,127	1	11	<1	2	<1
Men	774	36	4	36	2	100
Women	1,349	63	7	64	0	0
No Response	4	<1	0	0	0	0
56–60	959	<1	4	<1	1	<1
Men	366	38	2	50	1	100
Women	589	61	2	50	0	0
No Response	4	<1	0	0	0	0
Over 60	587	<1	1	<1	1	<1
Men	326	56	1	100	1	100
Women	256	44	0	0	0	0
No Response	5	1	0	0	0	0
No Response	220	<1	8	<1	0	0
Men	90	41	6	75	0	0
Women	130	59	2	25	0	0
No Response	0	0	0	0	0	0
Total	359,379	100	61,578	100	47,322	100
Men	134,183	37	39,812	65	24,612	52
Women	223,080	62	21,724	35	22,709	48
No Response	2,116	1	42	<1	1	<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 provides performance information of test takers based on their country of citizenship. The table shows that the United States (315,447), India (67,246), and China (68,702) had the highest number of citizens who took the test.

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Afghanistan	298	144.6	8.1	154.9	11.8	3.0	0.6
Aland Islands	80	147.7	6.7	165.4	4.7	3.0	0.6
Albania	206	148.3	8.0	155.6	10.3	3.3	0.9
Algeria	135	146.6	7.9	154.5	10.7	3.0	0.7
American Samoa	1	-	-	-	-	-	-
Andorra	14	-	-	-	-	-	-
Angola	45	145.5	8.3	148.2	10.3	3.0	0.7
Anguilla	2	-	-	-	-	-	-
Antarctica	1	-	-	-	-	-	-
Antigua and Barbuda	14	-	-	-	-	-	-
Argentina	331	154.2	7.0	154.9	8.3	3.7	0.7
Armenia	124	147.4	8.0	156.6	9.1	3.5	0.7
Aruba	4	-	-	-	-	-	-
Australia	555	158.0	7.5	156.2	9.0	4.4	0.8
Austria	155	154.5	8.6	154.7	8.1	3.9	0.8
Azerbaijan	120	146.1	7.4	157.6	8.7	3.1	0.7
Bahamas	134	146.4	7.4	144.2	7.6	3.5	0.7
Bahrain	53	148.4	9.3	151.2	10.2	3.5	1.0
Bangladesh	3,637	144.6	7.5	155.8	7.0	3.0	0.7
Barbados	22	-	-	-	-	-	-
Belarus	82	149.5	7.6	153.7	8.4	3.2	0.8
Belgium	156	155.2	7.3	157.0	8.6	3.7	0.7
Belize	43	146.7	7.8	145.0	7.8	3.5	0.8
Benin	52	145.5	7.3	149.0	6.8	3.0	0.5
Bermuda	9	-	-	-	-	-	-
Bhutan	18	-	-	-	-	-	-
Bolivia	128	149.3	8.1	151.5	8.6	3.4	0.8
Bonaire, Sint Eustatius and Saba	2	-	-	-	-	-	-
Bosnia and Herzegovina	43	150.0	8.1	153.6	9.2	3.6	0.9
Botswana	47	145.1	8.4	144.5	7.2	3.3	0.7
Bouvet Island	1	-	-	-	-	-	-
Brazil	1,854	150.4	7.9	152.5	9.0	3.2	0.8

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

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Country of Citizenship (continued)

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
British Virgin Islands	1	-	-	-	-	-	-
Brunei Darussalam	16	-	-	-	-	-	-
Bulgaria	97	153.9	7.2	156.2	8.7	4.0	0.8
Burkina Faso	48	144.0	6.8	145.9	7.2	3.0	0.7
Burundi	15	-	-	-	-	-	-
Cambodia	44	142.3	7.8	148.9	9.0	3.3	0.7
Cameroon	373	143.2	7.1	145.5	8.2	3.0	0.7
Canada	5,496	155.7	7.3	154.9	8.3	4.3	0.8
Cape Verde	8	-	-	-	-	-	-
Cayman Islands	6	-	-	-	-	-	-
Central African Republic	3	-	-	-	-	-	-
Chad	7	-	-	-	-	-	-
Chile	548	150.1	7.7	154.8	9.2	3.1	0.8
China	68,702	148.6	7.9	164.8	5.2	3.1	0.6
Christmas Island	6	-	-	-	-	-	-
Colombia	1,458	148.6	7.6	150.5	8.3	3.1	0.8
Comoros	10	-	-	-	-	-	-
Congo (Brazzaville)	22	-	-	-	-	-	-
Congo, The Democratic Republic of the	104	142.9	6.8	145.0	6.6	2.9	0.7
Costa Rica	184	151.6	7.2	151.9	8.7	3.4	0.8
Côte d'Ivoire	110	145.3	7.3	146.7	8.3	2.8	0.7
Croatia	52	151.3	7.7	153.6	7.2	3.6	0.8
Cuba	89	147.2	6.8	149.5	7.9	2.8	0.8
Curacao	2	-	-	-	-	-	-
Cyprus	62	147.5	8.3	154.1	8.9	3.7	0.8
Czech Republic	83	153.0	8.4	155.6	9.2	3.6	0.8
Denmark	86	153.9	8.6	153.5	8.5	3.8	0.9
Djibouti	1	-	-	-	-	-	-
Dominica	29	-	-	-	-	-	-
Dominican Republic	164	147.2	8.3	146.5	8.6	3.2	0.9
Ecuador	452	147.6	7.4	150.5	8.0	3.2	0.7
Egypt	1,147	144.5	8.0	152.7	7.8	3.1	0.8
El Salvador	124	148.3	7.0	148.7	8.1	3.5	0.8

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

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Country of Citizenship (continued)

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Equatorial Guinea	5	-	-	-	-	-	-
Eritrea	216	143.6	7.6	149.9	6.7	3.0	0.6
Estonia	32	151.4	7.0	152.4	9.3	3.6	0.6
Ethiopia	351	144.4	8.4	150.0	8.0	2.9	0.8
Falkland Islands	2	-	-	-	-	-	-
Fiji	6	-	-	-	-	-	-
Finland	97	153.5	7.7	153.4	7.7	3.7	0.7
France	1,359	154.4	7.0	157.7	8.5	3.6	0.7
French Guiana	2	-	-	-	-	-	-
Gabon	16	-	-	-	-	-	-
Gambia	40	143.3	6.1	142.2	6.4	3.3	0.6
Georgia	70	147.3	8.0	153.1	9.5	3.4	0.6
Germany	1,276	154.4	7.8	156.6	7.9	3.9	0.8
Ghana	1,746	145.7	7.3	147.6	7.0	3.3	0.6
Gibraltar	4	-	-	-	-	-	-
Greece	565	150.8	7.5	157.2	8.8	3.7	0.7
Grenada	23	-	-	-	-	-	-
Guadeloupe	1	-	-	-	-	-	-
Guam	5	-	-	-	-	-	-
Guatemala	129	148.5	8.1	148.2	8.4	3.2	0.8
Guernsey	2	-	-	-	-	-	-
Guinea	23	-	-	-	-	-	-
Guinea-Bissau	1	-	-	-	-	-	-
Guyana	62	146.7	7.1	144.5	7.9	3.5	0.7
Haiti	164	145.1	7.2	145.1	6.7	3.1	0.7
Honduras	171	148.0	7.8	148.3	7.3	3.3	0.9
Hong Kong, China	1,018	149.8	8.0	160.2	7.3	3.5	0.7
Hungary	131	152.6	7.4	156.2	9.0	3.7	0.8
Iceland	69	151.1	7.6	157.5	7.9	3.5	0.8
India	67,246	145.6	8.5	155.7	8.6	3.2	0.7
Indonesia	861	148.0	7.8	154.7	8.2	3.3	0.7
Iran, Islamic Republic of	4,037	143.0	7.1	157.9	7.8	2.9	0.7
Iraq	265	138.1	6.4	145.6	7.0	2.4	0.8

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

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Country of Citizenship (continued)

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Ireland	159	157.6	7.7	153.0	8.6	4.3	0.7
Isle of Man	1	-	-	-	-	-	-
Israel	351	151.4	9.3	156.0	9.2	3.4	0.9
Italy	1,241	154.7	7.2	155.6	8.5	3.5	0.8
Jamaica	323	148.2	7.3	144.9	7.7	3.5	0.7
Japan	1,340	146.1	7.7	158.9	8.0	3.2	0.7
Jersey	2	-	-	-	-	-	-
Jordan	638	141.9	7.9	152.2	7.6	2.8	0.9
Kazakhstan	492	146.1	8.1	154.5	8.9	3.1	0.7
Kenya	672	146.4	7.4	146.8	6.7	3.3	0.7
Kiribati	1	-	-	-	-	-	-
Korea, Democratic People's Republic of	54	148.4	7.4	158.0	7.8	3.2	0.8
Korea, Republic of	5,857	150.4	8.2	160.8	7.1	3.3	0.8
Kosovo	22	-	-	-	-	-	-
Kuwait	432	141.6	8.2	147.2	8.2	2.8	0.9
Kyrgyzstan	59	146.1	8.6	151.6	10.0	3.1	0.6
Lao PDR	8	-	-	-	-	-	-
Latvia	31	148.4	7.4	152.7	8.5	3.5	0.7
Lebanon	793	147.9	7.2	154.7	7.7	3.4	0.8
Lesotho	17	-	-	-	-	-	-
Liberia	69	140.9	6.8	140.2	6.6	2.8	0.8
Libya	59	141.2	7.4	147.0	8.2	2.7	1.0
Liechtenstein	3	-	-	-	-	-	-
Lithuania	50	151.5	7.9	154.7	7.7	3.8	0.7
Luxembourg	20	-	-	-	-	-	-
Macao, China	67	147.8	7.6	159.9	6.7	3.3	0.6
Macedonia, Republic of	35	151.1	9.1	154.8	8.7	3.8	0.8
Madagascar	25	-	-	-	-	-	-
Malawi	55	147.3	7.9	147.8	7.4	3.6	0.6
Malaysia	502	151.3	8.2	155.7	7.4	3.8	0.7
Maldives	6	-	-	-	-	-	-
Mali	16	-	-	-	-	-	-

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

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Country of Citizenship (continued)

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Malta	4	-	-	-	-	-	-
Marshall Islands	3	-	-	-	-	-	-
Mauritania	9	-	-	-	-	-	-
Mauritius	48	151.0	7.1	153.0	8.1	3.9	0.7
Mexico	2,870	148.8	7.5	149.3	7.9	3.2	0.8
Micronesia, Federated States of	4	-	-	-	-	-	-
Moldova	28	-	-	-	-	-	-
Monaco	4	-	-	-	-	-	-
Mongolia	128	144.7	8.3	152.4	9.2	3.1	0.7
Montenegro	11	-	-	-	-	-	-
Montserrat	1	-	-	-	-	-	-
Morocco	265	147.7	8.2	153.2	8.6	3.2	0.8
Mozambique	25	-	-	-	-	-	-
Myanmar	88	147.6	9.0	151.7	8.3	3.4	0.8
Namibia	28	-	-	-	-	-	-
Nauru	1	-	-	-	-	-	-
Nepal	2,613	144.5	7.4	154.9	7.2	3.1	0.6
Netherlands	433	152.2	8.4	153.7	8.1	3.7	0.9
New Caledonia	1	-	-	-	-	-	-
New Zealand	178	159.0	7.9	158.4	8.5	4.4	0.8
Nicaragua	55	149.1	7.1	148.0	8.7	3.5	0.6
Niger	19	-	-	-	-	-	-
Nigeria	6,861	144.9	7.4	145.8	7.8	3.1	0.7
Niue	1	-	-	-	-	-	-
Norway	127	153.6	7.9	153.1	8.8	3.7	0.7
Oman	50	143.1	8.2	146.6	8.0	3.0	0.9
Pakistan	4,074	147.2	8.4	152.1	8.4	3.4	0.8
Palau	2	-	-	-	-	-	-
Palestinian Territories	162	142.7	7.2	151.4	8.3	3.1	0.8
Panama	120	148.3	7.5	148.0	7.8	3.3	0.8
Papua New Guinea	6	-	-	-	-	-	-
Paraguay	59	150.1	7.9	151.6	7.9	3.5	0.8

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

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Country of Citizenship (continued)

Table continued from previous page

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Peru	559	149.5	7.5	153.8	8.2	3.3	0.8
Philippines	686	150.5	7.7	150.3	8.5	3.7	0.8
Poland	234	151.8	8.3	156.2	8.7	3.7	0.7
Portugal	149	154.4	7.5	155.7	9.0	3.7	0.8
Puerto Rico	220	142.9	7.4	141.5	6.4	2.7	0.8
Qatar	61	137.9	6.7	144.6	7.8	2.5	0.9
Réunion	2	-	-	-	-	-	-
Romania	155	154.5	8.3	155.4	9.8	3.9	0.8
Russian Federation	1,021	149.0	8.1	156.0	8.6	3.2	0.7
Rwanda	218	142.1	6.9	147.5	6.2	3.0	0.6
Saint Kitts and Nevis	20	-	-	-	-	-	-
Saint Lucia	26	-	-	-	-	-	-
Saint Vincent and the Grenadines	12	-	-	-	-	-	-
Samoa	5	-	-	-	-	-	-
Saudi Arabia	2,968	136.6	6.3	142.2	8.0	2.1	0.8
Senegal	45	144.2	8.6	147.1	9.3	3.0	1.0
Serbia	111	151.1	8.0	154.6	8.4	3.5	0.8
Seychelles	3	-	-	-	-	-	-
Sierra Leone	36	143.7	8.3	143.4	6.8	3.2	0.6
Singapore	983	158.2	7.2	161.0	7.0	4.4	0.8
Sint Maarten (Dutch part)	3	-	-	-	-	-	-
Slovakia	56	150.8	8.8	157.0	7.4	3.7	0.8
Slovenia	35	154.5	8.7	157.3	7.4	3.9	0.6
Solomon Islands	2	-	-	-	-	-	-
Somalia	18	-	-	-	-	-	-
South Africa	312	153.1	8.1	151.4	8.5	4.0	0.7
South Georgia and the South Sandwich Islands	1	-	-	-	-	-	-
South Sudan	12	-	-	-	-	-	-
Spain	858	152.5	7.0	155.4	8.3	3.5	0.7
Sri Lanka	738	143.4	8.2	154.9	6.6	3.1	0.7
Sudan	169	142.2	7.8	150.3	8.2	2.8	0.7
Suriname	11	-	-	-	-	-	-

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

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Country of Citizenship (continued)

Table continued from previous page

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Svalbard and Jan Mayen Islands	1	-	-	-	-	-	-
Swaziland	31	147.3	6.8	146.9	7.1	3.6	0.6
Sweden	229	152.8	8.3	153.8	8.0	3.7	0.8
Switzerland	224	155.2	7.2	157.7	7.2	3.8	0.7
Syria	212	142.5	9.1	151.5	8.0	2.8	1.0
Taiwan, China	4,334	147.2	7.6	163.0	6.4	3.0	0.6
Tajikistan	31	146.1	9.2	149.9	10.3	3.0	0.7
Tanzania, United Republic of	140	142.2	8.8	146.7	8.0	3.1	0.8
Thailand	780	144.0	8.0	156.1	8.3	3.0	0.8
Timor-Leste	4	-	-	-	-	-	-
Togo	38	144.3	5.8	145.5	7.3	3.0	0.6
Tonga	6	-	-	-	-	-	-
Trinidad and Tobago	142	151.2	7.8	148.9	8.7	3.9	0.8
Tunisia	131	148.0	7.1	153.1	8.8	3.2	0.7
Turkey	2,338	146.2	8.2	160.0	7.7	3.1	0.8
Turkmenistan	22	-	-	-	-	-	-
Turks and Caicos Islands	4	-	-	-	-	-	-
Tuvalu	2	-	-	-	-	-	-
Uganda	232	144.4	7.9	145.2	7.2	3.3	0.7
Ukraine	320	148.0	8.5	152.9	8.4	3.1	0.8
United Arab Emirates	341	140.2	8.7	147.8	8.0	2.7	1.1
United Kingdom	1,756	157.4	8.0	154.6	8.5	4.3	0.8
United States Minor Outlying Islands	46	150.9	8.2	147.7	7.2	3.8	0.9
United States of America	315,447	152.6	7.8	150.2	8.0	3.9	0.8
Uruguay	98	153.6	7.7	155.3	8.3	3.6	0.8
Uzbekistan	81	145.7	7.6	151.4	9.0	3.2	0.8
Vanuatu	2	-	-	-	-	-	-
Venezuela	372	149.3	7.2	149.5	8.1	3.4	0.8
Viet Nam	1,089	148.3	8.5	159.5	7.3	3.4	0.7
Virgin Islands, U.S.	12	-	-	-	-	-	-
Yemen	50	140.5	8.3	149.8	8.6	2.7	0.8
Zambia	74	146.1	6.6	145.6	7.3	3.4	0.6
Zimbabwe	199	148.3	7.4	147.8	7.2	3.7	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

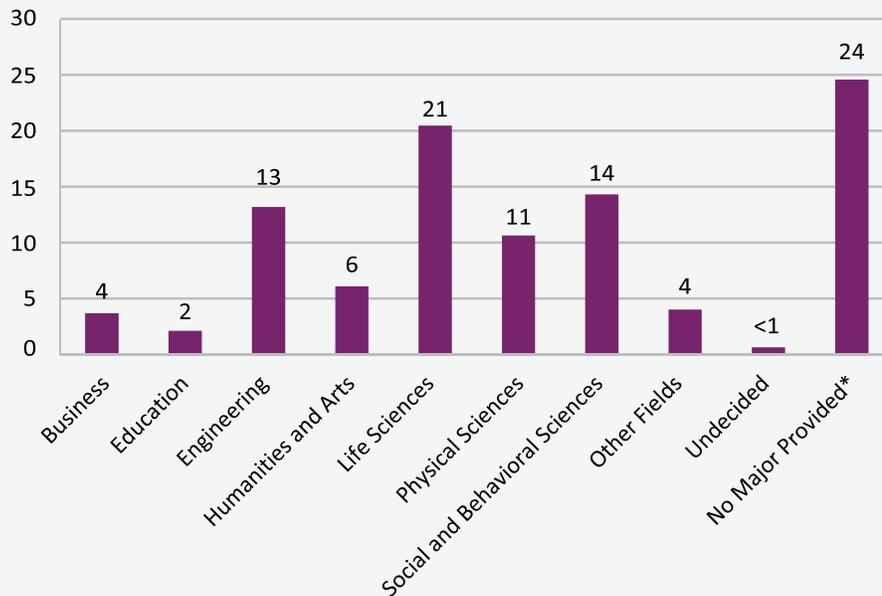
Architecture and Environmental Design
Communications and Journalism
Family and Consumer Sciences
Library and Archival Studies
Public Administration
Religion and Theology
Social Work
Other

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

Undergraduate Major Field

Figure 1.2 shows that, overall, the most commonly reported undergraduate major fields were within Life Sciences (21 percent), followed by Social and Behavioral Sciences (14 percent), and Engineering (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 541,750 test takers who took the GRE General Test between July 1, 2017, and June 30, 2018.

*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 indicating an undergraduate major in Physical Sciences had a higher mean score on the Quantitative Reasoning measure than men in other major fields. Women indicating an undergraduate major in Engineering had a higher mean score on the Quantitative Reasoning measure than 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 Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Business	21,300	4	148.9	8.1	151.3	9.2	3.5	0.8
Men	10,153	48	149.5	8.3	152.1	9.0	3.5	0.9
Women	11,099	52	148.4	7.9	150.6	9.3	3.5	0.8
No Response	48	<1	150.5	8.2	152.8	9.3	3.6	0.8
Education	10,811	2	148.1	7.6	145.7	7.4	3.6	0.8
Men	2,132	20	149.1	8.2	147.2	7.9	3.6	0.9
Women	8,644	80	147.8	7.4	145.3	7.2	3.6	0.8
No Response	35	<1	146.9	7.6	145.7	6.3	3.5	0.7
Engineering	69,153	13	149.3	9.0	158.7	7.6	3.4	0.8
Men	50,385	73	149.3	9.0	159.1	7.6	3.4	0.8
Women	18,658	27	149.2	8.8	157.5	7.5	3.5	0.8
No Response	110	<1	152.6	8.7	158.0	7.2	3.8	0.9
Humanities and Arts	33,439	6	155.3	8.2	148.9	8.0	4.0	0.9
Men	12,610	38	156.5	8.1	150.0	8.1	4.1	0.9
Women	20,684	62	154.5	8.2	148.2	7.9	4.0	0.9
No Response	145	<1	156.6	8.1	149.4	7.7	4.1	0.8
Life Sciences	113,857	21	150.5	7.2	150.1	7.1	3.7	0.8
Men	32,737	29	151.4	7.5	152.0	7.4	3.7	0.8
Women	80,602	71	150.1	7.1	149.3	6.9	3.7	0.8
No Response	518	<1	151.4	7.1	149.5	6.3	3.8	0.7
Physical Sciences	60,708	11	150.8	9.2	158.0	8.4	3.5	0.9
Men	37,375	62	151.3	9.3	159.2	8.2	3.5	0.9
Women	23,186	38	150.0	9.1	156.2	8.4	3.6	0.8
No Response	147	<1	153.2	9.2	156.0	9.2	3.7	0.9
Social and Behavioral Sciences	76,740	14	152.5	8.0	149.9	8.4	3.9	0.8
Men	24,303	32	154.0	8.2	152.5	8.7	3.9	0.9
Women	52,115	68	151.7	7.8	148.7	8.0	3.9	0.8
No Response	322	<1	154.7	7.5	150.6	7.2	4.1	0.8

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Undergraduate Major Field (continued)

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

Undergraduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Other Fields	21,800	4	149.8	8.1	148.1	8.6	3.6	0.8
Men	6,612	30	150.9	8.5	149.7	8.8	3.6	0.9
Women	15,117	69	149.3	7.9	147.4	8.4	3.6	0.8
No Response	71	<1	152.7	8.9	148.1	8.2	3.8	0.8
Undecided	2,354	<1	146.0	8.4	152.7	10.4	3.1	0.8
Men	1,218	52	146.1	8.5	154.0	10.1	3.1	0.8
Women	1,127	48	145.8	8.3	151.3	10.6	3.1	0.8
No Response	9	<1	147.2	8.5	150.9	11.1	3.4	0.9
No Major Provided*	131,588	24	149.2	8.9	156.2	10.0	3.4	0.9
Men	62,890	48	149.0	9.2	158.2	9.7	3.3	0.9
Women	67,664	51	149.4	8.6	154.5	10.0	3.5	0.8
No Response	1,034	1	152.8	8.3	153.3	8.7	3.8	0.8
Total	541,750	100	150.5	8.5	153.4	9.4	3.6	0.9
Men	240,415	44	150.7	9.0	156.1	9.2	3.5	0.9
Women	298,896	55	150.3	8.1	151.2	8.9	3.7	0.8
No Response	2,439	<1	152.8	8.2	152.0	8.3	3.8	0.8

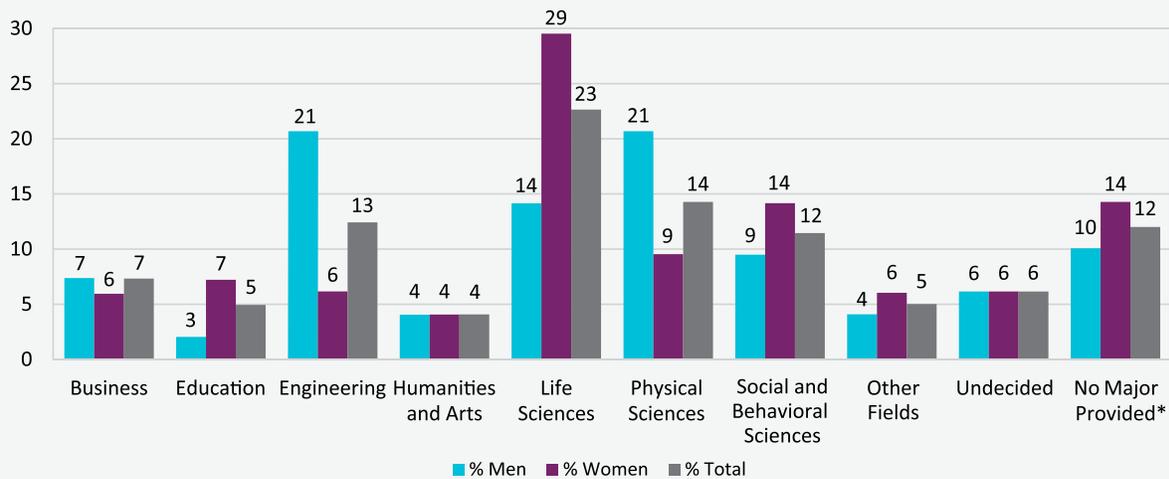
Note: See page 23 for a list of major fields. A total of 541,750 examinees took the GRE General Test between July 1, 2017, and June 30, 2018. The percentages for the overall undergraduate major fields were based on those total groups of test takers; the percentages for the gender groups within each undergraduate 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 percentages of men who indicated an intended graduate major in Engineering (21 percent) and Physical Sciences (21 percent) were significantly higher than the percentages of women indicating those intended graduate majors. The percentage of women who indicated an intended graduate major in Life Sciences (29 percent) was significantly higher than the percentage of men indicating that intended graduate major. In Social and Behavioral Sciences and Education, the percentages of women were higher than the percentages 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 541,750 test takers who took the GRE General Test between July 1, 2017, and June 30, 2018. 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 relatively higher mean Verbal Reasoning and Analytical Writing scores than men and women in other majors. Men with an intended graduate major in Physical Sciences had a higher mean score on the Quantitative Reasoning measure than men in other majors. Women with an intended graduate major in Engineering had a higher mean score on the Quantitative Reasoning measure than 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 Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Business	36,792	7	150.1	8.3	154.3	9.4	3.5	0.8
Men	17,943	49	150.3	8.5	154.9	9.1	3.5	0.9
Women	18,697	51	149.8	8.1	153.7	9.6	3.6	0.8
No Response	152	<1	154.2	9.1	153.9	8.5	3.9	0.9
Education	28,698	5	150.0	8.1	146.9	8.0	3.7	0.9
Men	6,981	24	151.5	8.5	148.3	8.4	3.7	0.9
Women	21,602	75	149.5	8.0	146.5	7.8	3.7	0.8
No Response	115	<1	152.4	8.4	148.9	8.4	3.9	0.8
Engineering	68,970	13	149.0	9.0	159.6	7.8	3.4	0.8
Men	51,423	75	148.9	9.0	159.8	7.7	3.3	0.8
Women	17,401	25	149.2	8.8	158.8	7.8	3.4	0.8
No Response	146	<1	151.6	8.7	159.3	7.0	3.6	0.9
Humanities and Arts	19,841	4	156.0	8.2	150.1	8.6	4.1	0.9
Men	8,607	43	157.1	8.1	150.9	8.5	4.1	0.9
Women	11,111	56	155.1	8.2	149.4	8.5	4.0	0.9
No Response	123	1	155.9	8.3	148.5	9.0	4.1	0.8
Life Sciences	122,420	23	150.9	7.2	150.7	7.3	3.8	0.8
Men	34,845	28	151.7	7.5	152.6	7.5	3.7	0.8
Women	86,782	71	150.6	7.1	149.9	7.1	3.8	0.8
No Response	793	1	151.4	7.0	150.0	6.3	3.8	0.7
Physical Sciences	76,329	14	150.4	9.2	159.8	8.2	3.5	0.8
Men	49,577	65	150.8	9.2	160.7	7.9	3.4	0.8
Women	26,512	35	149.6	9.0	158.3	8.4	3.5	0.8
No Response	240	<1	153.5	9.4	158.5	8.3	3.7	0.9
Social and Behavioral Sciences	63,124	12	152.9	8.1	151.8	9.0	3.9	0.8
Men	22,359	35	154.3	8.3	154.4	9.1	3.9	0.9
Women	40,394	64	152.2	7.8	150.4	8.7	3.9	0.8
No Response	371	1	155.7	7.5	152.8	7.9	4.1	0.8

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Intended Graduate Major Field (continued)

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

Intended Graduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Other Fields	25,216	5	150.8	8.6	150.1	9.3	3.6	0.9
Men	8,616	34	151.8	9.0	151.4	9.1	3.7	0.9
Women	16,505	65	150.2	8.4	149.4	9.3	3.6	0.8
No Response	95	<1	152.5	8.0	149.3	8.7	3.7	0.8
Undecided	32,780	6	148.3	9.2	153.8	9.7	3.3	0.9
Men	15,256	47	148.2	9.5	155.1	9.6	3.3	0.9
Women	17,383	53	148.4	9.0	152.6	9.7	3.4	0.9
No Response	141	<1	151.2	8.8	151.8	9.0	3.6	0.9
No Major Provided*	67,580	12	148.8	8.5	150.2	9.2	3.5	0.9
Men	24,808	37	148.8	9.1	152.7	9.5	3.4	0.9
Women	42,509	63	148.7	8.2	148.8	8.7	3.5	0.8
No Response	263	<1	152.1	8.3	149.8	8.2	3.7	0.8
Total	541,750	100	150.5	8.5	153.4	9.4	3.6	0.9
Men	240,415	44	150.7	9.0	156.1	9.2	3.5	0.9
Women	298,896	55	150.3	8.1	151.2	8.9	3.7	0.8
No Response	2,439	<1	152.8	8.2	152.0	8.3	3.8	0.8

Note: See page 23 for a list of major fields. A total of 541,750 examinees took the GRE General Test between July 1, 2017, and June 30, 2018. 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 U.S. citizen racial/ethnic groups except Mexican and Other Hispanic, 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	85	1,387	58	2,359	575	144	930	9,139	710	2,472	17,859
	Mean	149.6	152.9	151.0	147.1	149.4	149.1	150.1	153.3	153.1	153.9	152.2
	SD	6.4	7.9	7.6	7.6	7.4	6.9	7.5	7.2	8.0	8.0	7.8
Education	N	127	1,058	56	3,365	1,017	399	1,533	14,063	909	2,883	25,410
	Mean	148.8	151.1	149.1	145.6	148.4	147.4	147.0	151.9	150.1	150.8	150.3
	SD	7.4	8.5	6.3	7.2	6.8	7.7	7.9	7.5	8.6	8.5	8.0
Engineering	N	97	2,220	50	871	686	191	921	10,465	681	2,767	18,949
	Mean	152.1	155.6	153.9	150.5	152.1	152.3	152.7	157.0	155.9	156.9	156.0
	SD	7.8	7.6	6.3	7.6	7.1	7.3	7.5	6.3	7.3	7.1	7.0
Humanities and Arts	N	97	559	41	774	509	138	611	9,641	715	1,746	14,831
	Mean	153.6	157.3	154.5	151.1	152.6	153.2	153.4	158.0	157.4	158.4	157.2
	SD	6.8	8.2	8.3	8.4	7.8	7.9	7.8	6.7	7.3	7.5	7.4
Life Sciences	N	588	8,072	381	7,287	3,398	1,019	5,023	62,909	3,359	11,213	103,249
	Mean	150.1	151.4	149.2	146.8	149.4	149.2	149.4	152.2	152.0	152.4	151.5
	SD	6.7	7.1	5.9	6.8	6.5	6.9	6.8	6.6	7.3	7.2	6.9
Physical Sciences	N	112	2,505	74	971	730	202	946	13,440	898	3,536	23,414
	Mean	153.1	156.5	153.8	150.1	152.6	152.6	153.9	157.3	157.0	157.7	156.6
	SD	6.8	8.0	7.1	8.1	6.9	7.3	7.4	6.6	7.4	7.5	7.3
Social and Behavioral Sciences	N	256	2,388	111	3,985	1,678	453	2,403	24,694	1,840	4,594	42,402
	Mean	151.3	154.1	152.1	148.0	150.2	150.5	150.9	154.8	154.1	155.0	153.6
	SD	7.1	7.8	7.8	7.7	7.2	7.7	7.7	7.2	7.8	8.0	7.8
Other Fields	N	77	824	39	2,144	878	211	898	9,305	676	1,866	16,918
	Mean	151.2	152.7	149.8	145.3	147.4	149.2	149.0	154.3	152.5	153.7	152.2
	SD	8.0	8.6	7.8	7.8	7.6	7.7	7.9	7.5	8.3	8.5	8.4
Undecided	N	68	1,018	41	1,060	371	100	520	5,837	622	2,277	11,914
	Mean	149.4	152.6	148.3	145.9	148.8	148.1	148.8	153.9	152.9	154.5	152.7
	SD	7.5	8.9	7.7	8.1	7.8	9.5	8.4	7.9	9.1	8.8	8.7
No Major Provided*	N	248	2,536	143	3,849	1,390	463	2,202	23,130	1,570	4,970	40,501
	Mean	149.2	151.5	149.4	145.2	147.8	146.8	147.7	152.0	151.3	151.9	150.9
	SD	6.7	8.2	6.9	7.5	7.2	7.7	7.8	7.3	7.9	8.2	7.9
Total	N	1,755	22,567	994	26,665	11,232	3,320	15,987	182,623	11,980	38,324	315,447
	Mean	150.5	153.0	150.5	146.9	149.6	149.4	149.7	153.7	153.1	153.9	152.6
	SD	7.1	8.0	7.0	7.6	7.2	7.7	7.7	7.2	8.1	8.1	7.8

Note: See page 23 for a list of major fields. A total of 315,447 U.S. citizens took the GRE General Test between July 1, 2017, and June 30, 2018. 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 U.S. citizen racial/ethnic groups with an intended graduate major in Engineering had a higher mean score on the Quantitative Reasoning measure than those with other majors.

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

Intended Graduate Major Field		American Indian	Asian	Hawaiian/ Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White (Non-Hispanic)	Other	No Response	Total
Business	N	85	1,387	58	2,359	575	144	930	9,139	710	2,472	17,859
	Mean	146.9	153.7	150.0	144.7	147.4	147.3	148.2	151.2	150.3	152.2	150.3
	SD	6.5	7.9	7.0	6.9	6.6	6.6	7.0	6.8	7.9	7.6	7.5
Education	N	127	1,058	56	3,365	1,017	399	1,533	14,063	909	2,883	25,410
	Mean	143.3	150.2	145.3	141.7	144.3	142.6	143.1	147.7	145.2	146.7	146.3
	SD	6.1	8.1	6.4	6.2	6.3	6.7	6.9	6.9	7.7	7.8	7.4
Engineering	N	97	2,220	50	871	686	191	921	10,465	681	2,767	18,949
	Mean	154.9	161.1	157.7	152.4	154.9	155.0	155.9	159.6	158.5	160.0	159.0
	SD	6.8	6.4	6.0	7.2	6.5	6.5	6.9	5.8	6.7	6.3	6.5
Humanities and Arts	N	97	559	41	774	509	138	611	9,641	715	1,746	14,831
	Mean	144.4	152.7	148.1	143.4	145.2	144.8	145.8	149.3	148.7	150.0	148.8
	SD	5.8	8.4	8.0	7.0	6.9	8.2	7.1	7.2	7.9	8.1	7.6
Life Sciences	N	588	8,072	381	7,287	3,398	1,019	5,023	62,909	3,359	11,213	103,249
	Mean	147.5	152.1	148.6	144.7	147.7	147.2	147.7	150.5	149.8	150.9	150.0
	SD	6.0	7.1	5.8	6.2	6.2	6.4	6.3	6.1	6.9	7.0	6.6
Physical Sciences	N	112	2,505	74	971	730	202	946	13,440	898	3,536	23,414
	Mean	153.7	160.8	156.1	150.5	154.1	153.2	154.9	158.0	157.2	159.3	157.8
	SD	8.0	7.2	7.6	7.9	6.9	7.5	7.5	6.9	7.6	7.4	7.4
Social and Behavioral Sciences	N	256	2,388	111	3,985	1,678	453	2,403	24,694	1,840	4,594	42,402
	Mean	145.5	152.5	148.1	143.6	145.9	145.4	146.5	150.1	149.1	150.7	149.2
	SD	6.5	8.1	7.6	6.6	6.8	6.9	7.3	7.1	7.6	8.1	7.6
Other Fields	N	77	824	39	2,144	878	211	898	9,305	676	1,866	16,918
	Mean	146.2	150.8	144.7	141.2	143.3	143.8	144.5	148.7	147.1	148.7	147.2
	SD	7.1	8.1	6.1	6.3	6.4	6.3	7.1	7.0	7.7	7.8	7.6
Undecided	N	68	1,018	41	1,060	371	100	520	5,837	622	2,277	11,914
	Mean	147.4	153.8	146.9	143.1	146.2	143.0	146.1	150.4	149.5	152.2	149.9
	SD	7.3	8.4	7.9	7.1	7.4	7.6	8.1	7.7	8.9	8.8	8.5
No Major Provided*	N	248	2,536	143	3,849	1,390	463	2,202	23,130	1,570	4,970	40,501
	Mean	145.5	151.8	146.7	142.2	144.8	143.6	144.6	148.7	147.3	149.0	147.8
	SD	6.5	8.2	7.0	6.4	6.9	7.0	7.2	7.0	7.9	8.1	7.6
Total	N	1,755	22,567	994	26,665	11,232	3,320	15,987	182,623	11,980	38,324	315,447
	Mean	147.2	154.0	148.9	143.9	147.1	146.3	147.3	150.9	149.9	151.8	150.2
	SD	7.1	8.3	7.4	7.0	7.3	7.6	7.7	7.4	8.2	8.4	8.0

Note: See page 23 for a list of major fields. A total of 315,447 U.S. citizens took the GRE General Test between July 1, 2017, and June 30, 2018. 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 U.S. citizen racial/ethnic groups except Puerto Rican 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	85	1,387	58	2,359	575	144	930	9,139	710	2,472	17,859
	Mean	3.5	4.0	3.7	3.4	3.7	3.5	3.6	3.9	3.9	3.9	3.8
	SD	0.6	0.8	0.8	0.9	0.7	0.8	0.8	0.8	0.9	0.9	0.8
Education	N	127	1,058	56	3,365	1,017	399	1,533	14,063	909	2,883	25,410
	Mean	3.5	3.9	3.8	3.3	3.6	3.4	3.4	3.9	3.7	3.7	3.7
	SD	0.8	0.9	0.8	0.8	0.8	0.9	0.8	0.8	0.9	0.9	0.9
Engineering	N	97	2,220	50	871	686	191	921	10,465	681	2,767	18,949
	Mean	3.7	4.1	4.0	3.6	3.7	3.8	3.8	4.1	4.0	4.0	4.0
	SD	0.7	0.8	0.6	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.8
Humanities and Arts	N	97	559	41	774	509	138	611	9,641	715	1,746	14,831
	Mean	3.9	4.3	4.1	3.7	3.9	3.8	3.9	4.3	4.2	4.2	4.2
	SD	0.8	0.8	1.0	0.9	0.8	0.9	0.8	0.8	0.8	0.9	0.8
Life Sciences	N	588	8,072	381	7,287	3,398	1,019	5,023	62,909	3,359	11,213	103,249
	Mean	3.6	3.9	3.7	3.4	3.6	3.6	3.6	3.9	3.9	3.9	3.8
	SD	0.8	0.7	0.7	0.8	0.7	0.7	0.7	0.7	0.8	0.7	0.7
Physical Sciences	N	112	2,505	74	971	730	202	946	13,440	898	3,536	23,414
	Mean	3.7	4.2	3.9	3.5	3.8	3.7	3.8	4.1	4.1	4.1	4.1
	SD	0.7	0.8	0.7	0.8	0.8	0.7	0.8	0.7	0.8	0.8	0.8
Social and Behavioral Sciences	N	256	2,388	111	3,985	1,678	453	2,403	24,694	1,840	4,594	42,402
	Mean	3.7	4.2	3.9	3.4	3.7	3.7	3.8	4.1	4.0	4.1	4.0
	SD	0.8	0.8	0.8	0.8	0.8	0.9	0.8	0.8	0.8	0.8	0.8
Other Fields	N	77	824	39	2,144	878	211	898	9,305	676	1,866	16,918
	Mean	3.8	4.0	3.7	3.2	3.5	3.6	3.6	4.0	3.9	3.9	3.8
	SD	0.9	0.8	0.9	0.9	0.8	0.8	0.8	0.8	0.9	0.8	0.9
Undecided	N	68	1,018	41	1,060	371	100	520	5,837	622	2,277	11,914
	Mean	3.5	3.9	3.4	3.1	3.6	3.2	3.5	3.9	3.8	3.9	3.8
	SD	0.8	0.9	0.7	0.9	0.8	1.0	0.9	0.8	0.9	0.9	0.9
No Major Provided*	N	248	2,536	143	3,849	1,390	463	2,202	23,130	1,570	4,970	40,501
	Mean	3.5	3.9	3.6	3.2	3.5	3.3	3.5	3.9	3.7	3.8	3.7
	SD	0.8	0.8	0.7	0.8	0.8	0.9	0.8	0.8	0.8	0.9	0.8
Total	N	1,755	22,567	994	26,665	11,232	3,320	15,987	182,623	11,980	38,324	315,447
	Mean	3.6	4.0	3.8	3.3	3.6	3.5	3.6	4.0	3.9	3.9	3.9
	SD	0.8	0.8	0.7	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.8

Note: See page 23 for a list of major fields. A total of 315,447 U.S. citizens took the GRE General Test between July 1, 2017, and June 30, 2018. 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 70 percent of test takers reported a graduate degree objective of either Master’s degree (42 percent) or Doctorate (28 percent). A total of 24 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.)	229,321	42
Specialized Master’s in Business	2,282	<1
Intermediate (such as specialist)	2,331	<1
M.B.A.	16,054	3
Doctorate (Ph.D., Ed.D.)	153,245	28
Postdoctoral Study	4,902	1
Non-Degree Graduate Study	858	<1
Not Currently Planning Graduate Study	1,144	<1
No Response	131,613	24
Total	541,750	100

Enrollment Preference

Table 1.16 shows that 66 percent of test takers planned to enroll in a full-time program. These test takers had a higher mean Quantitative Reasoning score than test takers who planned to enroll part time or who were undecided. A total of 23 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 Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Full Time	359,933	66	150.8	8.4	152.6	8.9	3.7	0.8
Part Time	24,816	5	150.8	8.3	148.2	8.3	3.6	0.9
Undecided	31,032	6	151.6	8.8	151.2	8.6	3.7	0.9
No Response	125,969	23	149.4	8.9	157.1	9.8	3.4	0.9
Total	541,750	100	150.5	8.5	153.4	9.4	3.6	0.9

Table 1.17 shows that 69 percent of the test takers who indicated M.B.A. as their graduate degree objective planned to enroll in a full-time 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.

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 Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Full Time	11,027	69	151.2	8.6	152.1	8.6	3.7	0.9
Part Time	2,877	18	151.5	7.4	149.5	7.1	3.7	0.8
Undecided	1,823	11	152.4	8.1	151.0	7.6	3.8	0.9
No Response	327	2	153.3	8.9	152.6	7.6	3.8	0.9
Total	16,054	100	151.4	8.4	151.5	8.3	3.7	0.9

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 relatively 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 relatively higher Quantitative Reasoning scores. There were similar mean scores on the Analytical Writing measure across various years of full-time work experience. Approximately 35 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 Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Less than 1 Year	184,479	34	151.0	8.0	152.8	8.9	3.7	0.8
1–2 Years	84,416	16	150.5	8.4	152.0	8.8	3.6	0.8
3–4 Years	36,567	7	150.8	8.9	151.3	8.7	3.6	0.9
5–7 Years	23,096	4	151.7	8.9	150.6	8.6	3.7	0.9
8–10 Years	11,013	2	151.7	9.0	149.0	8.4	3.6	0.9
11–14 Years	5,152	1	151.9	8.8	148.7	8.5	3.7	0.9
15–19 Years	4,268	1	151.8	8.6	147.0	8.3	3.6	0.8
20–29 Years	3,256	1	152.7	8.6	146.4	8.2	3.6	0.8
Over 30 Years	1,256	<1	151.3	9.1	146.6	8.3	3.5	0.8
No Response	188,247	35	149.6	8.8	155.9	9.8	3.4	0.9
Total	541,750	100	150.5	8.5	153.4	9.4	3.6	0.9

Full-Time Work Experience (continued)

Table 1.19 shows that 43 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 relatively higher Verbal Reasoning scores than test takers with fewer years of full-time work experience. Overall, test takers who had 10 years or less full-time work experience had relatively higher mean Quantitative Reasoning scores than test takers with more than 10 years of full-time work experience.

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 Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Less than 1 Year	3,594	22	150.0	8.0	151.3	8.7	3.7	0.9
1–2 Years	3,387	21	149.9	8.2	150.7	8.3	3.6	0.9
3–4 Years	2,933	18	152.8	8.3	152.6	7.9	3.9	0.9
5–7 Years	2,505	16	153.4	8.0	152.3	7.7	3.9	0.8
8–10 Years	985	6	152.1	8.6	150.5	8.0	3.7	0.9
11–14 Years	300	2	151.5	8.3	149.4	7.8	3.6	0.8
15–19 Years	190	1	152.1	8.8	147.4	6.9	3.6	0.8
20–29 Years	126	1	152.0	9.3	146.9	7.4	3.5	0.7
Over 30 Years	30	<1	152.8	8.2	150.6	8.4	3.7	0.7
No Response	2,004	12	151.5	9.0	152.5	8.7	3.7	0.9
Total	16,054	100	151.4	8.4	151.5	8.3	3.7	0.9

Program Format

Table 1.20 shows that 59 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 26 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 Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
On Campus	317,310	59	151.1	8.4	153.2	8.8	3.7	0.8
Online	14,686	3	149.6	7.9	147.0	8.2	3.5	0.8
Combination	44,801	8	148.8	7.7	147.1	7.9	3.5	0.8
Undecided	24,437	5	151.2	8.6	151.3	8.4	3.7	0.9
No Response	140,516	26	149.6	8.9	156.8	9.8	3.4	0.9
Total	541,750	100	150.5	8.5	153.4	9.4	3.6	0.9

Program Format (continued)

Table 1.21 shows that 65 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 Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
On Campus	10,471	65	151.9	8.5	152.7	8.3	3.8	0.9
Online	1,137	7	149.6	7.4	147.5	7.2	3.5	0.8
Combination	2,564	16	149.2	7.5	147.8	7.2	3.6	0.8
Undecided	1,075	7	152.3	8.3	151.4	7.7	3.8	0.9
No Response	807	5	153.6	8.8	153.6	8.3	3.9	0.9
Total	16,054	100	151.4	8.4	151.5	8.3	3.7	0.9

U.S. Citizenship Status and Racial/Ethnic Group

Figure 2.1 shows that from testing years 2013–14 to 2017–18, there were more test takers who were U.S. citizens than non-U.S. citizens. With the exception of 2015–16, the number of U.S. citizens who took the test decreased from 2013–14 to 2017–18. The number of non-U.S. citizens who took the test increased from 2013–14 to 2015–16, and decreased from 2015–16 to 2017–18.

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

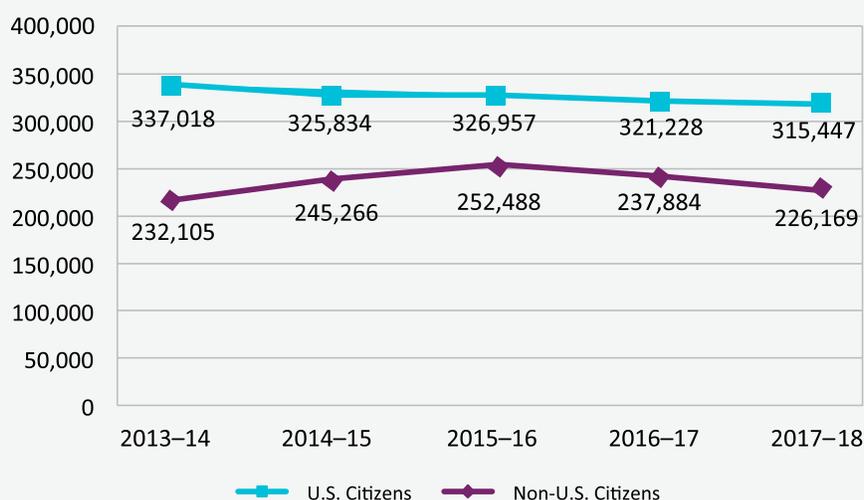


Table 2.1 shows that the percentage of test takers who were U.S. citizens slightly decreased from 59 percent in 2013–14 to 58 percent in 2017–18, with fluctuations in between. The percentage of test takers who were non-U.S. citizens increased from 40 percent in 2013–14 to 43 percent in the subsequent three testing years (2014–15, 2015–16, and 2016–17), and then slightly decreased to 42 percent in 2017–18.

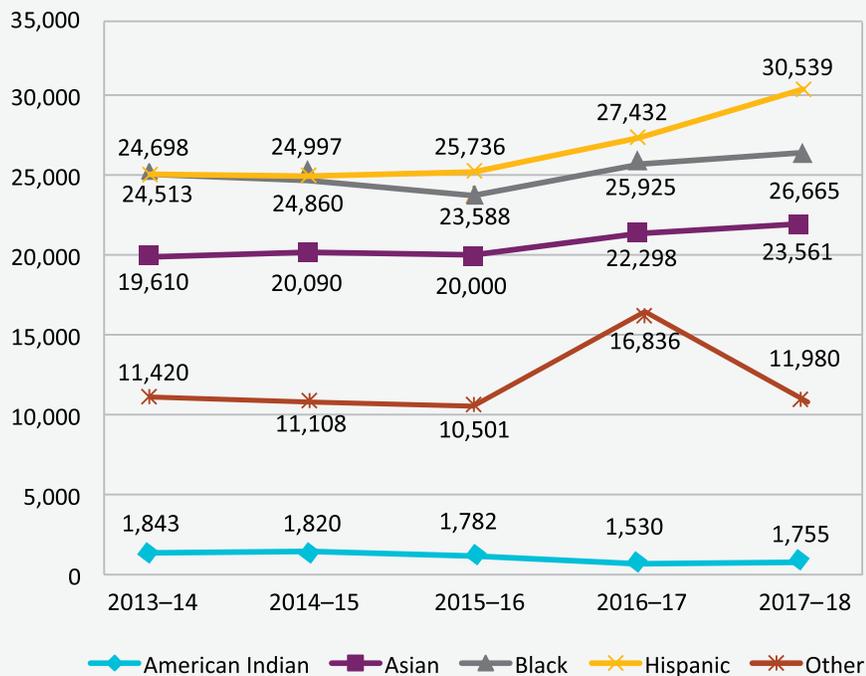
Table 2.1. Volume of GRE General Test Examinees, by U.S. Citizenship Status

U.S. Citizenship Status	2013–14 N	2013–14 Percent	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent
U.S. Citizen	337,018	59	325,834	57	326,957	56	321,228	57	315,447	58
Non-U.S. Citizen	232,105	40	245,266	43	252,488	43	237,884	43	226,169	42
No Response	5,014	1	5,109	1	5,232	1	142	<1	134	<1
Total	574,137	100	576,209	100	584,677	100	559,254	100	541,750	100

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

Excluding White (Non-Hispanic) test takers, Figure 2.2 shows that in testing years 2013–14 to 2017–18, U.S. citizen 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 2017–18, the number of test takers who classified themselves as Hispanic, Black, Asian, or American Indian increased. The number of test takers who classified themselves as Other increased from 2015–16 to 2016–17 and then decreased from 2016–17 to 2017–18.

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



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

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

Table 2.2 shows that from 2013–14 to 2017–18, the percentage of U.S. citizen test takers who identified themselves as White (non-Hispanic) decreased from 60 percent in 2013–14 to 58 percent in 2017–18. The percentages of test takers in other racial/ethnic groups remained relatively stable. Note that from 2015–16 to 2017–18, the percentage of test takers who did not respond to the racial/ethnic group question decreased from 20 percent to 12 percent.

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

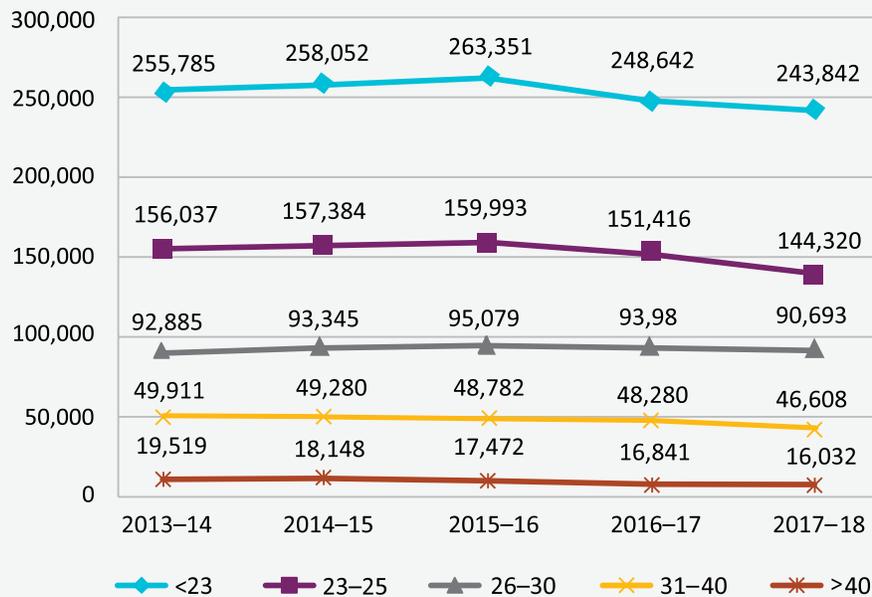
Racial/Ethnic Group	2013–14 N	2013–14 Percent	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent
American Indian	1,843	1	1,820	1	1,782	1	1,530	<1	1,755	1
Asian	18,656	6	19,227	6	19,163	6	21,500	7	22,567	7
Hawaiian/ Pacific Islander	954	<1	863	<1	837	<1	798	<1	994	<1
Black	24,698	7	24,860	8	23,588	7	25,925	8	26,665	8
Mexican	8,830	3	9,018	3	9,393	3	10,087	3	11,232	4
Puerto Rican	3,140	1	3,227	1	3,153	1	3,503	1	3,320	1
Other Hispanic	12,543	4	12,752	4	13,190	4	13,842	4	15,987	5
White (Non-Hispanic)	200,830	60	193,079	59	178,784	55	187,958	59	182,623	58
Other	11,420	3	11,108	3	10,501	3	16,836	5	11,980	4
No Response	54,104	16	49,880	15	66,566	20	39,249	12	38,324	12
Total	337,018	100	325,834	100	326,957	100	321,228	100	315,447	100

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

Age and Gender

Figure 2.3 shows that from testing years 2013–14 to 2017–18, test takers under 23 years of age represented the largest group of test takers. From 2015–16 to 2017–18, the volume of test takers in all age groups 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 2013–14 to 2017–18, the majority of the test takers were between the ages of 18 and 30. From 2013–14 to 2017–18, the percentage of test takers in all age groups remained stable.

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

Age	2013–14 N	2013–14 Percent	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent
Under 18	131	<1	148	<1	147	<1	113	<1	110	<1
18–22	255,654	45	257,904	45	263,204	45	248,529	44	243,732	45
23–25	156,037	27	157,384	27	159,993	27	151,416	27	144,320	27
26–30	92,885	16	93,345	16	95,079	16	93,898	17	90,693	17
31–35	34,389	6	34,204	6	33,699	6	33,195	6	32,023	6
36–40	15,522	3	15,076	3	15,083	3	15,085	3	14,585	3
41–45	9,293	2	8,755	2	8,356	1	8,003	1	7,531	1
46–50	5,248	1	4,794	1	4,708	1	4,730	1	4,619	1
51–55	3,033	1	2,761	<1	2,678	<1	2,404	<1	2,269	<1
56–60	1,346	<1	1,233	<1	1,099	<1	1,101	<1	1,007	<1
Over 60	599	<1	605	<1	631	<1	603	<1	606	<1
No Response	0	0	0	0	0	0	177	<1	255	<1
Total	574,137	100	576,209	100	584,677	100	559,254	100	541,750	100

Age and Gender (continued)

Figure 2.4 shows that from testing year 2013–14 to 2017–18, there were more women test takers than men. The number of women who took the test increased each year, whereas the number of men who took the test increased from testing year 2013–14 to 2015–16, and decreased from 2015–16 to 2017–18.

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

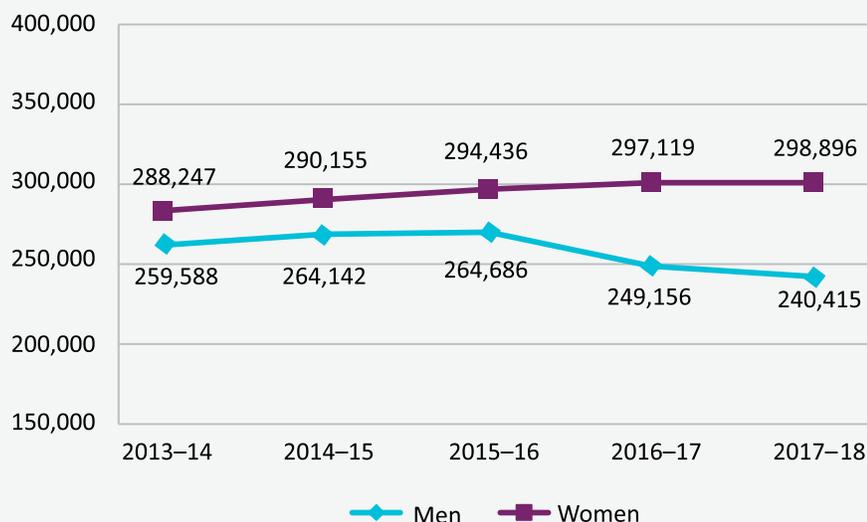


Table 2.4 shows that from testing year 2013–14 to 2017–18, the percentage of men test takers decreased slightly. The percentage of women test takers increased from testing year 2013–14 to 2017–18. The percentage of test takers who did not respond to this question decreased.

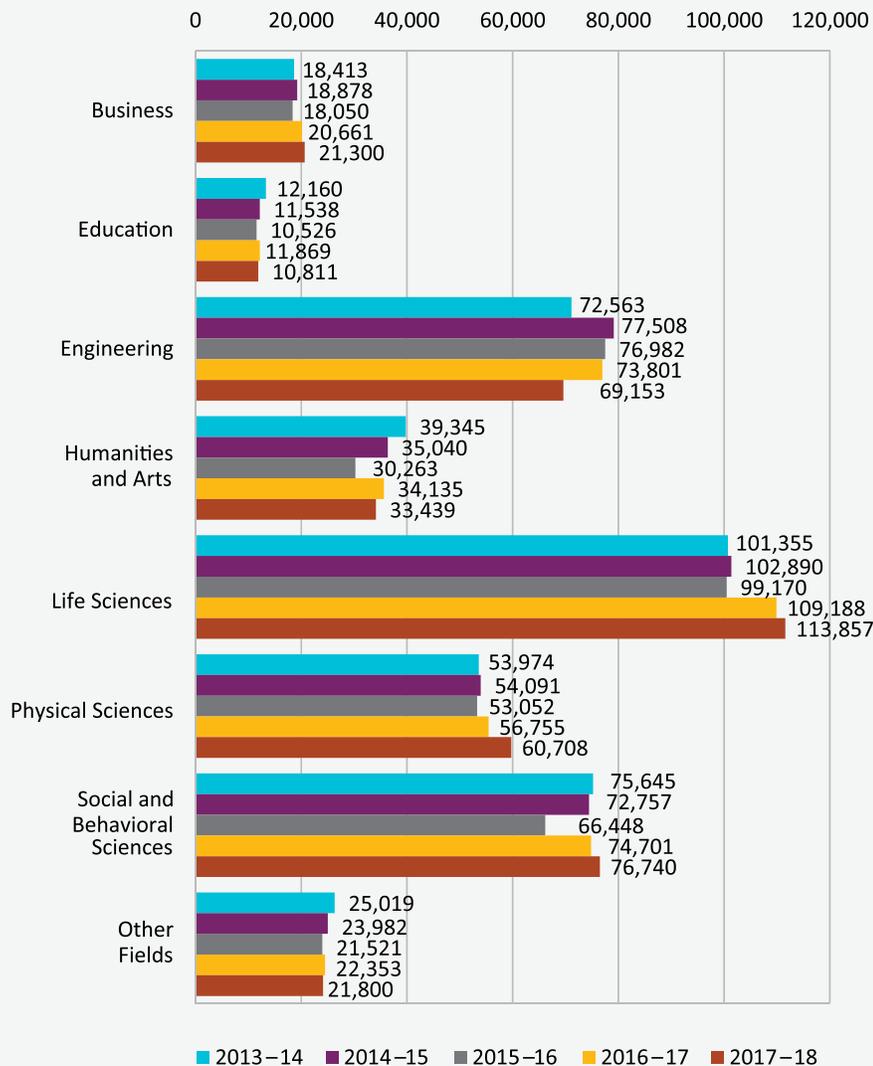
Table 2.4. Volume of GRE General Test Examinees, by Gender

Age	2013–14 N	2013–14 Percent	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent
Men	259,588	45	264,142	46	264,686	45	249,156	45	240,415	44
Women	288,247	50	290,155	50	294,436	50	297,119	53	298,896	55
No Response	26,302	5	21,912	4	25,555	4	12,979	2	2,439	<1
Total	574,137	100	576,209	100	584,677	100	559,254	100	541,750	100

Undergraduate Major Field

Figure 2.5 shows that from testing year 2013–14 to 2017–18, 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, the number of test takers whose undergraduate major was in Life Sciences, Social and Behavioral Sciences, Physical Sciences, and Business increased; the number of test takers in Engineering, 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 2013–14 to 2017–18, the percentages of test takers with undergraduate majors in Life Sciences, Social and Behavioral Sciences, Physical Sciences and Business increased. The percentage of test takers with undergraduate majors in Humanities and Arts slightly decreased. The percentages of test takers with undergraduate majors in Engineering and Education remained stable.

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

Undergraduate Major	2013–14 N	2013–14 Percent	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent
Business	18,413	3	18,878	3	18,050	3	20,661	4	21,300	4
Education	12,160	2	11,538	2	10,526	2	11,869	2	10,811	2
Engineering	72,563	13	77,508	13	76,982	13	73,801	13	69,153	13
Humanities and Arts	39,345	7	35,040	6	30,263	5	34,135	6	33,439	6
Life Sciences	101,355	18	102,890	18	99,170	17	109,188	20	113,857	21
Physical Sciences	53,974	9	54,091	9	53,052	9	56,755	10	60,708	11
Social and Behavioral Sciences	75,645	13	72,757	13	66,448	11	74,701	13	76,740	14
Other Fields	25,019	4	23,982	4	21,521	4	22,353	4	21,800	4
Undecided	5,211	1	5,417	1	5,506	1	3,646	1	2,354	<1
No Major Provided*	170,452	30	174,108	30	203,159	35	152,145	27	131,588	24
Total	574,137	100	576,209	100	584,677	100	559,254	100	541,750	100

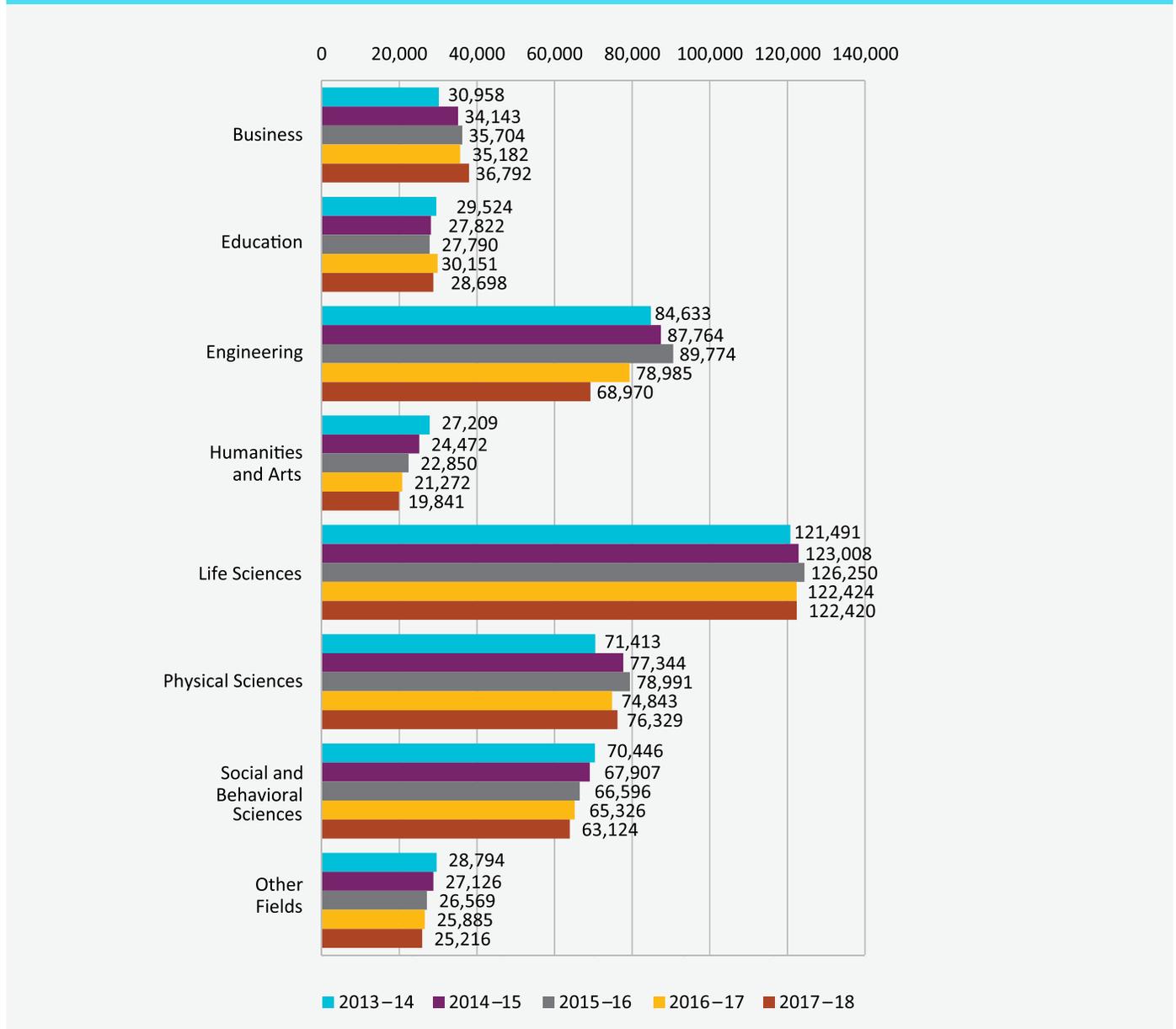
Note: See page 23 for a list of major fields.

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

Intended Graduate Major Field

Figure 2.6 shows that from testing year 2013–14 to 2017–18, 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, the number of test takers with intended graduate majors in Physical Sciences and Business increased, the number of test takers in Engineering, Social and Behavioral Sciences, and Humanities and Arts decreased, and the number of test takers in Life Sciences and Education remained relatively stable.

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



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

Intended Graduate Major Field (continued)

Table 2.6 shows that from testing year 2013–14 to 2017–18, the percentages of all test takers in all groups remained largely 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 Engineering, Physical Sciences, 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 N	Men Percent	Women N	Women Percent	No Response N	No Response Percent	Total N	Total Percent
Business	2013–14	15,902	51	13,707	44	1,349	4	30,958	5
	2014–15	17,516	51	15,338	45	1,289	4	34,143	6
	2015–16	17,903	50	16,198	45	1,603	4	35,704	6
	2016–17	17,636	50	16,866	48	680	2	35,182	6
	2017–18	17,943	49	18,697	51	152	0	36,792	7
Education	2013–14	7,187	24	20,337	69	2,000	7	29,524	5
	2014–15	6,887	25	19,435	70	1,500	5	27,822	5
	2015–16	6,462	23	19,438	70	1,890	7	27,790	5
	2016–17	7,253	24	22,089	73	809	3	30,151	5
	2017–18	6,981	24	21,602	75	115	0	28,698	5
Engineering	2013–14	64,474	76	18,269	22	1,890	2	84,633	15
	2014–15	67,092	76	19,051	22	1,621	2	87,764	15
	2015–16	67,615	75	20,187	22	1,972	2	89,774	15
	2016–17	59,386	75	18,493	23	1,106	1	78,985	14
	2017–18	51,423	75	17,401	25	146	0	68,970	13
Humanities and Arts	2013–14	11,009	40	14,469	53	1,731	6	27,209	5
	2014–15	10,020	41	13,147	54	1,305	5	24,472	4
	2015–16	9,175	40	12,226	54	1,449	6	22,850	4
	2016–17	8,794	41	11,881	56	597	3	21,272	4
	2017–18	8,607	43	11,111	56	123	1	19,841	4
Life Sciences	2013–14	34,696	29	80,635	66	6,160	5	121,491	21
	2014–15	35,285	29	82,172	67	5,551	5	123,008	21
	2015–16	35,469	28	84,390	67	6,391	5	126,250	22
	2016–17	34,523	28	84,122	69	3,779	3	122,424	22
	2017–18	34,845	28	86,782	71	793	1	122,420	23
Physical Sciences	2013–14	46,548	65	22,877	32	1,988	3	71,413	12
	2014–15	50,593	65	24,987	32	1,764	2	77,344	13
	2015–16	50,744	64	26,105	33	2,142	3	78,991	14
	2016–17	47,702	64	25,868	35	1,273	2	74,843	13
	2017–18	49,577	65	26,512	35	240	0	76,329	14

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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 N	Men Percent	Women N	Women Percent	No Response N	No Response Percent	Total N	Total Percent
Social and Behavioral Sciences	2013–14	24,633	35	42,125	60	3,688	5	70,446	12
	2014–15	23,629	35	41,257	61	3,021	4	67,907	12
	2015–16	22,748	34	40,472	61	3,376	5	66,596	11
	2016–17	22,728	35	40,825	62	1,773	3	65,326	12
	2017–18	22,359	35	40,394	64	371	1	63,124	12
Other Fields	2013–14	9,710	34	17,370	60	1,714	6	28,794	5
	2014–15	9,093	34	16,769	62	1,264	5	27,126	5
	2015–16	8,775	33	16,389	62	1,405	5	26,569	5
	2016–17	8,725	34	16,573	64	587	2	25,885	5
	2017–18	8,616	34	16,505	65	95	0	25,216	5
Undecided	2013–14	14,742	49	13,829	46	1,344	4	29,915	5
	2014–15	14,416	49	13,881	47	1,053	4	29,350	5
	2015–16	15,710	50	14,472	46	1,246	4	31,428	5
	2016–17	16,254	48	17,259	50	667	2	34,180	6
	2017–18	15,256	47	17,383	53	141	0	32,780	6
No Major Provided*	2013–14	30,687	38	44,629	56	4,438	6	79,754	14
	2014–15	29,611	38	44,118	57	3,544	5	77,273	13
	2015–16	30,085	38	44,559	57	4,081	5	78,725	13
	2016–17	26,155	37	43,143	61	1,708	2	71,006	13
	2017–18	24,808	37	42,509	63	263	0	67,580	12
Total	2013–14	259,588	45	288,247	50	26,302	5	574,137	100
	2014–15	264,142	46	290,155	50	21,912	4	576,209	100
	2015–16	264,686	45	294,436	50	25,555	4	584,677	100
	2016–17	249,156	45	297,119	53	12,979	2	559,254	100
	2017–18	240,415	44	298,896	55	2,439	0	541,750	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 U.S. citizen test-taker population was generally stable from testing year 2013–14 to 2017–18.

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 N	American Indian Percent	Asian N	Asian Percent	Hawaiian/Pacific Islander N	Hawaiian/Pacific Islander Percent	Black N	Black Percent	Mexican N	Mexican Percent
Business	2013–14	78	<1	1,025	6	44	<1	2,064	12	416	2
	2014–15	93	1	1,140	7	43	<1	2,176	13	467	3
	2015–16	101	1	1,199	7	54	<1	2,066	12	477	3
	2016–17	73	<1	1,228	7	55	<1	2,273	13	516	3
	2017–18	85	<1	1,387	8	58	<1	2,359	13	575	3
Education	2013–14	129	1	791	3	61	<1	3,036	12	770	3
	2014–15	126	1	742	3	66	<1	2,944	12	815	3
	2015–16	137	1	778	3	58	<1	2,703	11	864	4
	2016–17	130	<1	1,038	4	70	<1	3,307	12	1,069	4
	2017–18	127	1	1,058	4	56	<1	3,365	13	1,017	4
Engineering	2013–14	86	<1	2,045	11	56	<1	825	4	562	3
	2014–15	85	<1	2,065	11	50	<1	800	4	539	3
	2015–16	89	<1	2,035	10	45	<1	740	4	576	3
	2016–17	75	<1	2,216	12	39	<1	822	4	634	3
	2017–18	97	1	2,220	12	50	<1	871	5	686	4
Humanities and Arts	2013–14	107	1	612	3	47	<1	836	4	553	3
	2014–15	116	1	583	3	25	<1	831	4	490	3
	2015–16	82	<1	545	3	35	<1	711	4	454	3
	2016–17	76	<1	488	3	22	<1	776	5	453	3
	2017–18	97	1	559	4	41	<1	774	5	509	3
Life Sciences	2013–14	524	1	6,532	6	329	<1	5,991	6	2,376	2
	2014–15	548	1	6,857	7	308	<1	6,280	6	2,464	2
	2015–16	547	1	6,977	7	294	<1	6,263	6	2,821	3
	2016–17	493	<1	7,896	8	293	<1	6,908	7	2,947	3
	2017–18	588	1	8,072	8	381	<1	7,287	7	3,398	3
Physical Sciences	2013–14	130	1	1,629	7	58	<1	890	4	468	2
	2014–15	111	1	1,742	8	46	<1	865	4	505	2
	2015–16	128	1	1,883	8	57	<1	897	4	544	2
	2016–17	102	<1	2,146	9	49	<1	966	4	601	3
	2017–18	112	<1	2,505	11	74	<1	971	4	730	3

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Intended Graduate Major Field (continued)

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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 N	American Indian Percent	Asian N	Asian Percent	Hawaiian/Pacific Islander N	Hawaiian/Pacific Islander Percent	Black N	Black Percent	Mexican N	Mexican Percent
Social and Behavioral Sciences	2013–14	323	1	2,361	5	124	<1	3,917	8	1,539	3
	2014–15	268	1	2,351	5	114	<1	4,008	8	1,527	3
	2015–16	269	1	2,204	5	95	<1	3,693	8	1,518	3
	2016–17	197	<1	2,356	5	100	<1	3,896	9	1,582	4
	2017–18	256	1	2,388	6	111	<1	3,985	9	1,678	4
Other Fields	2013–14	125	1	756	4	62	<1	2,417	12	742	4
	2014–15	121	1	770	4	53	<1	2,276	12	771	4
	2015–16	108	1	727	4	63	<1	2,198	12	690	4
	2016–17	81	<1	754	4	33	<1	2,232	13	688	4
	2017–18	77	<1	824	5	39	<1	2,144	13	878	5
Undecided	2013–14	59	1	598	6	18	<1	674	7	157	2
	2014–15	58	1	619	7	22	<1	666	7	203	2
	2015–16	43	<1	624	7	20	<1	681	7	184	2
	2016–17	60	1	903	8	24	<1	950	8	278	2
	2017–18	68	1	1,018	9	41	<1	1,060	9	371	3
No Major Provided*	2013–14	282	1	2,307	5	155	<1	4,048	8	1,247	3
	2014–15	294	1	2,358	5	136	<1	4,014	9	1,237	3
	2015–16	278	1	2,191	5	116	<1	3,636	8	1,265	3
	2016–17	243	1	2,475	6	113	<1	3,795	9	1,319	3
	2017–18	248	1	2,536	6	143	<1	3,849	10	1,390	3
Total	2013–14	1,843	1	18,656	6	954	<1	24,698	7	8,830	3
	2014–15	1,820	1	19,227	6	863	<1	24,860	8	9,018	3
	2015–16	1,782	1	19,163	6	837	<1	23,588	7	9,393	3
	2016–17	1,530	<1	21,500	7	798	<1	25,925	8	10,087	3
	2017–18	1,755	1	22,567	7	994	<1	26,665	8	11,232	4

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.

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Intended Graduate Major Field (continued)

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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 N	Puerto Rican Percent	Other Hispanic N	Other Hispanic Percent	White N	White Percent	Other N	Other Percent	No Response N	No Response Percent	Total N	Total Percent
Business	2013–14	168	1	771	5	8,713	52	530	3	2,917	17	16,726	5
	2014–15	160	1	748	4	9,046	52	548	3	2,948	17	17,369	5
	2015–16	147	1	849	5	8,702	49	524	3	3,706	21	17,825	5
	2016–17	156	1	847	5	8,728	51	828	5	2,411	14	17,115	5
	2017–18	144	1	930	5	9,139	51	710	4	2,472	14	17,859	6
Education	2013–14	194	1	859	3	15,464	60	734	3	3,944	15	25,982	8
	2014–15	193	1	889	4	14,455	60	624	3	3,373	14	24,227	7
	2015–16	202	1	939	4	13,201	54	629	3	4,846	20	24,357	7
	2016–17	415	2	1,349	5	15,213	56	1,258	5	3,085	11	26,934	8
	2017–18	399	2	1,533	6	14,063	55	909	4	2,883	11	25,410	8
Engineering	2013–14	199	1	760	4	10,499	55	639	3	3,370	18	19,041	6
	2014–15	186	1	764	4	10,161	55	628	3	3,157	17	18,435	6
	2015–16	182	1	839	4	9,915	50	619	3	4,651	24	19,691	6
	2016–17	191	1	847	4	10,812	56	1,004	5	2,565	13	19,205	6
	2017–18	191	1	921	5	10,465	55	681	4	2,767	15	18,949	6
Humanities and Arts	2013–14	162	1	675	3	14,321	66	877	4	3,419	16	21,609	6
	2014–15	180	1	620	3	12,484	66	831	4	2,900	15	19,060	6
	2015–16	133	1	593	3	10,423	60	690	4	3,667	21	17,333	5
	2016–17	149	1	563	4	10,688	66	1,105	7	1,780	11	16,100	5
	2017–18	138	1	611	4	9,641	65	715	5	1,746	12	14,831	5
Life Sciences	2013–14	882	1	3,493	3	63,014	62	2,977	3	15,184	15	101,302	30
	2014–15	1,060	1	3,848	4	63,152	62	2,928	3	14,863	15	102,308	31
	2015–16	1,058	1	4,094	4	60,939	58	2,948	3	19,742	19	105,683	32
	2016–17	1,038	1	4,198	4	62,511	61	4,549	4	11,897	12	102,730	32
	2017–18	1,019	1	5,023	5	62,909	61	3,359	3	11,213	11	103,249	33
Physical Sciences	2013–14	217	1	716	3	13,729	62	796	4	3,448	16	22,081	7
	2014–15	199	1	747	3	13,349	61	824	4	3,348	15	21,736	7
	2015–16	221	1	755	3	12,904	57	780	3	4,319	19	22,488	7
	2016–17	238	1	734	3	13,672	60	1,317	6	3,126	14	22,951	7
	2017–18	202	1	946	4	13,440	57	898	4	3,536	15	23,414	7

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Intended Graduate Major Field (continued)

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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 N	Puerto Rican Percent	Other Hispanic N	Other Hispanic Percent	White N	White Percent	Other N	Other Percent	No Response N	No Response Percent	Total N	Total Percent
Social and Behavioral Sciences	2013–14	578	1	2,308	4	30,575	59	2,058	4	7,735	15	51,518	15
	2014–15	506	1	2,281	5	28,609	59	2,030	4	6,857	14	48,551	15
	2015–16	480	1	2,273	5	25,335	54	1,827	4	9,195	20	46,889	14
	2016–17	487	1	2,170	5	26,144	58	2,878	6	5,027	11	44,837	14
	2017–18	453	1	2,403	6	24,694	58	1,840	4	4,594	11	42,402	13
Other Fields	2013–14	176	1	841	4	11,488	56	697	3	3,363	16	20,667	6
	2014–15	155	1	821	4	10,253	55	673	4	2,799	15	18,692	6
	2015–16	178	1	769	4	8,994	50	586	3	3,695	21	18,008	6
	2016–17	178	1	746	4	9,716	56	949	5	2,006	12	17,383	5
	2017–18	211	1	898	5	9,305	55	676	4	1,866	11	16,918	5
Undecided	2013–14	67	1	302	3	4,975	52	397	4	2,248	24	9,495	3
	2014–15	90	1	304	3	4,573	51	419	5	2,084	23	9,038	3
	2015–16	74	1	316	3	4,209	46	374	4	2,654	29	9,179	3
	2016–17	144	1	434	4	5,837	51	701	6	2,061	18	11,392	4
	2017–18	100	1	520	4	5,837	49	622	5	2,277	19	11,914	4
No Major Provided*	2013–14	497	1	1,818	4	28,052	58	1,715	4	8,476	17	48,597	14
	2014–15	498	1	1,730	4	26,997	58	1,603	3	7,551	16	46,418	14
	2015–16	478	1	1,763	4	24,162	53	1,524	3	10,091	22	45,504	14
	2016–17	507	1	1,954	5	24,637	58	2,247	5	5,291	12	42,581	13
	2017–18	463	1	2,202	5	23,130	57	1,570	4	4,970	12	40,501	13
Total	2013–14	3,140	1	12,543	4	200,830	60	11,420	3	54,104	16	337,018	100
	2014–15	3,227	1	12,752	4	193,079	59	11,108	3	49,880	15	325,834	100
	2015–16	3,153	1	13,190	4	178,784	55	10,501	3	66,566	20	326,957	100
	2016–17	3,503	1	13,842	4	187,958	59	16,836	5	39,249	12	321,228	100
	2017–18	3,320	1	15,987	5	182,623	58	11,980	4	38,324	12	315,447	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 2013–14 to 2017–18, the majority of test takers were seniors or unenrolled college graduates.

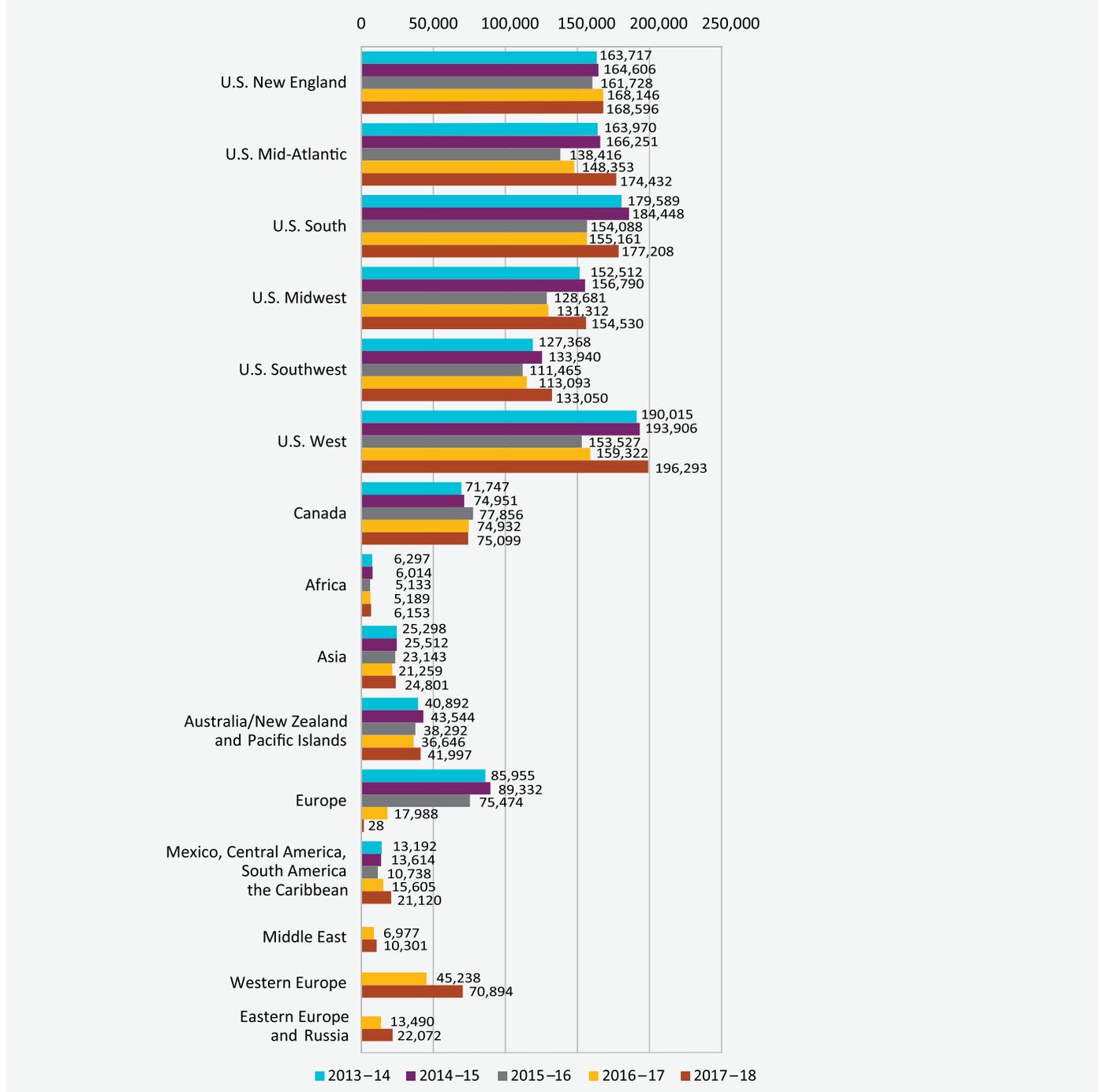
Table 2.8. Volume of GRE General Test Examinees, by Current Educational Level

Current Educational Level	2013–14 N	2013–14 Percent	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent
Sophomore	2,488	<1	2,530	<1	2,411	<1	2,616	<1	3,041	1
Junior	26,900	5	26,982	5	26,728	5	27,153	5	28,309	5
Senior	196,497	34	192,546	33	196,593	34	186,140	33	181,334	33
Unenrolled College Graduate	179,946	31	184,534	32	191,634	33	184,354	33	176,893	33
First-Year Graduate Student	20,017	3	18,576	3	18,305	3	18,371	3	16,802	3
Second-Year Graduate Student	19,593	3	19,151	3	19,322	3	18,444	3	18,140	3
Unenrolled Master's Degree	83,504	15	88,553	15	86,127	15	80,438	14	75,757	14
Other	44,914	8	43,132	7	43,444	7	41,544	7	41,315	8
No Response	278	<1	205	<1	113	<1	194	<1	159	<1
Total	574,137	100	576,209	100	584,677	100	559,254	100	541,750	100

Preferred Region for Graduate Study

Figure 2.7 shows that from testing years 2013–14 to 2017–18, 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, Western Europe and Canada.

Figure 2.7. Preferred Region for Graduate Study, Examinee Population



Note: Figure 2.7 is based on 574,137, 576,209, 584,677, 559,254 and 541,750 unique examinees who took the GRE General Test in testing years 2013–14, 2014–15, 2015–16, 2016–17, and 2017–18, 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 and most of the non-U.S. regions remained largely stable from 2013–14 to 2017–18.

Table 2.9. Preferred Region for Graduate Study, Examinee Population

Preferred Region	2013–14 N	2013–14 Percent	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent
U.S. Regions										
Northeast	163,717	29	164,606	29	161,728	28	168,146	30	168,596	31
Mid-Atlantic	163,970	29	166,251	29	138,416	24	148,353	27	174,432	32
South	179,589	31	184,448	32	154,088	26	155,161	28	177,208	33
Midwest	152,512	27	156,790	27	128,681	22	131,312	23	154,530	29
Southwest	127,368	22	133,940	23	111,465	19	113,093	20	133,050	25
West	190,015	33	193,906	34	153,527	26	159,322	28	196,293	36
Non-U.S. Regions										
Canada	71,747	12	74,951	13	77,856	13	74,932	13	75,099	14
Africa	6,297	1	6,014	1	5,133	1	5,189	1	6,153	1
Asia	25,298	4	25,512	4	23,143	4	21,259	4	24,801	5
Australia/ New Zealand	40,892	7	43,544	8	38,292	7	36,646	7	41,997	8
Europe	85,955	15	89,332	16	75,474	13	17,988	3	28	<1
Latin America	13,192	2	13,614	2	10,738	2	15,605	3	21,120	4
Middle East	-	-	-	-	-	-	6,977	1	10,301	2
Western Europe	-	-	-	-	-	-	45,238	8	70,894	13
Eastern Europe and Russia	-	-	-	-	-	-	13,490	2	22,072	4

Note: This table is based on 574,137, 576,209, 584,677, 559,254, and 541,750 unique examinees who took the GRE General Test from testing year 2013–14 to 2017–18, 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 September 2016–2017: Europe.

Examinee Population

Excluding testing in the United States, Figure 3.1 shows that from testing year 2013–14 to 2017–18, the largest number of test takers were in India. From 2013–14 to 2015–16, the number of test takers in India increased, and from 2015–16 to 2017–18, the number decreased. From 2015–16 to 2017–18, the number of test takers in China increased, and the number of test takers in Europe remained relatively stable.

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

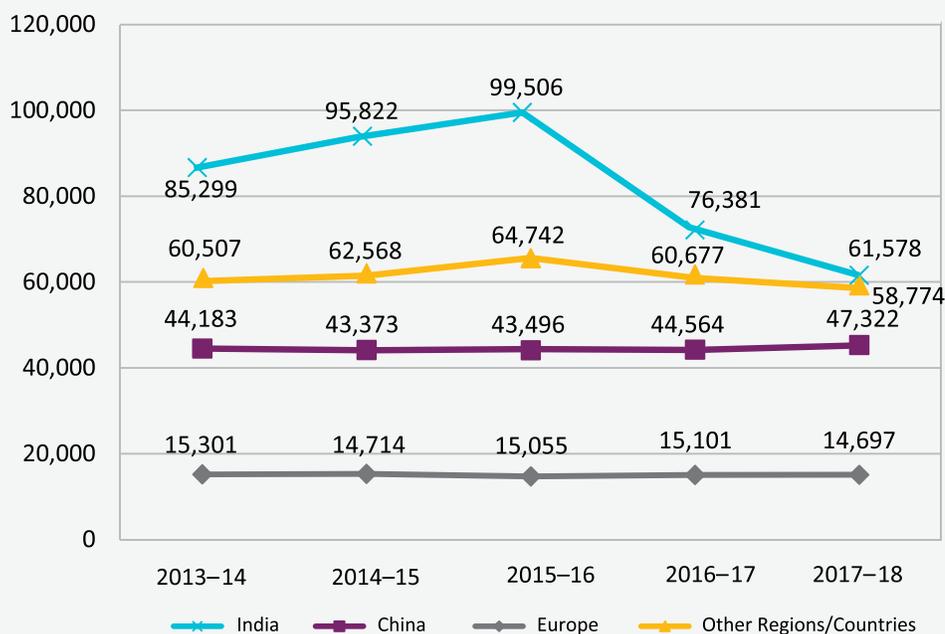


Table 3.1 shows that from 2016–17 to 2017–18, the percentage of test takers in the United States and China increased slightly, and the percentage of test takers in India decreased. The percentage of test takers in Europe remained stable.

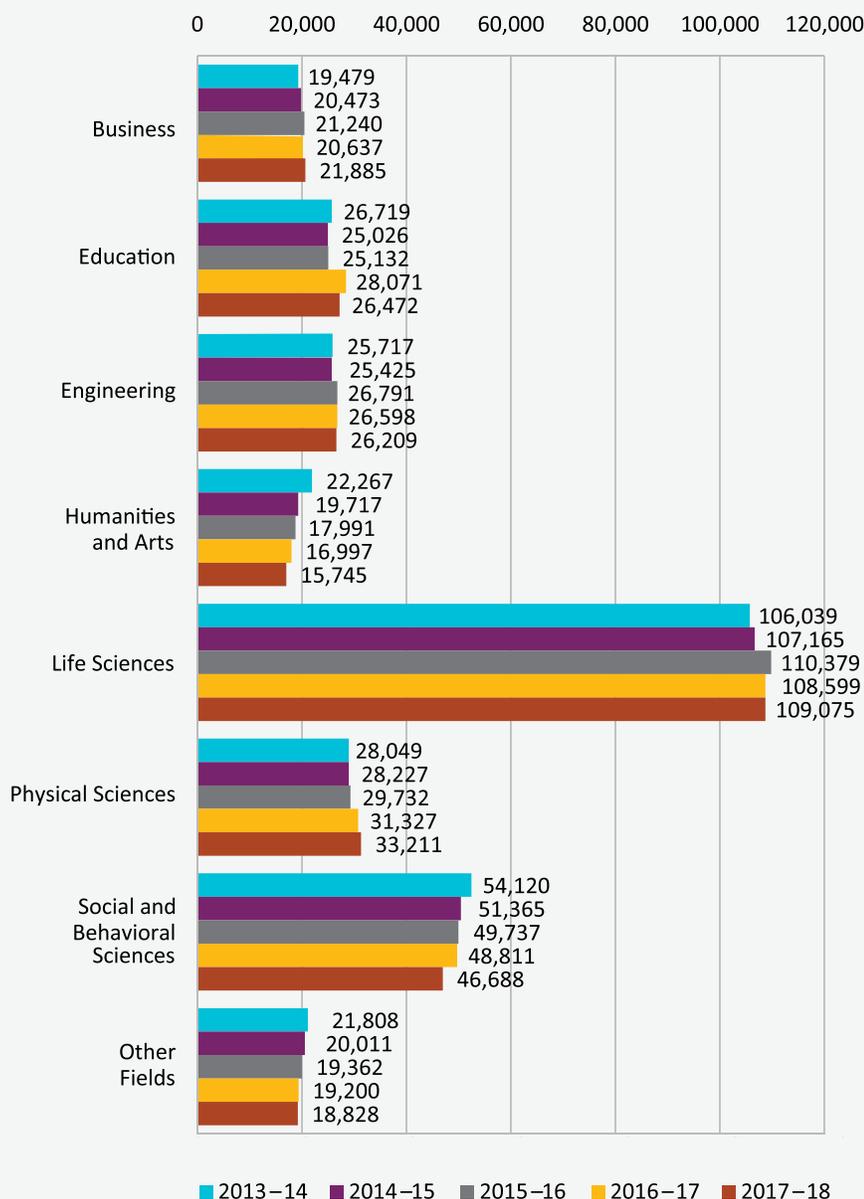
Table 3.1 Volume of GRE General Test Examinees, by World Region/Country

World Region/ Country Where Examinees Tested	2013–14 N	2013–14 Percent	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent
United States	368,847	64	359,732	62	361,878	62	362,531	65	359,379	66
India	85,299	15	95,822	17	99,506	17	76,381	14	61,578	11
China	44,183	8	43,373	8	43,496	7	44,564	8	47,322	9
Europe	15,301	3	14,714	3	15,055	3	15,101	3	14,697	3
Other Regions/ Countries	60,507	11	62,568	11	64,742	11	60,677	11	58,774	11
Total	574,137	100	576,209	100	584,677	100	559,254	100	541,750	100

Intended Graduate Major Field

Figure 3.2 shows that from testing year 2013–14 to 2017–18, test takers in the United States with an intended graduate major in Life Sciences was the largest group. From testing year 2016–17 to 2017–18, the number of test takers with intended graduate majors in Life Sciences, Physical Sciences, and Business increased slightly. The number of test takers with intended graduate majors in Social and Behavioral Sciences, Engineering, Humanities and Arts, and Education decreased.

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



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

Intended Graduate Major Field (continued)

Table 3.2 shows that from testing year 2013–14 to 2017–18, 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	2013–14 N	2013–14 Percent	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent
Business	19,479	5	20,473	6	21,240	6	20,637	6	21,885	6
Education	26,719	7	25,026	7	25,132	7	28,071	8	26,472	7
Engineering	25,717	7	25,425	7	26,791	7	26,598	7	26,209	7
Humanities and Arts	22,267	6	19,717	5	17,991	5	16,997	5	15,745	4
Life Sciences	106,039	29	107,165	30	110,379	31	108,599	30	109,075	30
Physical Sciences	28,049	8	28,227	8	29,732	8	31,327	9	33,211	9
Social and Behavioral Sciences	54,120	15	51,365	14	49,737	14	48,811	13	46,688	13
Other Fields	21,808	6	20,011	6	19,362	5	19,200	5	18,828	5
Undecided	11,637	3	11,302	3	11,467	3	14,496	4	15,329	4
No Major Provided*	53,012	14	51,021	14	50,047	14	47,795	13	45,937	13
Total	368,847	100	359,732	100	361,878	100	362,531	100	359,379	100

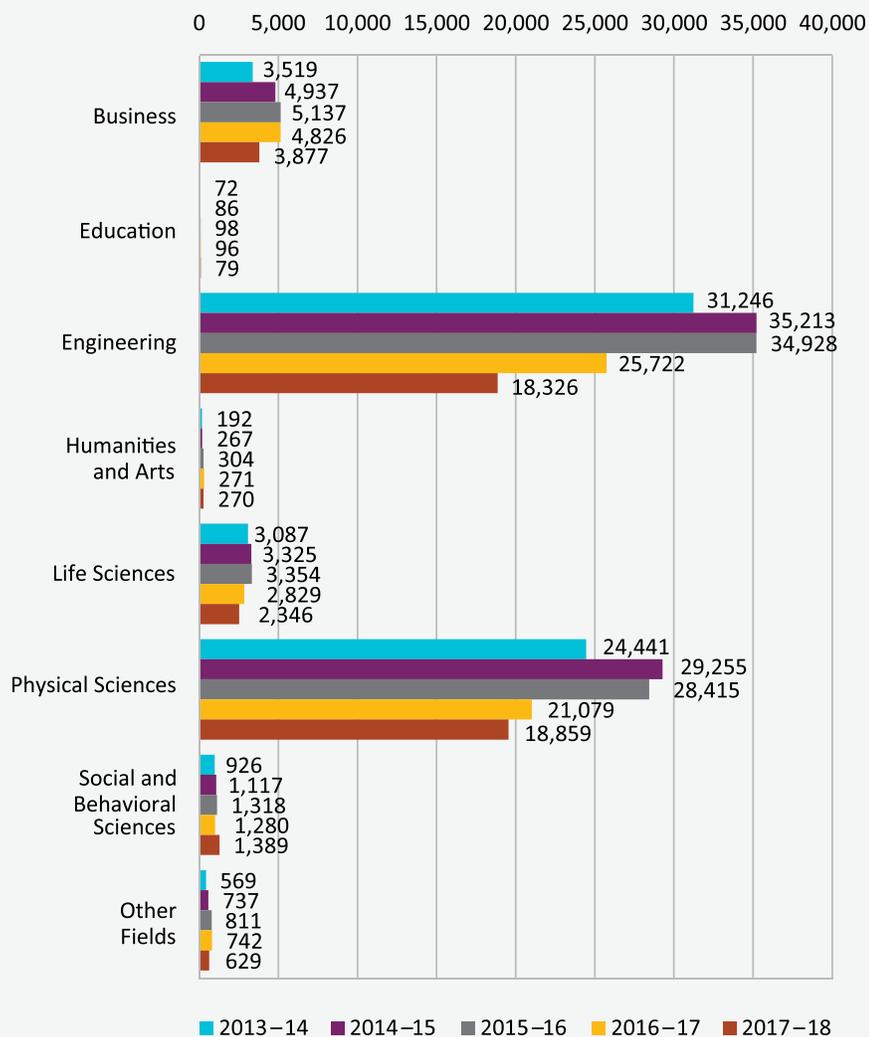
Note: See page 23 for a list of major fields.

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

Intended Graduate Major Field (continued)

Figure 3.3 shows that from testing year 2013–14 to 2017–18, test takers in India with intended graduate majors in Engineering and Physical Sciences were the largest groups. Despite the uniform gains in the first two testing years, the number of test takers with intended graduate majors in all fields declined from testing year 2015–16 to 2017–18 except Social and Behavioral Sciences.

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 2013–14 to 2017–18, the percentage of test takers in India with an intended graduate major in Business increased slightly. The percentage of test takers with an intended graduate major in Engineering decreased. The percentages of test takers with intended graduate majors in Physical Sciences, Life Sciences, Social and Behavioral Sciences, Humanities and Arts, and Education were largely stable. In each testing year, at least 12 percent of the test takers did not indicate their intended graduate major.

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

Intended Graduate Major Field	2013–14 N	2013–14 Percent	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent
Business	3,519	4	4,937	5	5,137	5	4,826	6	3,877	6
Education	72	<1	86	<1	98	<1	96	<1	79	<1
Engineering	31,246	37	35,213	37	34,928	35	25,722	34	18,326	30
Humanities and Arts	192	<1	267	<1	304	<1	271	<1	270	<1
Life Sciences	3,087	4	3,325	3	3,354	3	2,829	4	2,346	4
Physical Sciences	24,441	29	29,255	31	28,415	29	21,079	28	18,859	31
Social and Behavioral Sciences	926	1	1,117	1	1,318	1	1,280	2	1,389	2
Other Fields	569	1	737	1	811	1	742	1	629	1
Undecided	9,534	11	9,750	10	11,602	12	9,769	13	7,549	12
No Major Provided*	11,713	14	11,135	12	13,539	14	9,767	13	8,254	13
Total	85,299	100	95,822	100	99,506	100	76,381	100	61,578	100

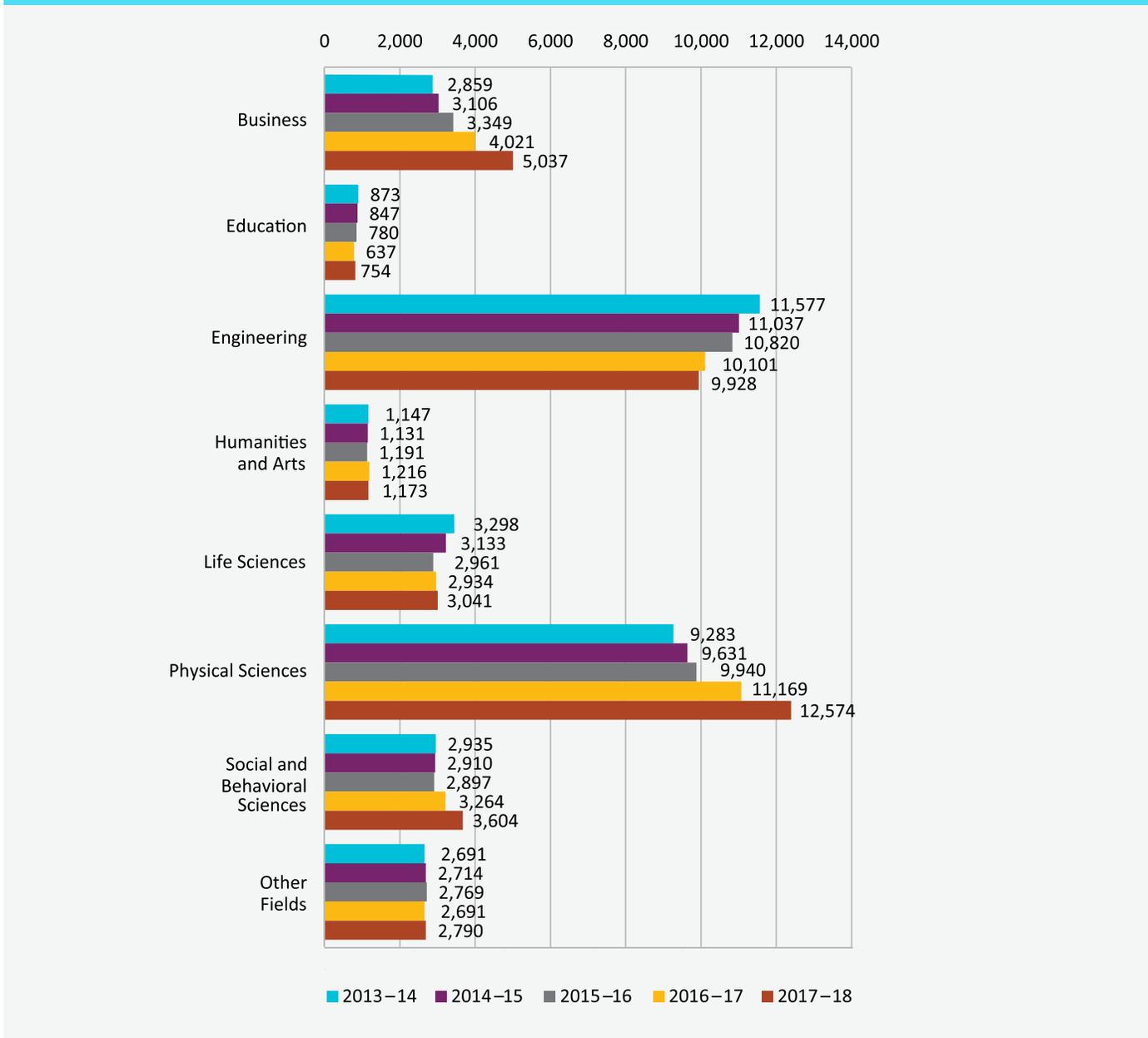
Note: See page 23 for a list of major fields.

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

Intended Graduate Major Field (continued)

Figure 3.4 shows that from testing year 2013–14 to 2017–18, test takers in China with intended graduate majors in Physical Sciences and Engineering were the largest groups. The number of test takers with intended graduate majors in Physical Sciences, Business, and Social and Behavioral Sciences increased. 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 Humanities and Arts was stable.

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



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

Intended Graduate Major Field (continued)

Table 3.4 shows that from testing year 2013–14 to 2017–18, the percentages of test takers in 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 percentages of test takers whose intended graduate major was in Social and Behavioral Sciences, Life Sciences, Humanities and Arts, and Education were stable. In each testing year, at least nine percent of the test takers did not indicate their intended graduate major.

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

Intended Graduate Major Field	2013–14 N	2013–14 Percent	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent
Business	2,859	6	3,106	7	3,349	8	4,021	9	5,037	11
Education	873	2	847	2	780	2	637	1	754	2
Engineering	11,577	26	11,037	25	10,820	25	10,101	23	9,928	21
Humanities and Arts	1,147	3	1,131	3	1,191	3	1,216	3	1,173	2
Life Sciences	3,298	7	3,133	7	2,961	7	2,934	7	3,041	6
Physical Sciences	9,283	21	9,631	22	9,940	23	11,169	25	12,574	27
Social and Behavioral Sciences	2,935	7	2,910	7	2,897	7	3,264	7	3,604	8
Other Fields	2,691	6	2,714	6	2,769	6	2,691	6	2,790	6
Undecided	4,338	10	4,016	9	3,989	9	4,346	10	4,305	9
No Major Provided*	5,182	12	4,848	11	4,800	11	4,185	9	4,116	9
Total	44,183	100	43,373	100	43,496	100	44,564	100	47,322	100

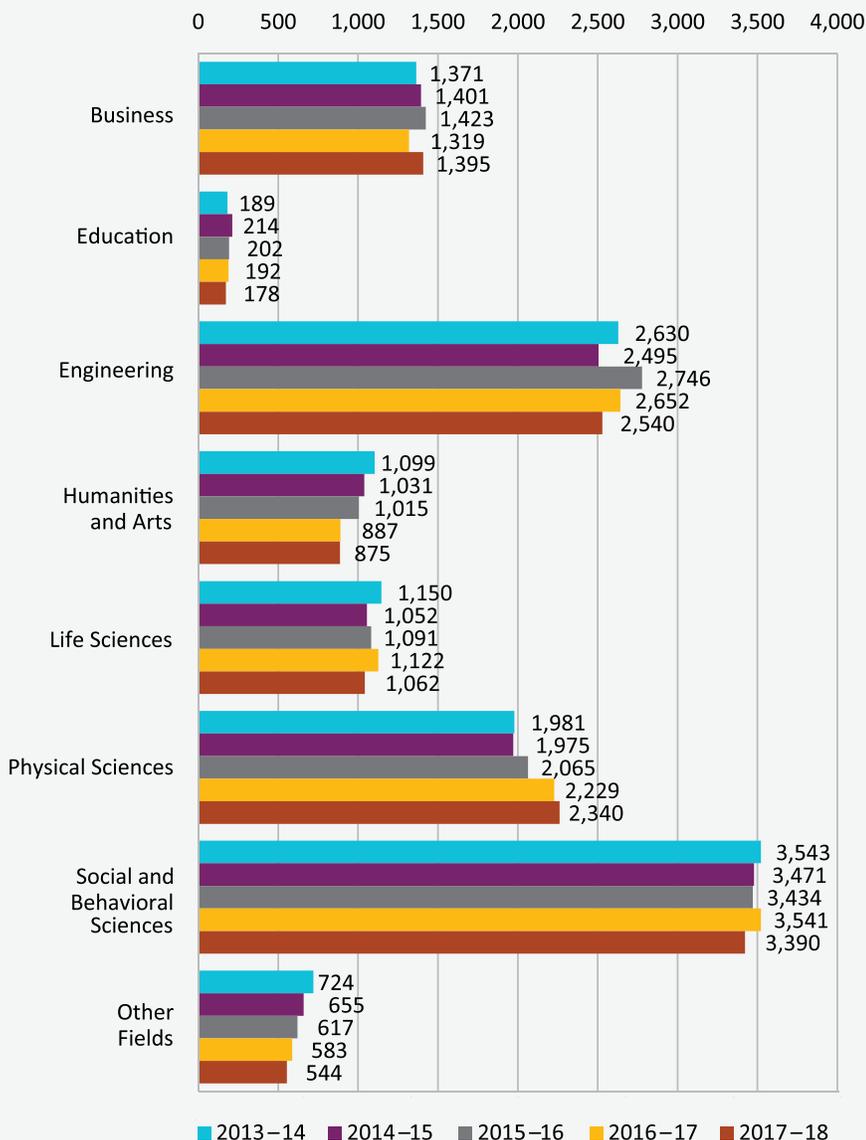
Note: See page 23 for a list of major fields.

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

Intended Graduate Major Field (continued)

Figure 3.5 shows that from testing year 2013–14 to 2017–18, test takers in Europe with intended graduate majors in the Social and Behavioral Sciences, and Engineering were the largest groups. The number of test takers whose intended graduate major in the Physical Sciences increased. The number of test takers whose intended graduate major was the Humanities and Arts decreased. The number of test takers whose intended graduate major was in the Social and Behavioral Sciences, Engineering, Business, Life Sciences and Education were more or less 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 2013–14 to 2017–18, the percentages of test takers in Europe whose intended graduate major was in Physical Sciences increased. The percentages of test takers whose intended graduate majors were in the Social and Behavioral Sciences, Engineering, Business, Life Sciences, Humanities and Arts, and Education were relatively stable. In each testing year, at least 11 percent of the 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	2013–14 N	2013–14 Percent	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent
Business	1,371	9	1,401	10	1,423	9	1,319	9	1,395	9
Education	189	1	214	1	202	1	192	1	178	1
Engineering	2,630	17	2,495	17	2,746	18	2,652	18	2,540	17
Humanities and Arts	1,099	7	1,031	7	1,015	7	887	6	875	6
Life Sciences	1,150	8	1,052	7	1,091	7	1,122	7	1,062	7
Physical Sciences	1,981	13	1,975	13	2,065	14	2,229	15	2,340	16
Social and Behavioral Sciences	3,543	23	3,471	24	3,434	23	3,541	23	3,390	23
Other Fields	724	5	655	4	617	4	583	4	544	4
Undecided	703	5	611	4	698	5	837	6	789	5
No Major Provided*	1,911	12	1,809	12	1,764	12	1,739	12	1,584	11
Total	15,301	100	14,714	100	15,055	100	15,101	100	14,697	100

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

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

Preferred Region for Graduate Study

Table 3.6 shows that from testing year 2013–14 to 2017–18, test takers in the United States preferred to study in the United States. In testing year 2017–18, the most preferred United States regions were the West, South, and Mid-Atlantic. When considering other regions of the world, test takers in the United States preferred to study in Western Europe and Canada over other non-U.S. regions.

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

Preferred Region	2013–14 N	2013–14 Percent	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent
U.S. Regions										
Northeast	92,903	25	90,025	25	84,968	23	99,135	27	106,612	30
Mid-Atlantic	96,591	26	93,019	26	70,421	19	89,350	25	114,218	32
South	118,941	32	116,921	33	91,082	25	102,478	28	123,711	34
Midwest	91,574	25	89,351	25	65,845	18	77,705	21	99,598	28
Southwest	69,037	19	68,677	19	50,609	14	62,174	17	81,700	23
West	116,292	32	115,356	32	82,113	23	96,968	27	131,068	36
Non-U.S. Regions										
Canada	24,649	7	25,422	7	25,665	7	24,631	7	25,128	7
Africa	3,788	1	3,409	1	2,542	1	2,563	1	3,348	1
Asia	8,083	2	7,889	2	6,196	2	5,471	2	7,259	2
Australia/ New Zealand	17,019	5	16,918	5	12,162	3	11,575	3	14,636	4
Europe	41,836	11	42,595	12	32,420	9	6,112	2	5	<1
Latin America	7,267	2	7,040	2	4,323	1	4,741	1	6,617	2
Middle East	-	-	-	-	-	-	2,186	1	3,243	1
Western Europe	-	-	-	-	-	-	19,651	5	30,393	8
Eastern Europe and Russia	-	-	-	-	-	-	4,554	1	6,940	2

Note: This table is based on 368,847, 359,732, 361,878, 362,531, and 359,379 unique examinees who took the GRE General Test in the United States in testing year 2013–14 to 2017–18, 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 2013–14 to 2017–18, test takers in India preferred to study in the United States. In testing year 2017–18, the percentages of preference were similar across all U.S. regions. When considering non-U.S. regions of the world, test takers in India preferred Canada, Western Europe, and Australia/New Zealand.

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

Preferred Region	2013–14 N	2013–14 Percent	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent
U.S. Regions										
Northeast	37,954	44	46,203	48	50,029	50	39,378	52	31,236	51
Mid-Atlantic	38,819	46	47,151	49	46,865	47	34,150	45	31,513	51
South	38,356	45	46,596	49	46,033	46	33,190	43	30,982	50
Midwest	38,454	45	46,661	49	46,019	46	33,503	44	31,481	51
Southwest	38,154	45	46,406	48	45,708	46	32,872	43	30,659	50
West	39,611	46	48,208	50	47,636	48	34,441	45	32,346	53
Non-U.S. Regions										
Canada	24,171	28	28,580	30	31,769	32	28,135	37	26,602	43
Africa	1,562	2	1,689	2	1,807	2	1,623	2	1,692	3
Asia	9,618	11	10,916	11	11,322	11	9,353	12	9,665	16
Australia/ New Zealand	14,563	17	17,890	19	19,093	19	16,069	21	16,366	27
Europe	19,466	23	23,086	24	23,603	24	8,300	11	9	<1
Latin America	3,765	4	4,398	5	4,587	5	7,685	10	10,248	17
Middle East	-	-	-	-	-	-	2,637	3	4,213	7
Western Europe	-	-	-	-	-	-	9,864	13	18,381	30
Eastern Europe and Russia	-	-	-	-	-	-	5,500	7	10,076	16

Note: This table is based on 85,299, 95,822, 99,506, 76,381, and 61,578 unique examinees who took the GRE General Test in India in testing year 2013–14 to 2017–18, 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 2013–14, to 2017–18, test takers in Europe preferred to study in Western 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	2013–14 N	2013–14 Percent	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent
U.S. Regions										
Northeast	4,720	31	4,626	31	4,377	29	5,203	34	5,167	35
Mid-Atlantic	4,377	29	4,321	29	3,056	20	4,340	29	4,755	32
South	2,752	18	2,728	19	1,931	13	2,984	20	3,296	22
Midwest	2,818	18	2,836	19	1,983	13	3,153	21	3,508	24
Southwest	2,301	15	2,297	16	1,655	11	2,612	17	2,947	20
West	4,759	31	4,753	32	3,333	22	4,696	31	5,325	36
Non-U.S. Regions										
Canada	2,393	16	2,434	17	2,308	15	2,973	20	3,054	21
Africa	118	1	98	1	82	1	108	1	148	1
Asia	689	5	753	5	640	4	706	5	911	6
Australia/ New Zealand	1,042	7	1,106	8	748	5	1,177	8	1,336	9
Europe	5,730	37	5,906	40	4,913	33	579	4	1	<1
Latin America	219	1	187	1	142	1	363	2	440	3
Middle East	-	-	-	-	-	-	308	2	396	3
Western Europe	-	-	-	-	-	-	4,798	32	5,886	40
Eastern Europe and Russia	-	-	-	-	-	-	724	5	818	6

Note: This table is based on 15,301, 14,714, 15,055, 15,101, and 14,697 unique examinees who took the GRE General Test in Europe in testing year 2013–14 to 2017–18, 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.

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