

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

JULY 2014–JUNE 2019

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Overview

This report provides volume and performance information for test takers who took the *GRE*[®] General Test between July 1, 2018, and June 30, 2019. The report also provides volume information for the GRE General Test population between July 1, 2014, and June 30, 2019. 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, 2014, and June 30, 2019. The data used in the analyses of test takers' performance information were based on test takers who took the test between July 1, 2018, and June 30, 2019. The data used in the analyses of test volumes from July 2014 through June 2019 were based on five testing years: 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), July 1, 2017 to June 30, 2018 (2017–18), and July 1, 2018 to June 30, 2019 (2018–19).

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 576,209, 584,677, 559,254, 541,750, and 532,826 test takers in 2014–15, 2015–16, 2016–17, 2017–18, and 2018–19 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. For example, more test takers complete the question about gender than the question about racial/ethnic group membership. Even though not all test takers provide background information, the size of the GRE examinee 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 later testing years to testing years prior to 2016–17.

Note also that with the 2018–19 report, the field of Law is now listed as a separate category on major field tables and graphs, and no longer included in the Other Fields category.

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 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 532,826 examinees who took all three measures of the GRE General Test in the 2018–19 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	532,826	100	150.3	8.6	153.7	9.5	3.6	0.8
Men	237,004	44	150.5	9.1	156.4	9.2	3.5	0.9
Women	294,386	55	150.1	8.2	151.5	9.1	3.7	0.8
No Response	1,436	<1	153.5	8.6	151.8	8.5	3.8	0.8

U.S. Citizenship Status and Racial/Ethnic Group

Table 1.2 shows that non-U.S. citizens represented 44 percent of the GRE General Test test-taker population. The table also shows that non-U.S. citizens had a higher mean score on the Quantitative Reasoning measure than U.S. citizens, and lower mean scores on the Verbal Reasoning and the Analytical Writing measures.

The table also shows that for non-U.S. citizens, men had a higher mean score on the Quantitative Reasoning measure and women had 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 scores 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	295,829	56	152.6	7.8	150.3	8.0	3.9	0.8
Men	105,623	20	154.4	7.8	153.3	8.3	3.9	0.8
Women	189,112	35	151.5	7.6	148.6	7.4	3.9	0.8
No Response	1,094	<1	154.8	8.0	150.5	7.8	4.0	0.8
Non-U.S. Citizens	236,890	44	147.5	8.7	157.9	9.5	3.2	0.7
Men	131,343	25	147.4	8.8	158.9	9.2	3.2	0.7
Women	105,205	20	147.5	8.6	156.5	9.7	3.3	0.7
No Response	342	<1	149.1	9.0	155.9	9.2	3.4	0.8
No Response	107	<1	152.5	8.4	150.2	10.0	3.8	0.9
Men	38	<1	151.4	8.1	149.7	11.4	3.7	0.9
Women	69	<1	153.0	8.6	150.4	9.1	3.8	0.9
No Response	0	0	-	-	-	-	-	-
Total	532,826	100	150.3	8.6	153.7	9.5	3.6	0.8
Men	237,004	44	150.5	9.1	156.4	9.2	3.5	0.9
Women	294,386	55	150.1	8.2	151.5	9.1	3.7	0.8
No Response	1,436	<1	153.5	8.6	151.8	8.5	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 (532,826) 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 a higher Verbal Reasoning score 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	1,604	1	150.4	7.5	147.2	7.2	3.7	0.8
Men	560	35	152.0	7.7	149.3	7.6	3.6	0.8
Women	1,043	65	149.6	7.2	146.0	6.7	3.7	0.8
No Response	1	<1	-	-	-	-	-	-
Asian	21,632	7	152.8	8.1	154.1	8.4	4.0	0.8
Men	8,767	41	154.1	8.2	156.9	8.3	4.0	0.8
Women	12,803	59	151.9	8.0	152.1	7.9	4.0	0.8
No Response	62	<1	155.6	7.0	154.7	7.0	4.1	0.7
Hawaiian/Pacific Islander	976	<1	150.3	6.9	148.6	7.1	3.8	0.8
Men	390	40	151.4	6.7	150.4	6.9	3.8	0.8
Women	584	60	149.6	7.0	147.4	6.9	3.8	0.7
No Response	2	<1	-	-	-	-	-	-
Black	24,146	8	147.0	7.6	144.0	7.1	3.4	0.8
Men	7,482	31	148.0	8.0	145.8	7.8	3.4	0.9
Women	16,574	69	146.5	7.4	143.2	6.6	3.4	0.8
No Response	90	<1	147.9	7.9	144.0	7.1	3.4	0.8
Mexican	11,277	4	149.5	7.1	147.1	7.2	3.6	0.8
Men	4,000	35	151.1	7.2	149.8	7.5	3.7	0.8
Women	7,239	64	148.6	6.9	145.6	6.6	3.6	0.7
No Response	38	<1	149.3	6.5	145.4	7.4	3.6	0.8
Puerto Rican	2,805	1	149.8	7.6	146.4	7.5	3.6	0.8
Men	978	35	151.7	7.7	148.9	7.7	3.6	0.8
Women	1,817	65	148.8	7.4	144.9	6.9	3.6	0.8
No Response	10	<1	-	-	-	-	-	-
Other Hispanic	15,291	5	149.7	7.7	147.3	7.6	3.7	0.8
Men	5,099	33	151.9	7.6	150.4	8.0	3.7	0.8
Women	10,156	66	148.6	7.4	145.8	6.9	3.6	0.8
No Response	36	<1	150.0	7.7	146.9	7.0	3.7	0.8

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

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Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
White (Non-Hispanic)	165,672	56	153.6	7.2	151.0	7.4	4.0	0.7
Men	58,939	36	155.5	7.2	153.9	7.7	4.0	0.8
Women	106,324	64	152.6	7.1	149.4	6.8	4.0	0.7
No Response	409	<1	156.6	7.3	151.3	7.1	4.1	0.8
Other	10,659	4	153.2	8.1	150.1	8.4	3.9	0.8
Men	3,923	37	155.1	8.0	153.2	8.4	4.0	0.8
Women	6,690	63	152.1	8.0	148.3	7.8	3.9	0.8
No Response	46	<1	155.0	8.0	150.7	7.9	3.7	0.9
No Response	41,767	14	153.6	8.2	151.6	8.5	3.9	0.8
Men	15,485	37	155.5	8.0	154.7	8.5	4.0	0.8
Women	25,882	62	152.4	8.0	149.7	7.9	3.9	0.8
No Response	400	1	155.5	7.8	151.4	7.9	4.0	0.7
Total	295,829	100	152.6	7.8	150.3	8.0	3.9	0.8
Men	105,623	36	154.4	7.8	153.3	8.3	3.9	0.8
Women	189,112	64	151.5	7.6	148.6	7.4	3.9	0.8
No Response	1,094	<1	154.8	8.0	150.5	7.8	4.0	0.8

Note: A total of 295,829 U.S. citizens took the GRE General Test between July 1, 2018, and June 30, 2019. 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	47	<1	149.8	7.1	146.4	6.7	3.4	0.9
Asian	989	10	153.2	8.3	153.8	7.9	4.1	0.8
Hawaiian/Pacific Islander	44	<1	149.3	6.4	148.5	6.9	3.8	0.9
Black	1,352	13	148.4	7.8	146.1	7.4	3.5	0.9
Mexican	408	4	150.3	7.2	147.9	6.8	3.7	0.8
Puerto Rican	60	1	153.0	8.5	150.1	8.1	3.8	0.8
Other Hispanic	643	6	151.4	8.0	148.8	7.6	3.8	0.9
White (Non-Hispanic)	5,534	54	154.3	7.4	151.9	7.0	4.0	0.8
Other	431	4	154.4	8.0	151.8	7.6	4.1	0.8
No Response	719	7	154.9	7.9	153.1	8.1	4.1	0.8
Total	10,227	100	153.0	7.9	151.0	7.7	3.9	0.8

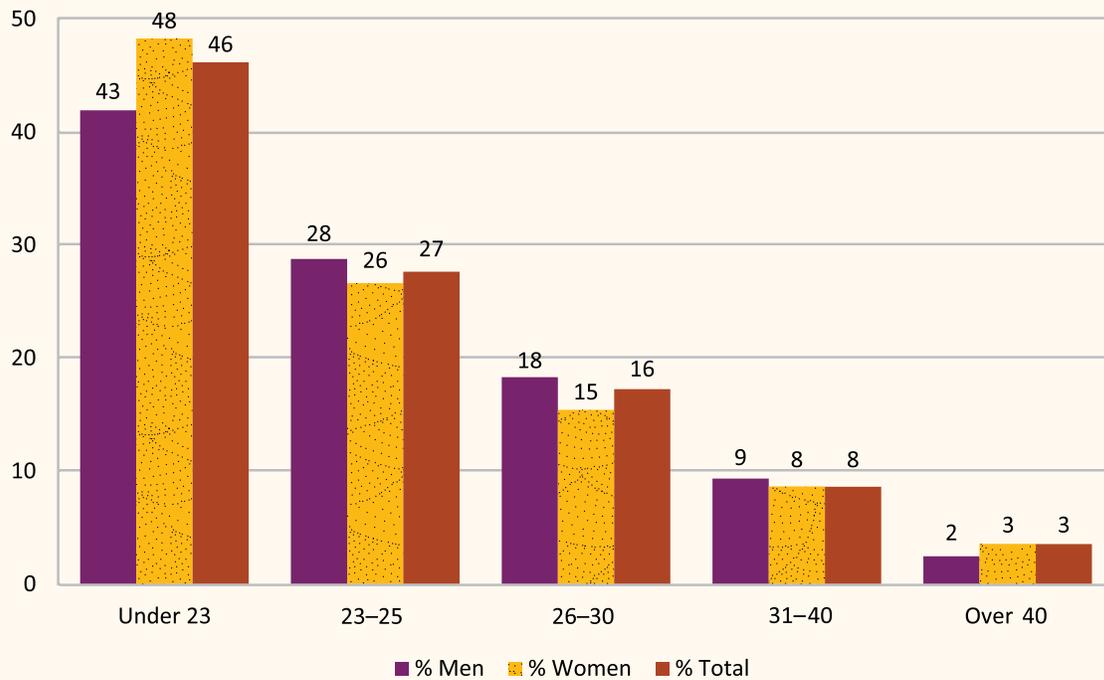
Note: This analysis is based on a total of 10,227 U.S. citizens who selected M.B.A. as their graduate degree objective who took the GRE General Test between July 1, 2018, and June 30, 2019.

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 532,826 test takers who took the GRE General Test between July 1, 2018, and June 30, 2019. 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. In addition, men consistently had a higher mean score than women on the Verbal Reasoning measure across all age groups except examinees younger than 18 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	122	<1	154.5	8.6	161.2	10.1	3.7	0.9
Men	72	59	154.5	9.3	164.0	9.0	3.6	1.0
Women	50	41	154.5	7.6	157.1	10.3	3.8	0.9
No Response	0	0	-	-	-	-	-	-
18–22	245,151	46	150.6	8.1	155.8	9.3	3.7	0.8
Men	102,780	42	150.8	8.8	159.2	8.6	3.5	0.8
Women	142,342	58	150.5	7.6	153.3	9.0	3.7	0.8
No Response	29	<1	-	-	-	-	-	-
23–25	141,191	27	149.9	8.7	153.5	9.1	3.6	0.8
Men	65,593	46	150.1	9.0	156.1	8.8	3.5	0.9
Women	75,265	53	149.7	8.4	151.2	8.7	3.6	0.8
No Response	333	<1	153.0	7.5	152.8	8.3	3.9	0.8
26–30	87,403	16	150.1	9.2	151.8	9.0	3.5	0.9
Men	41,816	48	150.6	9.4	153.9	8.9	3.5	0.9
Women	44,905	51	149.6	8.9	149.8	8.6	3.6	0.9
No Response	682	1	154.4	8.6	152.9	8.4	3.9	0.8
31–35	29,955	6	150.2	9.4	149.6	8.7	3.5	0.9
Men	14,577	49	150.7	9.7	151.7	8.8	3.5	0.9
Women	15,146	51	149.6	9.0	147.6	8.2	3.5	0.9
No Response	232	1	152.4	9.4	149.7	8.2	3.7	0.9
36–40	13,890	3	150.1	9.2	147.5	8.4	3.4	0.9
Men	6,204	45	150.6	9.6	149.6	8.7	3.4	0.9
Women	7,600	55	149.6	8.8	145.7	7.8	3.5	0.9
No Response	86	1	152.2	9.3	148.8	7.5	3.6	0.9

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
41–45	7,107	1	150.4	9.0	146.0	8.2	3.4	0.9
Men	2,834	40	150.9	9.6	148.3	8.7	3.4	0.9
Women	4,237	60	150.0	8.6	144.4	7.4	3.5	0.8
No Response	36	1	152.6	8.5	148.2	8.1	3.6	0.7
46–50	4,234	1	150.6	8.9	144.6	7.9	3.4	0.9
Men	1,595	38	151.5	9.1	146.8	8.3	3.4	0.9
Women	2,622	62	150.1	8.7	143.3	7.3	3.5	0.8
No Response	17	<1	-	-	-	-	-	-
51–55	2,095	<1	150.4	9.3	143.7	7.8	3.4	0.9
Men	774	37	151.0	9.7	145.9	8.4	3.4	0.9
Women	1,308	62	150.0	9.0	142.4	7.2	3.4	0.8
No Response	13	1	-	-	-	-	-	-
56–60	951	<1	150.8	9.6	143.8	8.1	3.3	0.9
Men	397	42	151.8	9.5	146.1	8.7	3.3	0.9
Women	550	58	150.1	9.6	142.0	7.1	3.3	0.8
No Response	4	<1	-	-	-	-	-	-
Over 60	502	<1	151.0	9.7	143.6	8.0	3.3	0.9
Men	269	54	152.0	9.5	145.5	8.1	3.3	0.9
Women	229	46	150.1	9.7	141.4	7.3	3.3	0.9
No Response	4	1	-	-	-	-	-	-
No Response	225	<1	151.2	7.9	150.4	8.7	3.7	0.9
Men	93	41	152.1	8.6	153.7	8.7	3.7	0.9
Women	132	59	150.6	7.4	148.1	7.9	3.7	0.8
No Response	0	0	-	-	-	-	-	-
Total	532,826	100	150.3	8.6	153.7	9.5	3.6	0.8
Men	237,004	44	150.5	9.1	156.4	9.2	3.5	0.9
Women	294,386	55	150.1	8.2	151.5	9.1	3.7	0.8
No Response	1,436	<1	153.5	8.6	151.8	8.5	3.8	0.8

Note: A total of 532,826 examinees took the GRE General Test between July 1, 2018, and June 30, 2019. 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 test takers 35 years of age or younger whose graduate degree objective was M.B.A. had higher mean Quantitative Reasoning and Analytical Writing scores than older test takers. On the Verbal Reasoning measure, 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	5	<1	-	-	-	-	-	-
18–22	3,472	23	150.3	8.0	152.9	8.8	3.7	0.9
23–25	4,190	28	151.2	8.5	151.9	8.4	3.8	0.9
26–30	5,049	33	153.1	8.3	152.8	7.7	3.9	0.9
31–35	1,586	10	151.6	8.6	150.9	7.8	3.7	0.8
36–40	470	3	150.1	8.7	147.9	8.1	3.4	0.9
41–45	201	1	149.3	9.0	146.2	7.9	3.3	0.9
46–50	98	1	151.2	8.2	145.3	6.9	3.3	0.8
51–55	30	<1	151.3	9.0	146.9	8.8	3.4	0.7
56–60	12	<1	-	-	-	-	-	-
Over 60	10	<1	-	-	-	-	-	-
No Response	3	<1	-	-	-	-	-	-
Total	15,126	100	151.6	8.4	152.1	8.3	3.8	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	7,845	52	152.0	8.5	153.4	8.2	3.7	0.9
Women	7,236	48	151.2	8.4	150.7	8.1	3.8	0.9
No Response	45	<1	155.6	7.3	153.9	7.3	3.9	0.9
Total	15,126	100	151.6	8.4	152.1	8.3	3.8	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 (56 percent) and China (71 percent) had a substantially higher percentage of test takers between the ages of 18 and 22 than the United States (45 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	69	<1	1	<1	39	<1
Men	35	51	1	100	29	74
Women	34	49	0	0	10	26
No Response	0	0	0	0	0	0
18–22	152,841	45	37,594	56	35,091	71
Men	49,704	33	24,961	66	17,942	51
Women	103,114	67	12,631	34	17,149	49
No Response	23	<1	2	<1	0	0
23–25	86,296	25	21,072	32	9,370	19
Men	33,850	39	13,009	62	4,979	53
Women	52,156	60	8,057	38	4,389	47
No Response	290	<1	6	<1	2	<1
26–30	56,446	17	6,713	10	3,794	8
Men	24,067	43	3,724	55	1,850	49
Women	31,807	56	2,969	44	1,941	51
No Response	572	1	20	<1	3	<1
31–35	21,291	6	901	1	690	1
Men	9,382	44	529	59	324	47
Women	11,709	55	371	41	365	53
No Response	200	1	1	<1	1	<1
36–40	10,904	3	190	<1	193	<1
Men	4,443	41	126	66	76	39
Women	6,388	59	63	33	116	60
No Response	73	1	1	1	1	1
41–45	6,037	2	69	<1	60	<1
Men	2,215	37	44	64	30	50
Women	3,792	63	25	36	30	50
No Response	30	1	0	0	0	0

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Age Group and Gender (continued)

Table continued from previous page

Age	United States N	United States Percent	India N	India Percent	China N	China Percent
46–50	3,816	1	27	<1	15	<1
Men	1,341	35	17	63	8	53
Women	2,459	64	10	37	7	47
No Response	16	<1	0	0	0	0
51–55	1,938	1	14	<1	1	<1
Men	686	35	10	71	0	0
Women	1,240	64	4	29	1	100
No Response	12	1	0	0	0	0
56–60	897	<1	4	<1	0	0
Men	362	40	4	100	0	0
Women	531	59	0	0	0	0
No Response	4	<1	0	0	0	0
Over 60	479	<1	2	<1	2	<1
Men	251	52	1	50	2	100
Women	224	47	1	50	0	0
No Response	4	1	0	0	0	0
No Response	194	<1	3	<1	0	0
Men	73	38	2	67	0	0
Women	121	62	1	33	0	0
No Response	0	0	0	0	0	0
Total	341,208	100	66,590	100	49,255	100
Men	126,409	37	42,428	64	25,240	51
Women	213,575	63	24,132	36	24,008	49
No Response	1,224	<1	30	<1	7	<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 (295,829), China (74,569), and India (72,855) 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	353	145.8	7.8	156.8	11.2	3.1	0.6
Aland Islands	153	149.6	7.2	165.8	4.2	3.1	0.5
Albania	246	147.7	7.4	158.1	9.6	3.2	0.7
Algeria	134	146.3	8.8	157.1	10.6	3.0	0.7
American Samoa	11	-	-	-	-	-	-
Andorra	17	-	-	-	-	-	-
Angola	39	144.8	8.4	148.2	11.7	3.1	0.8
Anguilla	7	-	-	-	-	-	-
Antarctica	5	-	-	-	-	-	-
Antigua and Barbuda	10	-	-	-	-	-	-
Argentina	321	153.1	7.2	154.7	8.6	3.5	0.7
Armenia	115	146.9	7.8	155.6	8.9	3.3	0.7
Aruba	7	-	-	-	-	-	-
Australia	492	158.4	7.9	157.8	8.8	4.5	0.8
Austria	153	154.5	7.9	155.8	8.2	3.8	0.7
Azerbaijan	127	145.9	9.2	157.4	8.9	3.1	0.8
Bahamas	121	147.8	7.1	145.5	8.6	3.5	0.8
Bahrain	67	144.2	8.2	149.4	7.4	3.3	0.9
Bangladesh	3,814	144.6	7.7	155.9	7.0	3.1	0.7
Barbados	32	150.2	7.3	150.3	8.0	3.7	0.9
Belarus	66	150.8	7.9	155.2	7.9	3.4	0.8
Belgium	146	155.1	7.7	157.2	9.0	3.7	0.8
Belize	44	148.9	6.9	148.2	7.9	3.6	0.8
Benin	51	144.6	7.1	148.6	8.0	2.9	0.8
Bermuda	16	-	-	-	-	-	-
Bhutan	12	-	-	-	-	-	-
Bolivia	133	148.5	8.1	150.5	7.1	3.3	0.7
Bosnia and Herzegovina	29	-	-	-	-	-	-
Botswana	32	147.9	9.7	146.3	7.9	3.6	0.8
Brazil	1,899	150.6	7.8	152.4	8.8	3.2	0.8
British Indian Ocean Territory	1	-	-	-	-	-	-
British Virgin Islands	2	-	-	-	-	-	-

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
Brunei Darussalam	5	-	-	-	-	-	-
Bulgaria	80	153.9	7.3	155.7	8.6	3.9	0.8
Burkina Faso	58	142.8	7.2	146.7	7.8	2.8	0.7
Burundi	9	-	-	-	-	-	-
Cambodia	44	145.2	6.9	150.6	8.1	3.3	0.6
Cameroon	367	142.9	6.8	145.2	8.0	3.0	0.7
Canada	5,367	155.6	7.5	154.3	8.5	4.2	0.7
Cape Verde	3	-	-	-	-	-	-
Cayman Islands	5	-	-	-	-	-	-
Central African Republic	2	-	-	-	-	-	-
Chad	19	-	-	-	-	-	-
Chile	492	150.9	7.6	155.7	8.9	3.2	0.8
China	74,569	148.8	8.1	164.7	5.3	3.1	0.6
Christmas Island	12	-	-	-	-	-	-
Colombia	1,424	148.1	7.7	150.1	8.2	3.1	0.8
Comoros	6	-	-	-	-	-	-
Congo (Brazzaville)	13	-	-	-	-	-	-
Congo, The Democratic Republic of the	101	142.4	7.1	145.3	7.3	3.0	0.8
Costa Rica	172	151.7	7.9	151.9	8.7	3.5	0.8
Côte d'Ivoire	93	144.2	7.0	146.6	7.0	2.9	0.7
Croatia	48	152.1	7.7	153.2	7.9	3.7	0.8
Cuba	101	145.1	7.7	147.6	8.5	2.8	0.8
Curacao	8	-	-	-	-	-	-
Cyprus	70	148.9	8.2	154.3	7.8	3.7	0.8
Czech Republic	86	151.5	8.6	155.8	9.4	3.6	0.8
Denmark	83	153.9	6.9	153.0	8.4	3.8	0.8
Djibouti	1	-	-	-	-	-	-
Dominica	29	-	-	-	-	-	-
Dominican Republic	164	147.9	7.5	147.4	8.4	3.3	0.8
Ecuador	375	147.9	7.5	150.9	8.2	3.3	0.7
Egypt	1,089	144.8	7.9	153.0	7.9	3.2	0.8
El Salvador	144	149.1	7.5	147.3	8.3	3.4	0.7
Eritrea	128	142.2	6.4	150.6	6.0	3.1	0.7

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

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Country of Citizenship (continued)

Table continued from previous page

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Estonia	28	-	-	-	-	-	-
Ethiopia	321	144.7	8.7	151.0	7.9	3.0	0.8
Fiji	8	-	-	-	-	-	-
Finland	111	154.3	7.9	152.6	8.6	3.8	0.8
France	1,276	154.4	7.2	157.4	8.6	3.6	0.7
French Guiana	1	-	-	-	-	-	-
Gabon	15	-	-	-	-	-	-
Gambia	40	144.3	5.9	144.4	8.0	3.1	0.6
Georgia	105	147.7	8.7	154.1	10.4	3.3	0.8
Germany	1,272	154.6	7.3	157.1	7.6	3.9	0.7
Ghana	1,992	145.3	7.2	147.2	7.1	3.3	0.6
Gibraltar	1	-	-	-	-	-	-
Greece	489	151.1	7.7	157.8	8.2	3.8	0.7
Greenland	1	-	-	-	-	-	-
Grenada	19	-	-	-	-	-	-
Guam	13	-	-	-	-	-	-
Guatemala	133	148.7	7.5	148.2	7.4	3.3	0.8
Guinea	18	-	-	-	-	-	-
Guinea-Bissau	1	-	-	-	-	-	-
Guyana	46	147.1	7.7	145.7	6.5	3.5	0.7
Haiti	151	144.0	7.3	144.0	7.1	3.0	0.7
Heard Island and McDonald Islands	1	-	-	-	-	-	-
Holy See (Vatican City State)	2	-	-	-	-	-	-
Honduras	183	148.5	7.8	147.8	8.1	3.4	0.9
Hong Kong, China	944	150.6	8.0	160.4	7.2	3.6	0.7
Hungary	123	153.2	8.5	156.7	8.6	3.7	0.7
Iceland	78	151.1	8.9	155.2	7.6	3.4	0.7
India	72,855	145.5	8.6	155.6	8.7	3.2	0.7
Indonesia	971	147.0	8.1	154.2	8.4	3.2	0.8
Iran, Islamic Republic of	4,611	143.2	7.4	158.7	7.7	3.0	0.6
Iraq	206	139.5	7.3	146.2	7.6	2.6	0.9
Ireland	147	156.7	7.7	154.4	8.3	4.2	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
Isle of Man	3	-	-	-	-	-	-
Israel	393	150.5	10.1	156.5	8.3	3.4	1.0
Italy	1,169	154.4	7.3	155.6	8.6	3.5	0.7
Jamaica	335	148.2	7.6	145.8	7.9	3.6	0.8
Japan	1,323	146.6	8.2	159.3	7.9	3.2	0.8
Jersey	3	-	-	-	-	-	-
Jordan	669	141.4	7.8	151.7	7.5	2.8	0.8
Kazakhstan	571	145.8	8.5	154.4	9.2	3.1	0.7
Kenya	700	146.0	7.6	146.4	6.8	3.3	0.7
Kiribati	1	-	-	-	-	-	-
Korea, Democratic People's Republic of	39	147.9	8.3	158.5	8.0	3.0	0.9
Korea, Republic of	5,587	150.6	8.0	161.0	7.1	3.4	0.7
Kosovo	27	-	-	-	-	-	-
Kuwait	496	140.7	8.1	145.8	8.1	2.8	0.9
Kyrgyzstan	36	147.0	7.7	151.1	7.6	3.2	0.5
Lao PDR	9	-	-	-	-	-	-
Latvia	27	-	-	-	-	-	-
Lebanon	783	147.0	7.7	154.5	7.5	3.4	0.7
Lesotho	18	-	-	-	-	-	-
Liberia	60	138.4	6.6	138.2	5.8	2.7	0.8
Libya	70	138.4	7.1	145.4	8.6	2.5	0.8
Liechtenstein	1	-	-	-	-	-	-
Lithuania	51	151.2	8.9	155.1	8.0	3.9	0.9
Luxembourg	28	-	-	-	-	-	-
Macao, China	63	146.8	8.1	159.6	7.1	3.1	0.6
Macedonia, Republic of	35	148.0	7.6	152.1	9.0	3.5	0.9
Madagascar	18	-	-	-	-	-	-
Malawi	52	145.7	7.7	145.6	6.8	3.5	0.6
Malaysia	538	151.5	8.2	155.9	7.9	3.8	0.8
Maldives	4	-	-	-	-	-	-
Mali	25	-	-	-	-	-	-
Malta	9	-	-	-	-	-	-

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
Marshall Islands	1	-	-	-	-	-	-
Mauritania	10	-	-	-	-	-	-
Mauritius	40	152.3	8.2	156.9	7.2	4.1	0.6
Mexico	2,835	149.0	7.6	149.7	8.0	3.2	0.8
Micronesia, Federated States of	4	-	-	-	-	-	-
Moldova	30	147.8	7.6	149.9	8.4	3.7	1.0
Monaco	4	-	-	-	-	-	-
Mongolia	127	144.7	8.1	153.1	9.3	3.2	0.8
Montenegro	9	-	-	-	-	-	-
Montserrat	1	-	-	-	-	-	-
Morocco	269	147.5	8.0	152.2	9.0	3.2	0.8
Mozambique	19	-	-	-	-	-	-
Myanmar	90	147.9	8.7	152.9	7.5	3.5	0.7
Namibia	18	-	-	-	-	-	-
Nauru	1	-	-	-	-	-	-
Nepal	2,882	144.7	7.5	155.4	7.3	3.1	0.6
Netherlands	318	154.2	8.0	155.4	7.8	3.9	0.7
New Zealand	179	157.7	8.1	158.4	8.7	4.4	0.8
Nicaragua	53	146.3	8.5	144.8	7.8	3.2	0.8
Niger	16	-	-	-	-	-	-
Nigeria	7,085	145.0	7.4	146.2	7.9	3.1	0.7
Norfolk Island	2	-	-	-	-	-	-
Northern Mariana Islands	2	-	-	-	-	-	-
Norway	111	154.1	8.0	154.5	9.3	3.8	0.8
Oman	70	141.7	8.1	146.7	8.2	3.0	0.9
Pakistan	3,798	147.4	8.6	151.9	8.4	3.4	0.8
Palau	5	-	-	-	-	-	-
Palestinian Territories	136	142.6	8.0	151.8	8.1	3.0	0.8
Panama	102	147.1	7.1	148.8	7.9	3.3	0.7
Papua New Guinea	2	-	-	-	-	-	-
Paraguay	66	151.0	8.1	150.7	9.4	3.5	0.7
Peru	563	149.5	7.2	154.5	8.4	3.3	0.7

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

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Country of Citizenship (continued)

Table continued from previous page

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Philippines	601	150.9	7.9	150.9	8.7	3.6	0.8
Poland	252	151.8	8.8	155.8	9.3	3.6	0.8
Portugal	143	155.6	6.9	157.4	8.7	3.7	0.6
Puerto Rico	751	145.0	7.0	143.3	6.6	3.0	0.8
Qatar	94	139.1	7.3	144.2	7.2	2.6	0.9
Reunion	1	-	-	-	-	-	-
Romania	146	152.5	7.8	155.5	9.4	3.8	0.8
Russian Federation	969	148.9	8.6	156.0	9.0	3.3	0.7
Rwanda	183	142.5	7.5	146.9	6.4	3.1	0.7
Saint Kitts and Nevis	14	-	-	-	-	-	-
Saint Lucia	16	-	-	-	-	-	-
Saint Vincent and the Grenadines	12	-	-	-	-	-	-
Samoa	2	-	-	-	-	-	-
Sao Tome and Principe	1	-	-	-	-	-	-
Saudi Arabia	3,031	137.0	7.0	142.8	8.4	2.2	0.9
Senegal	50	144.9	8.6	146.5	9.7	3.0	0.9
Serbia	115	149.3	8.6	154.2	9.3	3.5	0.7
Seychelles	2	-	-	-	-	-	-
Sierra Leone	35	142.3	7.1	141.7	6.7	3.1	0.9
Singapore	959	158.0	7.1	161.0	6.9	4.4	0.8
Sint Maarten (Dutch part)	4	-	-	-	-	-	-
Slovakia	44	152.7	7.9	155.4	8.4	3.8	0.7
Slovenia	30	151.9	9.0	154.7	8.4	3.6	0.8
Somalia	13	-	-	-	-	-	-
South Africa	347	153.6	8.2	151.6	9.2	4.0	0.7
South Sudan	18	-	-	-	-	-	-
Spain	734	153.1	7.0	155.7	7.8	3.6	0.7
Sri Lanka	807	143.6	8.0	155.4	6.5	3.2	0.7
Sudan	189	142.2	7.8	150.6	8.0	2.8	0.8
Suriname	6	-	-	-	-	-	-
Swaziland	20	-	-	-	-	-	-
Sweden	199	153.7	7.8	153.7	8.7	3.7	0.7
Switzerland	245	155.1	7.2	156.8	7.4	3.8	0.7

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

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Country of Citizenship (continued)

Table continued from previous page

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Syria	165	143.2	8.7	151.8	7.2	3.0	0.9
Taiwan, China	4,491	147.4	7.6	163.3	6.2	3.0	0.6
Tajikistan	19	-	-	-	-	-	-
Tanzania, United Republic of	130	142.4	7.2	146.9	7.7	3.1	0.8
Thailand	711	144.8	8.4	156.6	8.5	3.0	0.8
Timor-Leste	6	-	-	-	-	-	-
Togo	34	142.3	6.8	147.6	6.6	2.9	0.8
Tonga	2	-	-	-	-	-	-
Trinidad and Tobago	166	151.3	7.6	148.7	7.9	3.8	0.7
Tunisia	107	147.9	7.5	152.0	8.4	3.3	0.8
Turkey	2,160	146.3	8.5	160.4	7.5	3.2	0.8
Turkmenistan	35	147.8	8.2	152.7	9.9	3.2	0.8
Turks and Caicos Islands	2	-	-	-	-	-	-
Uganda	267	144.8	7.6	145.3	7.6	3.2	0.7
Ukraine	308	147.6	8.1	154.0	8.3	3.2	0.8
United Arab Emirates	410	140.5	9.0	148.0	8.1	2.7	1.0
United Kingdom	1,586	157.0	8.1	154.7	8.7	4.3	0.8
United States Minor Outlying Islands	83	151.9	7.9	149.6	7.8	3.8	0.9
United States of America	295,829	152.6	7.8	150.3	8.0	3.9	0.8
Uruguay	67	153.6	7.3	153.8	8.3	3.6	0.8
Uzbekistan	99	145.5	8.1	153.5	9.9	3.1	0.7
Venezuela	331	149.1	7.3	149.7	8.3	3.3	0.8
Viet Nam	1,064	148.5	8.6	159.8	7.0	3.4	0.7
Virgin Islands, U.S.	34	146.1	8.8	143.6	7.5	3.3	0.8
Wallis and Futuna Islands	1	-	-	-	-	-	-
Yemen	45	143.3	9.6	149.9	6.9	3.0	0.8
Zambia	69	146.4	6.4	144.7	7.0	3.5	0.7
Zimbabwe	175	148.9	7.6	149.0	7.5	3.8	0.6

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

Major Fields

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

Business

Accounting
Banking and Finance
Business Administration and Management

Education

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

Engineering

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

Humanities and Arts

Arts
English Language and Literature
Foreign Languages and Literatures
History
Philosophy

Law

Law

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

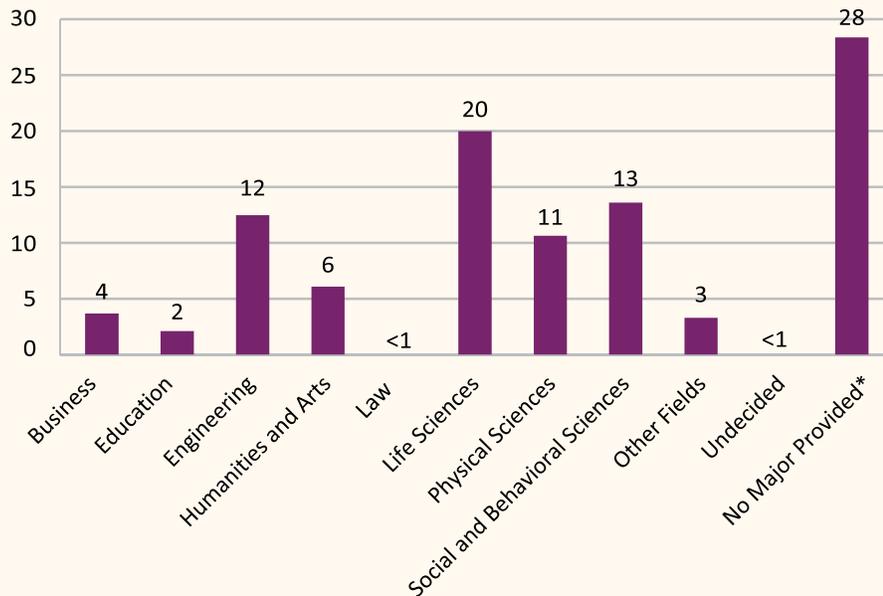
Architecture and Environmental Design
Communications and Journalism
Family and Consumer Sciences
Library and Archival Studies
Public Administration
Religion and Theology
Social Work
Other

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 (20 percent), followed by Social and Behavioral Sciences (13 percent), and Engineering (12 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 532,826 test takers who took the GRE General Test between July 1, 2018, and June 30, 2019.

*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	20,673	4	148.9	8.2	151.6	9.3	3.5	0.8
Men	9,814	47	149.5	8.4	152.4	9.0	3.5	0.8
Women	10,825	52	148.4	7.9	151.0	9.4	3.5	0.8
No Response	34	<1	152.6	7.2	151.0	8.4	3.9	0.8
Education	9,144	2	148.1	7.8	145.7	7.4	3.6	0.9
Men	1,767	19	149.0	8.3	147.2	7.9	3.6	0.9
Women	7,354	80	147.8	7.6	145.3	7.2	3.6	0.8
No Response	23	<1	-	-	-	-	-	-
Engineering	65,530	12	149.3	9.0	158.7	7.6	3.4	0.8
Men	47,388	72	149.4	9.0	159.2	7.6	3.4	0.8
Women	18,074	28	149.1	8.9	157.4	7.6	3.5	0.8
No Response	68	<1	152.5	8.2	159.0	6.8	3.7	0.8
Humanities and Arts	29,353	6	155.1	8.3	148.9	8.1	4.0	0.9
Men	10,899	37	156.5	8.2	150.1	8.3	4.1	0.9
Women	18,352	63	154.2	8.3	148.1	8.0	4.0	0.9
No Response	102	<1	157.7	7.1	149.0	6.5	4.2	0.8
Law	750	<1	150.8	8.8	150.3	9.5	3.6	0.9
Men	317	42	151.1	8.9	150.8	9.7	3.6	0.9
Women	431	57	150.7	8.7	149.8	9.2	3.5	0.9
No Response	2	<1	-	-	-	-	-	-
Life Sciences	106,997	20	150.3	7.2	150.0	7.1	3.7	0.8
Men	30,010	28	151.2	7.5	151.9	7.3	3.7	0.8
Women	76,759	72	150.0	7.0	149.2	6.9	3.7	0.7
No Response	228	<1	152.6	8.1	150.7	6.9	3.8	0.8
Physical Sciences	59,510	11	150.7	9.3	158.1	8.4	3.5	0.8
Men	36,237	61	151.3	9.3	159.4	8.1	3.5	0.8
Women	23,186	39	149.8	9.2	156.1	8.4	3.6	0.8
No Response	87	<1	151.3	10.4	152.8	9.2	3.4	1.0

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Undergraduate Major Field (continued)

Table continued from previous page

Table 1.10. GRE General Test Score Information, by Undergraduate Major Field and Gender								
Undergraduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Social and Behavioral Sciences	70,753	13	152.4	8.0	150.1	8.5	3.9	0.8
Men	22,256	31	154.2	8.2	152.9	8.8	3.9	0.9
Women	48,292	68	151.6	7.7	148.8	8.1	3.9	0.8
No Response	205	<1	153.7	7.9	150.6	8.2	3.9	0.8
Other Fields	18,261	3	149.8	8.1	148.3	8.7	3.6	0.8
Men	5,401	30	150.8	8.6	149.8	8.9	3.6	0.9
Women	12,813	70	149.4	7.9	147.6	8.5	3.6	0.8
No Response	47	<1	152.4	9.1	147.1	7.1	3.8	0.8
Undecided	2,110	<1	146.2	8.5	152.9	10.4	3.1	0.8
Men	1,066	51	146.3	8.6	154.3	10.2	3.1	0.8
Women	1,038	49	146.1	8.3	151.4	10.4	3.2	0.8
No Response	6	<1	-	-	-	-	-	-
No Major Provided*	149,745	28	149.1	9.0	156.4	10.0	3.4	0.8
Men	71,849	48	148.8	9.4	158.3	9.6	3.3	0.8
Women	77,262	52	149.2	8.6	154.7	10.1	3.5	0.8
No Response	634	<1	153.6	8.8	152.7	8.9	3.8	0.8
Total	532,826	100	150.3	8.6	153.7	9.5	3.6	0.8
Men	237,004	44	150.5	9.1	156.4	9.2	3.5	0.9
Women	294,386	55	150.1	8.2	151.5	9.1	3.7	0.8
No Response	1,436	<1	153.5	8.6	151.8	8.5	3.8	0.8

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

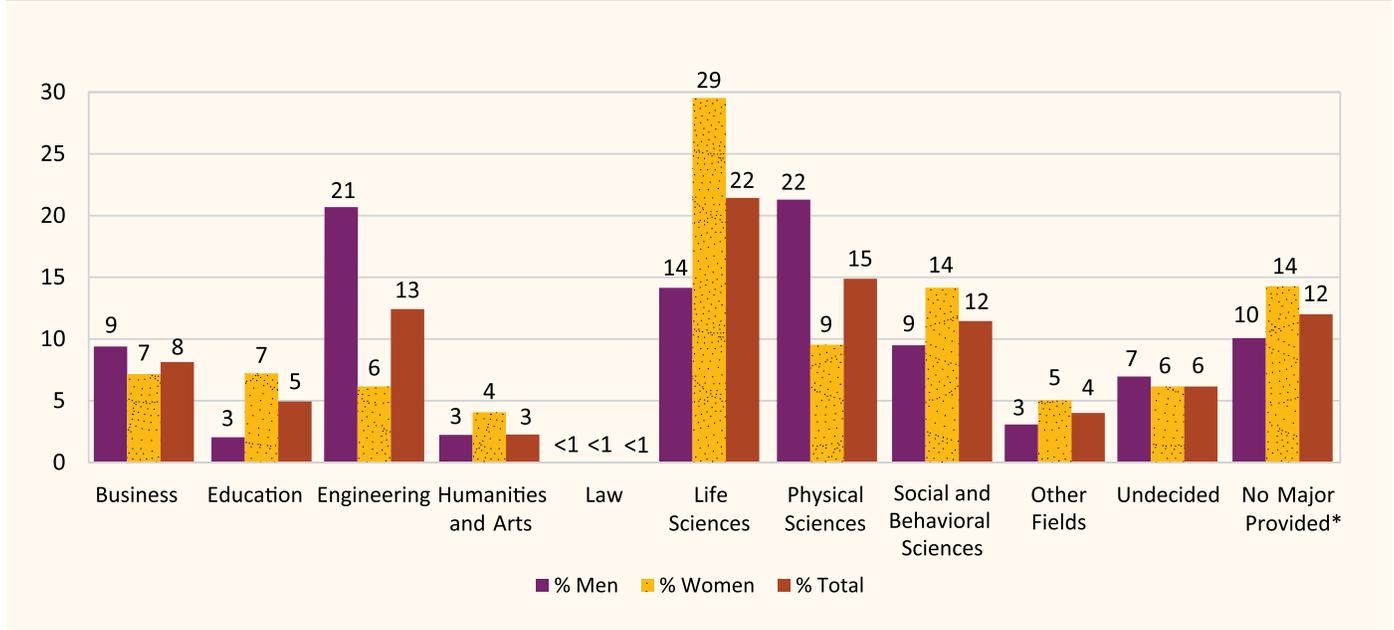
A total of 532,826 examinees took the GRE General Test between July 1, 2018, and June 30, 2019. The percentages for the overall undergraduate major fields were based on those total groups of test takers; the percentages for the gender groups within each undergraduate major group were based on the group of test takers who were within the particular undergraduate major group. Statistics are not reported for groups with fewer than 30 examinees.

*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 (22 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 532,826 test takers who took the GRE General Test between July 1, 2018, and June 30, 2019. 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 Humanities and Arts had relatively higher mean Verbal Reasoning 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. Men and women indicating an intended graduate major in Humanities and Arts or Law had higher mean Analytical Writing scores than men and women in other majors.

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

Intended Graduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Business	42,700	8	150.1	8.4	155.5	9.4	3.5	0.8
Men	21,212	50	150.4	8.6	156.0	9.1	3.5	0.8
Women	21,379	50	149.7	8.2	155.0	9.6	3.5	0.8
No Response	109	<1	154.9	8.6	155.0	7.7	3.9	0.9
Education	25,546	5	149.9	8.2	147.0	8.2	3.7	0.9
Men	6,149	24	151.4	8.6	148.6	8.6	3.7	0.9
Women	19,311	76	149.4	8.0	146.4	8.0	3.6	0.9
No Response	86	<1	153.1	9.5	148.7	8.7	3.9	1.0
Engineering	67,318	13	148.9	9.0	159.6	7.8	3.4	0.8
Men	49,882	74	148.8	9.0	159.8	7.8	3.3	0.8
Women	17,364	26	149.1	8.9	158.8	7.8	3.4	0.8
No Response	72	<1	150.7	8.2	158.4	6.2	3.5	0.8
Humanities and Arts	18,332	3	155.7	8.3	150.1	8.7	4.0	0.9
Men	7,743	42	156.9	8.3	150.9	8.7	4.1	0.9
Women	10,502	57	154.9	8.3	149.5	8.6	4.0	0.9
No Response	87	<1	158.9	6.5	149.8	7.8	4.3	0.7
Law	1,366	<1	154.9	8.9	152.9	9.3	4.0	1.0
Men	637	47	156.3	8.8	154.4	9.2	4.1	1.0
Women	727	53	153.7	8.7	151.6	9.2	3.9	0.9
No Response	2	<1	-	-	-	-	-	-
Life Sciences	118,396	22	150.7	7.2	150.6	7.4	3.7	0.8
Men	33,034	28	151.4	7.5	152.5	7.5	3.7	0.8
Women	84,993	72	150.4	7.1	149.8	7.1	3.8	0.7
No Response	369	<1	152.7	7.5	150.2	6.7	3.8	0.7
Physical Sciences	78,779	15	150.2	9.3	159.8	8.3	3.4	0.8
Men	51,038	65	150.7	9.3	160.8	8.0	3.4	0.8
Women	27,608	35	149.4	9.2	158.1	8.6	3.5	0.8
No Response	133	<1	153.3	9.3	158.1	8.3	3.6	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
Social and Behavioral Sciences	61,547	12	152.8	8.1	152.1	9.2	3.8	0.8
Men	21,219	34	154.2	8.5	154.8	9.2	3.9	0.9
Women	40,076	65	152.0	7.8	150.7	8.9	3.8	0.8
No Response	252	<1	154.8	8.4	152.1	8.9	4.0	0.8
Other Fields	21,897	4	150.6	8.6	150.5	9.4	3.6	0.9
Men	7,289	33	151.7	9.0	151.7	9.2	3.6	0.9
Women	14,537	66	150.0	8.3	149.9	9.5	3.6	0.8
No Response	71	<1	154.0	8.5	148.5	7.5	3.9	0.9
Undecided	33,702	6	148.1	9.3	154.0	9.8	3.3	0.9
Men	15,801	47	147.9	9.6	155.2	9.7	3.3	0.9
Women	17,808	53	148.3	9.1	153.0	9.8	3.4	0.9
No Response	93	<1	153.3	9.9	152.4	9.1	3.7	1.0
No Major Provided*	63,243	12	148.4	8.6	150.4	9.3	3.5	0.9
Men	23,000	36	148.4	9.2	152.9	9.6	3.4	0.9
Women	40,081	63	148.4	8.3	149.0	8.9	3.5	0.8
No Response	162	<1	150.5	8.7	148.5	8.3	3.6	0.9
Total	532,826	100	150.3	8.6	153.7	9.5	3.6	0.8
Men	237,004	44	150.5	9.1	156.4	9.2	3.5	0.9
Women	294,386	55	150.1	8.2	151.5	9.1	3.7	0.8
No Response	1,436	<1	153.5	8.6	151.8	8.5	3.8	0.8

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

A total of 532,826 examinees took the GRE General Test between July 1, 2018, and June 30, 2019. 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. Statistics are not reported for groups with fewer than 30 examinees.

*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 Hawaiian/Pacific Islander, test takers with intended graduate majors in Humanities and Arts or Law had higher mean scores 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	80	1,522	53	2,191	637	125	968	8,858	662	3,034	18,130
	Mean	150.6	152.6	148.7	147.7	149.8	151.2	150.6	153.7	153.9	153.6	152.5
	SD	6.9	8.2	6.8	7.6	7.0	8.8	7.6	7.3	8.4	8.2	7.9
Education	N	106	930	68	2,847	1,066	315	1,389	11,842	746	3,064	22,373
	Mean	148.0	150.7	148.6	145.5	147.9	146.6	146.3	152.1	149.8	150.4	150.2
	SD	7.3	8.4	7.6	7.4	7.2	7.7	7.6	7.6	8.3	8.3	8.1
Engineering	N	75	2,127	48	804	693	150	849	9,507	663	2,831	17,747
	Mean	153.2	155.5	152.3	151.0	152.2	152.4	152.7	157.0	156.1	156.3	155.9
	SD	7.5	7.8	5.3	7.2	6.8	7.2	6.9	6.2	7.6	7.1	7.0
Humanities and Arts	N	78	509	39	713	458	110	570	8,513	579	1,746	13,315
	Mean	155.1	157.3	152.2	151.3	152.7	154.2	153.5	158.0	157.0	158.3	157.2
	SD	7.6	8.2	6.5	8.1	7.3	7.3	8.4	6.8	7.5	7.5	7.4
Law	N	10	91	9	102	27	10	60	345	57	156	867
	Mean	-	158.1	-	152.1	-	-	154.8	158.0	156.4	158.3	156.7
	SD	-	8.1	-	8.1	-	-	7.7	7.3	8.1	8.3	8.1
Life Sciences	N	536	7,755	364	7,022	3,625	877	4,982	58,399	3,040	12,729	99,329
	Mean	149.6	151.1	149.3	146.7	149.0	149.6	149.3	152.0	152.0	152.1	151.3
	SD	6.7	7.1	6.5	6.7	6.5	6.9	6.7	6.6	7.5	7.2	6.9
Physical Sciences	N	124	2,481	65	921	744	143	865	12,627	827	3,851	22,648
	Mean	153.3	156.6	155.0	150.9	152.5	152.0	154.1	157.3	157.3	157.6	156.7
	SD	6.8	8.3	5.6	7.7	7.1	7.2	7.3	6.6	7.1	7.6	7.3
Social and Behavioral Sciences	N	249	2,276	143	3,549	1,693	441	2,353	22,795	1,668	5,050	40,217
	Mean	151.1	153.9	152.3	147.8	149.8	151.2	150.7	154.8	153.8	154.5	153.5
	SD	7.6	8.0	7.0	7.9	7.2	7.4	7.7	7.2	7.7	8.2	7.8
Other Fields	N	83	640	37	1,728	674	154	756	7,667	529	1,840	14,108
	Mean	149.5	152.6	151.3	145.6	147.9	149.4	148.9	154.2	152.1	153.3	152.2
	SD	8.4	8.1	7.0	7.8	7.8	8.0	8.0	7.5	8.7	8.6	8.4
Undecided	N	40	988	32	955	294	84	540	5,366	560	2,369	11,228
	Mean	150.1	152.7	148.4	145.6	150.1	148.4	148.9	154.2	152.7	154.4	152.9
	SD	8.5	9.0	7.1	8.0	7.3	8.5	8.7	8.0	9.0	8.9	8.7
No Major Provided*	N	223	2,313	118	3,314	1,366	396	1,959	19,753	1,328	5,097	35,867
	Mean	148.9	150.9	148.8	145.5	147.9	148.1	147.5	151.9	151.6	151.6	150.7
	SD	7.6	8.3	7.0	7.8	6.8	7.5	7.6	7.3	8.2	8.4	7.9
Total	N	1,604	21,632	976	24,146	11,277	2,805	15,291	165,672	10,659	41,767	295,829
	Mean	150.4	152.8	150.3	147.0	149.5	149.8	149.7	153.6	153.2	153.6	152.6
	SD	7.5	8.1	6.9	7.6	7.1	7.6	7.7	7.2	8.1	8.2	7.8

Note: See page 23 for a list of major fields. A total of 295,829 U.S. citizens took the GRE General Test between July 1, 2018, and June 30, 2019. 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.

*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	80	1,522	53	2,191	637	125	968	8,858	662	3,034	18,130
	Mean	147.7	154.3	148.4	145.5	148.1	148.5	148.7	151.8	151.9	152.4	151.0
	SD	6.5	7.9	7.0	7.1	6.5	8.0	7.2	7.0	8.1	8.2	7.7
Education	N	106	930	68	2,847	1,066	315	1,389	11,842	746	3,064	22,373
	Mean	143.7	150.0	144.5	141.6	143.9	142.1	143.0	147.6	144.9	146.5	146.2
	SD	6.2	8.1	7.6	6.5	6.6	6.9	6.5	7.1	7.8	7.7	7.5
Engineering	N	75	2,127	48	804	693	150	849	9,507	663	2,831	17,747
	Mean	155.3	161.1	157.1	152.8	154.8	155.3	155.6	159.6	159.0	159.6	159.0
	SD	7.0	6.4	5.5	6.9	6.6	6.9	6.7	5.8	6.5	6.4	6.5
Humanities and Arts	N	78	509	39	713	458	110	570	8,513	579	1,746	13,315
	Mean	146.0	152.4	145.1	143.4	144.7	144.2	146.1	149.2	148.8	149.9	148.7
	SD	7.3	8.2	6.2	6.7	7.0	7.2	7.6	7.2	7.7	7.7	7.6
Law	N	10	91	9	102	27	10	60	345	57	156	867
	Mean	-	156.7	-	146.2	-	-	149.9	152.9	150.9	153.3	151.8
	SD	-	7.6	-	7.2	-	-	8.7	7.8	8.9	9.3	8.7
Life Sciences	N	536	7,755	364	7,022	3,625	877	4,982	58,399	3,040	12,729	99,329
	Mean	147.5	151.9	148.8	144.6	147.4	147.1	147.6	150.4	149.7	150.6	149.8
	SD	5.9	7.0	6.0	6.2	6.1	6.2	6.3	6.1	7.0	6.9	6.6
Physical Sciences	N	124	2,481	65	921	744	143	865	12,627	827	3,851	22,648
	Mean	153.2	161.0	156.4	151.0	153.8	152.4	155.0	157.9	157.7	159.3	157.9
	SD	7.0	7.4	6.2	7.9	7.2	7.3	7.3	6.9	7.3	7.5	7.4
Social and Behavioral Sciences	N	249	2,276	143	3,549	1,693	441	2,353	22,795	1,668	5,050	40,217
	Mean	145.8	152.6	147.4	143.5	145.9	145.9	146.6	150.2	149.0	150.4	149.2
	SD	6.7	8.0	7.0	6.9	6.7	7.1	7.2	7.2	7.6	8.4	7.7
Other Fields	N	83	640	37	1,728	674	154	756	7,667	529	1,840	14,108
	Mean	144.0	150.9	146.5	141.3	143.7	144.2	144.7	148.7	146.9	148.5	147.3
	SD	6.9	7.8	4.1	6.0	6.7	6.6	6.9	7.0	8.1	7.8	7.6
Undecided	N	40	988	32	955	294	84	540	5,366	560	2,369	11,228
	Mean	147.1	154.2	146.7	143.1	146.9	144.1	146.2	150.7	149.5	152.2	150.2
	SD	8.0	8.4	6.9	7.3	6.8	7.1	8.0	7.8	8.8	9.0	8.6
No Major Provided*	N	223	2,313	118	3,314	1,366	396	1,959	19,753	1,328	5,097	35,867
	Mean	145.3	151.4	146.8	142.2	144.9	144.1	144.6	148.5	147.4	148.8	147.7
	SD	7.1	8.4	6.5	6.6	6.7	6.7	7.2	6.9	7.8	8.2	7.6
Total	N	1,604	21,632	976	24,146	11,277	2,805	15,291	165,672	10,659	41,767	295,829
	Mean	147.2	154.1	148.6	144.0	147.1	146.4	147.3	151.0	150.1	151.6	150.3
	SD	7.2	8.4	7.1	7.1	7.2	7.5	7.6	7.4	8.4	8.5	8.0

Note: See page 23 for a list of major fields. A total of 295,829 U.S. citizens took the GRE General Test between July 1, 2018, and June 30, 2019. 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.

*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 Hawaiian/Pacific Islander with intended graduate majors in Law or Humanities and Arts had higher mean scores 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	80	1,522	53	2,191	637	125	968	8,858	662	3,034	18,130
	Mean	3.6	4.0	3.6	3.4	3.6	3.7	3.7	4.0	4.0	3.9	3.9
	SD	0.8	0.8	1.1	0.8	0.8	0.8	0.8	0.8	0.9	0.8	0.8
Education	N	106	930	68	2,847	1,066	315	1,389	11,842	746	3,064	22,373
	Mean	3.6	3.9	3.6	3.3	3.6	3.3	3.4	3.9	3.6	3.7	3.7
	SD	0.8	0.9	0.7	0.8	0.7	0.9	0.8	0.8	0.9	0.9	0.9
Engineering	N	75	2,127	48	804	693	150	849	9,507	663	2,831	17,747
	Mean	3.7	4.1	3.9	3.6	3.7	3.7	3.8	4.1	4.0	4.0	4.0
	SD	0.8	0.8	0.7	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.8
Humanities and Arts	N	78	509	39	713	458	110	570	8,513	579	1,746	13,315
	Mean	4.1	4.3	3.8	3.7	3.9	4.0	4.0	4.3	4.2	4.3	4.2
	SD	0.8	0.9	0.6	0.9	0.8	0.9	0.9	0.8	0.8	0.8	0.8
Law	N	10	91	9	102	27	10	60	345	57	156	867
	Mean	-	4.5	-	3.8	-	-	4.1	4.4	4.2	4.2	4.2
	SD	-	0.9	-	0.8	-	-	0.9	0.8	0.9	0.9	0.9
Life Sciences	N	536	7,755	364	7,022	3,625	877	4,982	58,399	3,040	12,729	99,329
	Mean	3.6	3.9	3.7	3.4	3.6	3.6	3.7	3.9	3.9	3.9	3.8
	SD	0.7	0.7	0.7	0.7	0.7	0.8	0.7	0.7	0.8	0.7	0.7
Physical Sciences	N	124	2,481	65	921	744	143	865	12,627	827	3,851	22,648
	Mean	3.8	4.2	4.0	3.6	3.7	3.6	3.9	4.1	4.1	4.1	4.1
	SD	0.7	0.8	0.8	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.8
Social and Behavioral Sciences	N	249	2,276	143	3,549	1,693	441	2,353	22,795	1,668	5,050	40,217
	Mean	3.7	4.1	4.0	3.5	3.7	3.7	3.7	4.1	4.0	4.1	4.0
	SD	0.8	0.8	0.8	0.9	0.8	0.8	0.8	0.8	0.8	0.9	0.8
Other Fields	N	83	640	37	1,728	674	154	756	7,667	529	1,840	14,108
	Mean	3.6	4.0	3.8	3.3	3.5	3.6	3.6	4.0	3.8	3.9	3.8
	SD	0.9	0.8	0.7	0.8	0.8	0.8	0.8	0.8	0.9	0.9	0.8
Undecided	N	40	988	32	955	294	84	540	5,366	560	2,369	11,228
	Mean	3.4	3.9	3.4	3.1	3.6	3.2	3.5	4.0	3.8	3.9	3.8
	SD	0.8	0.9	0.8	0.9	0.8	0.9	1.0	0.8	0.9	0.9	0.9
No Major Provided*	N	223	2,313	118	3,314	1,366	396	1,959	19,753	1,328	5,097	35,867
	Mean	3.6	3.8	3.7	3.2	3.5	3.4	3.5	3.9	3.8	3.7	3.7
	SD	0.8	0.8	0.7	0.8	0.8	0.8	0.8	0.8	0.8	0.9	0.8
Total	N	1,604	21,632	976	24,146	11,277	2,805	15,291	165,672	10,659	41,767	295,829
	Mean	3.7	4.0	3.8	3.4	3.6	3.6	3.7	4.0	3.9	3.9	3.9
	SD	0.8	0.8	0.8	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.8

Note: See page 23 for a list of major fields. A total of 295,829 U.S. citizens took the GRE General Test between July 1, 2018, and June 30, 2019. 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.

*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 67 percent of test takers reported a graduate degree objective of either Master’s degree (40 percent) or Doctorate (27 percent). A total of 28 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.)	214,643	40
Specialized Master’s in Business	2,086	<1
Intermediate (such as specialist)	1,808	<1
M.B.A.	15,126	3
J.D.	1,594	<1
Doctorate (Ph.D., Ed.D.)	143,896	27
Postdoctoral Study	4,390	1
Non-Degree Graduate Study	823	<1
Not Currently Planning Graduate Study	1,049	<1
No Response	147,411	28
Total	532,826	100

Enrollment Preference

Table 1.16 shows that 64 percent of test takers 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. A total of 27 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	341,397	64	150.6	8.4	152.7	9.0	3.7	0.8
Part Time	21,543	4	151.0	8.3	148.4	8.5	3.7	0.9
Undecided	28,144	5	151.6	8.8	151.4	8.7	3.7	0.9
No Response	141,742	27	149.2	9.0	157.1	9.9	3.4	0.8
Total	532,826	100	150.3	8.6	153.7	9.5	3.6	0.8

Table 1.17 shows that 71 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	10,689	71	151.4	8.7	152.7	8.5	3.8	0.9
Part Time	2,416	16	151.5	7.5	149.6	7.1	3.7	0.8
Undecided	1,688	11	152.8	8.3	151.8	8.1	3.9	0.9
No Response	333	2	153.3	8.0	153.8	8.1	3.9	0.9
Total	15,126	100	151.6	8.4	152.1	8.3	3.8	0.9

Full-Time Work Experience

Table 1.18 shows that 48 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 38 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	173,490	33	150.9	8.0	152.9	9.0	3.7	0.8
1–2 Years	79,015	15	150.4	8.5	152.3	8.8	3.7	0.8
3–4 Years	34,036	6	150.6	8.9	151.5	8.8	3.6	0.9
5–7 Years	21,367	4	151.6	9.0	150.8	8.6	3.7	0.9
8–10 Years	10,145	2	151.7	9.0	149.3	8.4	3.7	0.9
11–14 Years	4,721	1	151.7	8.7	148.6	8.4	3.6	0.9
15–19 Years	3,882	1	151.8	8.7	147.4	8.4	3.6	0.8
20–29 Years	2,991	1	152.4	8.8	146.4	8.3	3.6	0.8
Over 30 Years	1,092	<1	151.0	8.8	147.0	8.7	3.5	0.8
No Response	202,087	38	149.4	8.9	156.1	9.8	3.4	0.8
Total	532,826	100	150.3	8.6	153.7	9.5	3.6	0.8

Full-Time Work Experience (continued)

Table 1.19 shows that 42 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. Test takers who had three to seven years of full-time work experience had a slightly higher mean score on the Analytical Writing measure than other test takers with 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	3,287	22	149.6	8.2	151.5	8.8	3.6	0.9
1–2 Years	3,000	20	150.2	8.4	151.2	8.3	3.7	0.8
3–4 Years	2,833	19	153.1	8.2	152.9	8.0	3.9	0.9
5–7 Years	2,522	17	153.4	8.2	152.7	7.6	3.9	0.8
8–10 Years	910	6	152.8	8.2	151.6	7.4	3.8	0.8
11–14 Years	314	2	152.2	8.5	150.9	7.8	3.7	0.8
15–19 Years	184	1	151.7	8.3	148.1	7.5	3.5	0.8
20–29 Years	102	1	150.2	9.0	144.8	7.4	3.2	0.8
Over 30 Years	21	<1	-	-	-	-	-	-
No Response	1,953	13	152.1	8.6	153.7	8.5	3.8	0.9
Total	15,126	100	151.6	8.4	152.1	8.3	3.8	0.9

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

Program Format

Table 1.20 shows that 56 percent of test takers indicated they would like to pursue a graduate, business or law 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 29 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	299,695	56	150.9	8.4	153.3	8.8	3.7	0.8
Online	13,652	3	149.8	8.0	147.1	8.2	3.6	0.8
Combination	41,208	8	148.6	7.7	147.2	8.0	3.5	0.8
Undecided	23,165	4	151.3	8.6	151.5	8.5	3.7	0.9
No Response	155,106	29	149.4	9.0	156.9	9.9	3.4	0.8
Total	532,826	100	150.3	8.6	153.7	9.5	3.6	0.8

Program Format (continued)

Table 1.21 shows that 67 percent of test takers with M.B.A. as their graduate degree objective indicated they would like to pursue the degree on campus. On average, those test takers had higher mean scores on the Verbal Reasoning, Quantitative Reasoning and Analytical Writing measures than test takers who planned to pursue a degree online or through a combination of on-campus and online courses.

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

Program Format	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
On Campus	10,097	67	152.0	8.6	153.2	8.2	3.8	0.9
Online	1,009	7	149.5	7.5	147.7	7.1	3.5	0.8
Combination	2,163	14	149.2	7.6	147.9	7.3	3.6	0.8
Undecided	1,044	7	152.5	8.1	152.2	7.7	3.8	0.8
No Response	813	5	154.1	8.2	155.0	7.9	3.9	0.9
Total	15,126	100	151.6	8.4	152.1	8.3	3.8	0.9

U.S. Citizenship Status and Racial/Ethnic Group

Figure 2.1 shows that from testing years 2014–15 to 2018–19, there were more test takers who were U.S. citizens than non-U.S. citizens. Except for 2015–16, the number of U.S. citizens who took the test decreased from 2014–15 to 2018–19. The number of non-U.S. citizens who took the test decreased from 2015–16 to 2017–18 and increased from 2017–18 to 2018–19.

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

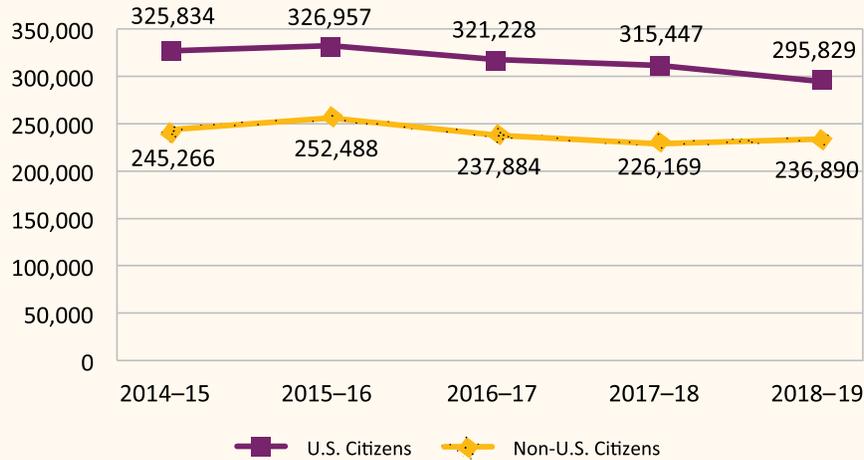


Table 2.1 shows that the percentage of test takers who were U.S. citizens slightly decreased from 57 percent in 2014–15 to 56 percent in 2018–19, with fluctuations in between. The percentage of test takers who were non-U.S. citizens remained 43 percent in the testing years 2014–15, 2015–16, and 2016–17, then slightly decreased to 42 percent in 2017–18, and then slightly increased to 44 percent in 2018–19.

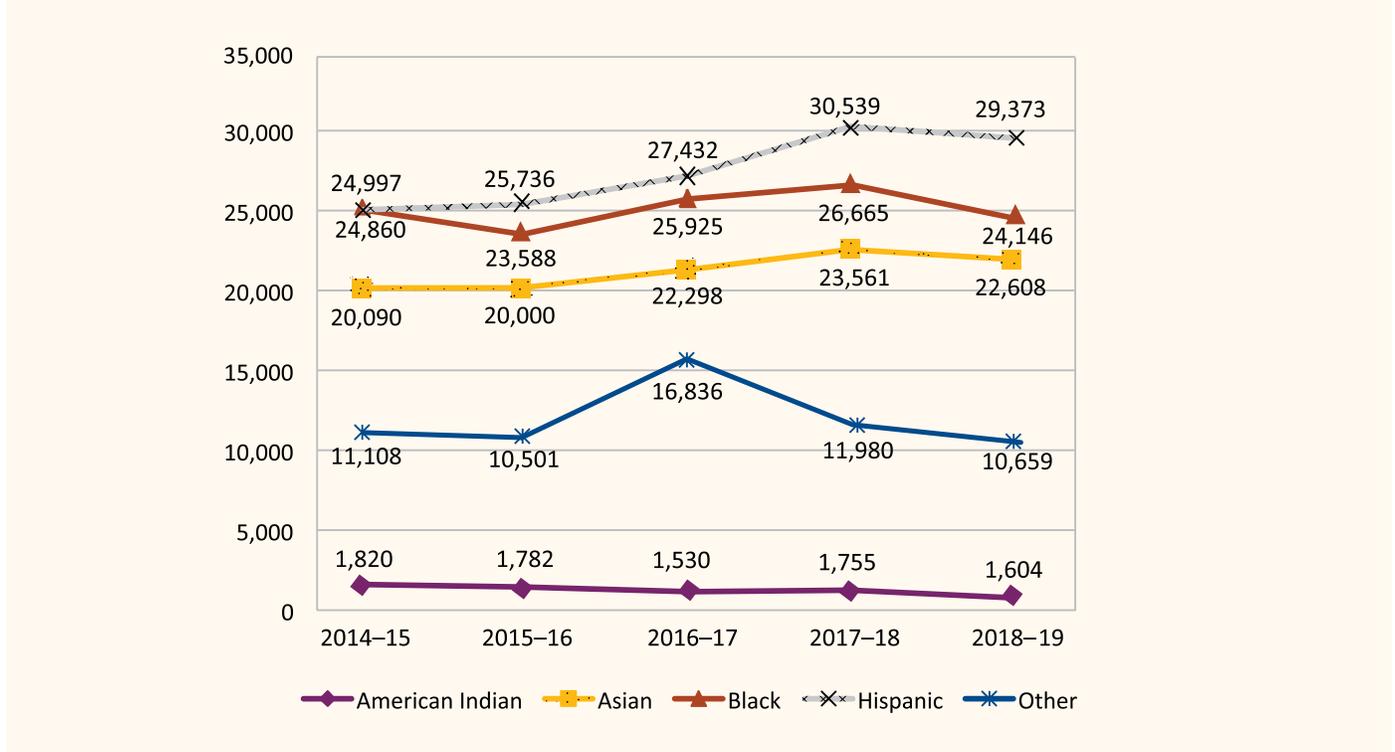
Table 2.1. Volume of GRE General Test Examinees, by U.S. Citizenship Status

U.S. Citizenship Status	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent
U.S. Citizen	325,834	57	326,957	56	321,228	57	315,447	58	295,829	56
Non-U.S. Citizen	245,266	43	252,488	43	237,884	43	226,169	42	236,890	44
No Response	5,109	1	5,232	1	142	<1	134	<1	107	<1
Total	576,209	100	584,677	100	559,254	100	541,750	100	532,826	100

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

Excluding White (Non-Hispanic) test takers, Figure 2.2 shows that in testing years 2014–15 to 2018–19, U.S. citizen test takers who classified themselves as Hispanic were the largest racial/ethnic group, followed by test takers who classified themselves as Black, Asian, Other and American Indian. From testing year 2015–16 to 2017–18, the number of test takers who classified themselves as Hispanic, Black, or Asian increased. From testing year 2017–18 to 2018–19, however, the number of test takers across all racial/ethnic groups decreased.

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



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

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

Table 2.2 shows that from 2014–15 to 2018–19, the percentage of U.S. citizen test takers who identified themselves as White (non-Hispanic) decreased from 59 percent in 2014–15 to 56 percent in 2018–19. The percentages of test takers in other racial/ethnic groups remained relatively stable. Note that from 2015–16 to 2016–17, 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)

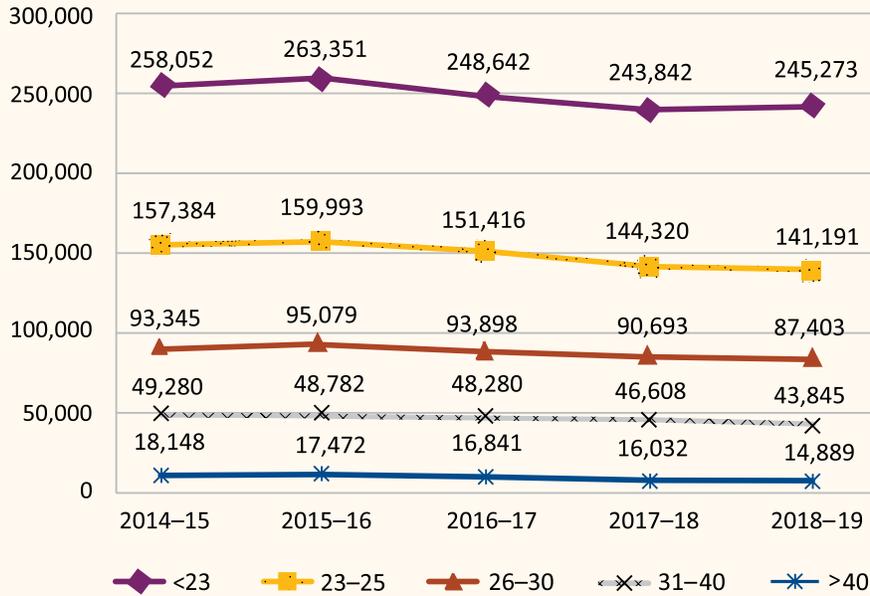
Racial/ Ethnic Group	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent
American Indian	1,820	1	1,782	1	1,530	<1	1,755	1	1,604	1
Asian	19,227	6	19,163	6	21,500	7	22,567	7	21,632	7
Hawaiian/ Pacific Islander	863	<1	837	<1	798	<1	994	<1	976	<1
Black	24,860	8	23,588	7	25,925	8	26,665	8	24,146	8
Mexican	9,018	3	9,393	3	10,087	3	11,232	4	11,277	4
Puerto Rican	3,227	1	3,153	1	3,503	1	3,320	1	2,805	1
Other Hispanic	12,752	4	13,190	4	13,842	4	15,987	5	15,291	5
White (Non-Hispanic)	193,079	59	178,784	55	187,958	59	182,623	58	165,672	56
Other	11,108	3	10,501	3	16,836	5	11,980	4	10,659	4
No Response	49,880	15	66,566	20	39,249	12	38,324	12	41,767	14
Total	325,834	100	326,957	100	321,228	100	315,447	100	295,829	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 2014–15 to 2018–19, test takers under 23 years of age represented the largest group of test takers. From 2015–16 to 2018–19, the volume of test takers in all age groups except under 23 years of age decreased from 2017–18 to 2018–19.

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



Age and Gender (continued)

Table 2.3 shows that from testing year 2014–15 to 2018–19, the majority of the test takers were between the ages of 18 and 30. From 2014–15 to 2018–19, the percentage of test takers in all age groups remained stable.

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

Age	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent
Under 18	148	<1	147	<1	113	<1	110	<1	122	<1
18–22	257,904	45	263,204	45	248,529	44	243,732	45	245,151	46
23–25	157,384	27	159,993	27	151,416	27	144,320	27	141,191	27
26–30	93,345	16	95,079	16	93,898	17	90,693	17	87,403	16
31–35	34,204	6	33,699	6	33,195	6	32,023	6	29,955	6
36–40	15,076	3	15,083	3	15,085	3	14,585	3	13,890	3
41–45	8,755	2	8,356	1	8,003	1	7,531	1	7,107	1
46–50	4,794	1	4,708	1	4,730	1	4,619	1	4,234	1
51–55	2,761	<1	2,678	<1	2,404	<1	2,269	<1	2,095	<1
56–60	1,233	<1	1,099	<1	1,101	<1	1,007	<1	951	<1
Over 60	605	<1	631	<1	603	<1	606	<1	502	<1
No Response	0	0	0	0	177	<1	255	<1	225	<1
Total	576,209	100	584,677	100	559,254	100	541,750	100	532,826	100

Age and Gender (continued)

Figure 2.4 shows that from testing year 2014–15 to 2018–19, there were more women test takers than men. The number of women who took the test increased from 2014–15 to 2017–18 and decreased from 2017–18 to 2018–19, whereas the number of men who took the test increased from testing year 2014–15 to 2015–16 and decreased from 2015–16 to 2018–19.

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

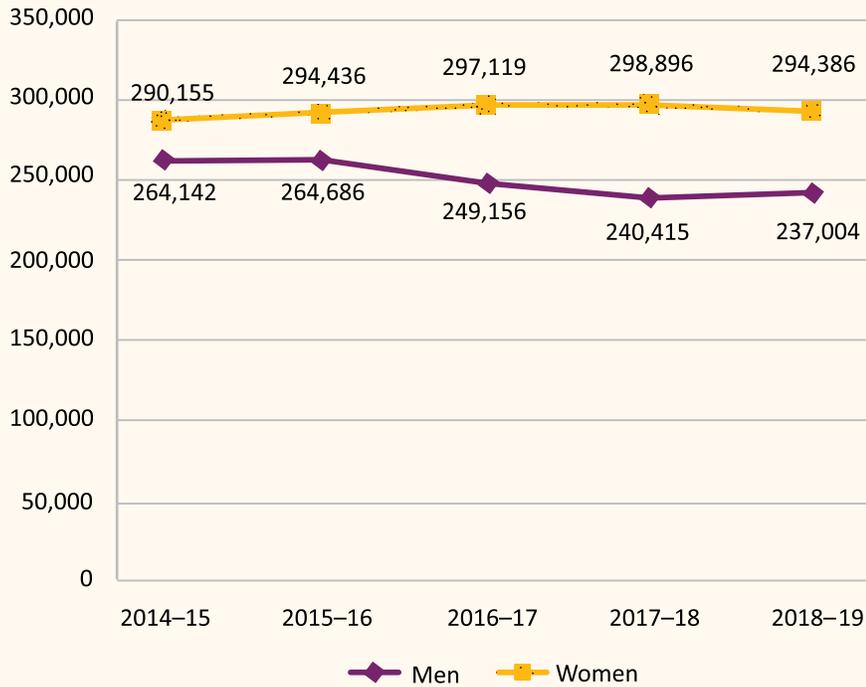


Table 2.4 shows that from testing year 2014–15 to 2018–19, the percentage of men test takers decreased slightly. The percentage of women test takers increased from testing year 2014–15 to 2018–19. The percentage of test takers who did not respond to this question decreased.

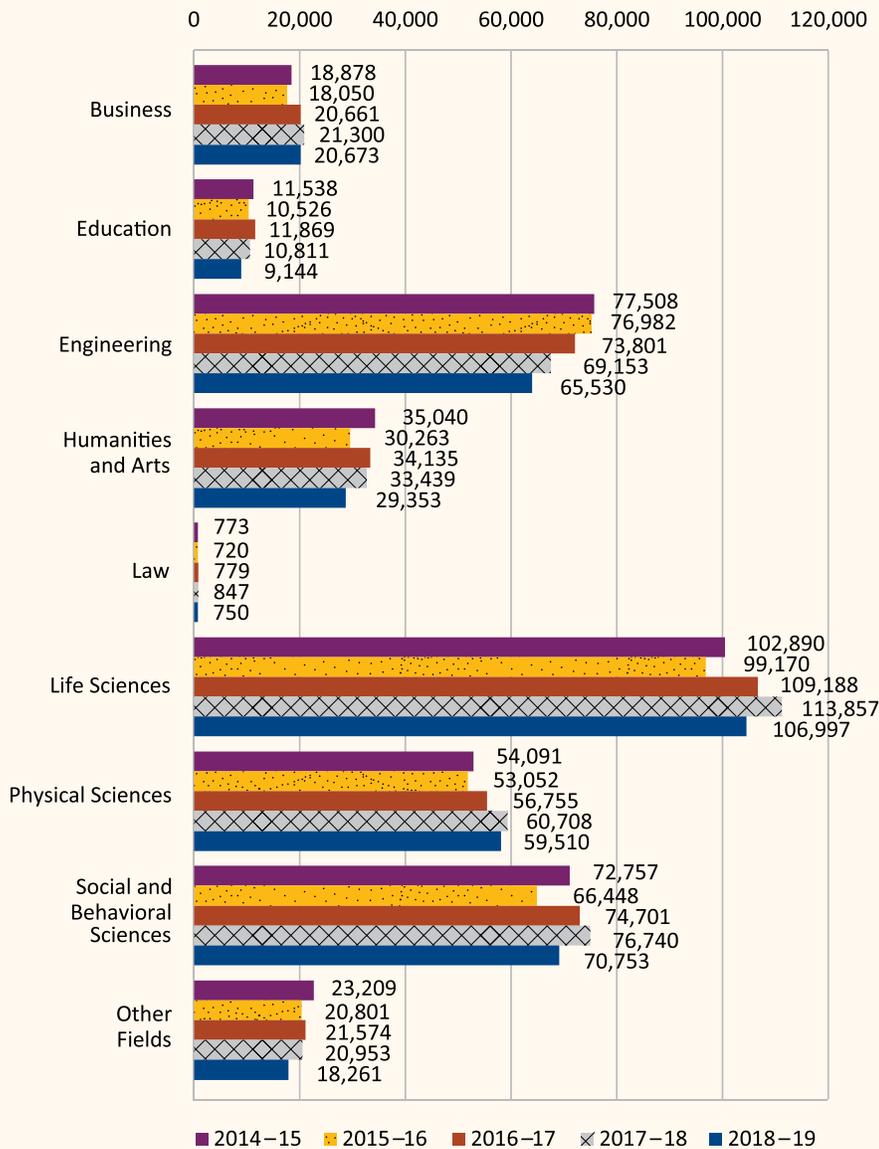
Table 2.4. Volume of GRE General Test Examinees, by Gender

Age	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent
Men	264,142	46	264,686	45	249,156	45	240,415	44	237,004	44
Women	290,155	50	294,436	50	297,119	53	298,896	55	294,386	55
No Response	21,912	4	25,555	4	12,979	2	2,439	<1	1,436	<1
Total	576,209	100	584,677	100	559,254	100	541,750	100	532,826	100

Undergraduate Major Field

Figure 2.5 shows that from testing year 2014–15 to 2018–19, 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, Physical Sciences, and Business increased; the number of test takers in Engineering, Social and Behavioral Sciences, Humanities and Arts, and Education decreased.

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



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

Undergraduate Major Field (continued)

Table 2.5 shows that from testing year 2014–15 to 2018–19, the percentages of test takers with undergraduate majors in Life Sciences, Physical Sciences, and Business increased. The percentages of test takers with undergraduate majors in Social and Behavioral Sciences, Engineering, Humanities and Arts, and Education remained stable.

Undergraduate Major	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent
Business	18,878	3	18,050	3	20,661	4	21,300	4	20,673	4
Education	11,538	2	10,526	2	11,869	2	10,811	2	9,144	2
Engineering	77,508	13	76,982	13	73,801	13	69,153	13	65,530	12
Humanities and Arts	35,040	6	30,263	5	34,135	6	33,439	6	29,353	6
Law	773	<1	720	<1	779	<1	847	<1	750	<1
Life Sciences	102,890	18	99,170	17	109,188	20	113,857	21	106,997	20
Physical Sciences	54,091	9	53,052	9	56,755	10	60,708	11	59,510	11
Social and Behavioral Sciences	72,757	13	66,448	11	74,701	13	76,740	14	70,753	13
Other Fields	23,209	4	20,801	4	21,574	4	20,953	4	18,261	3
Undecided	5,417	1	5,506	1	3,646	1	2,354	<1	2,110	<1
No Major Provided*	174,108	30	203,159	35	152,145	27	131,588	24	149,745	28
Total	576,209	100	584,677	100	559,254	100	541,750	100	532,826	100

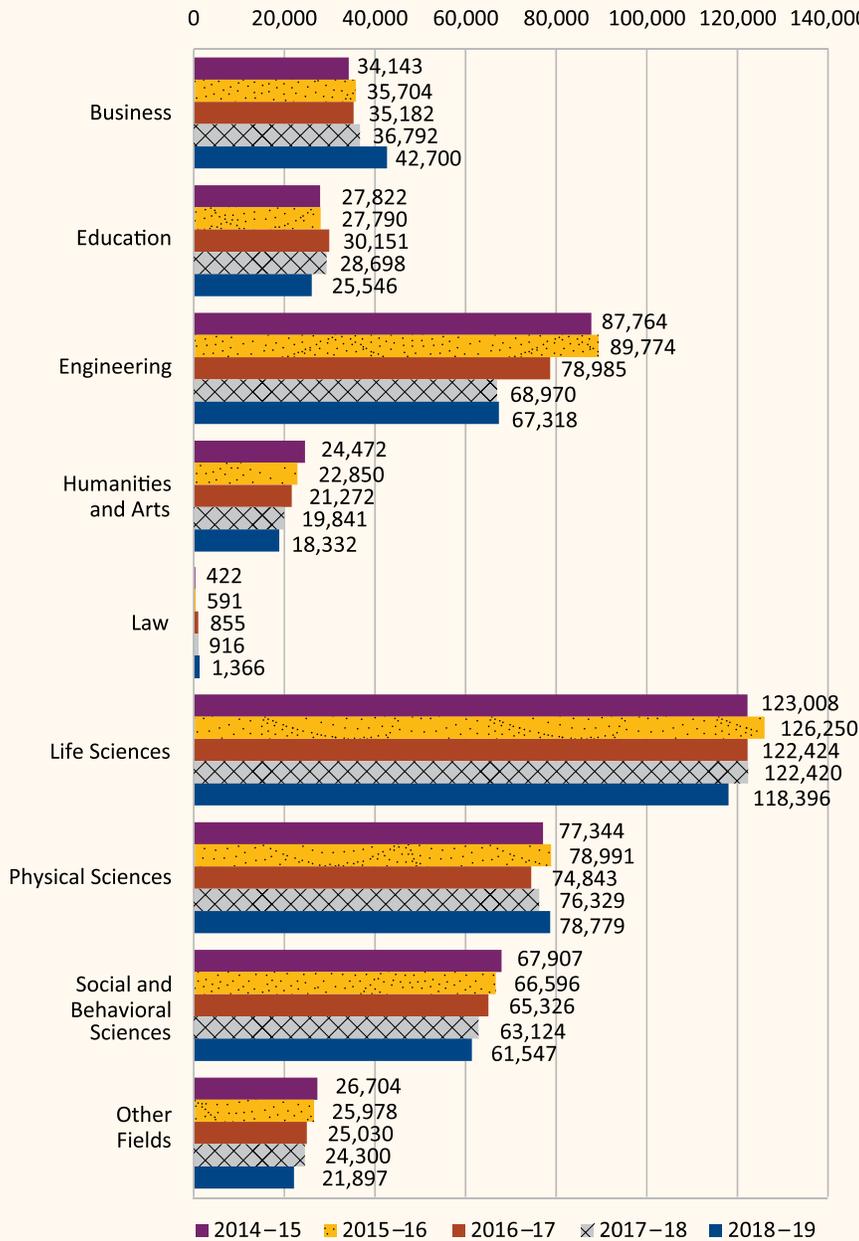
Note: See page 23 for a list of major fields.

*"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 2014–15 to 2018–19, 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 with intended graduate majors in Life Sciences, Engineering, Social and Behavioral Sciences, Humanities and Arts, and Education decreased from 2014–15 to 2018–19.

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 2014–15 to 2018–19, 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 and Physical Sciences 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	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	<1	36,792	7
	2018–19	21,212	50	21,379	50	109	<1	42,700	8
Education	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	<1	28,698	5
	2018–19	6,149	24	19,311	76	86	<1	25,546	5
Engineering	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	<1	68,970	13
	2018–19	49,882	74	17,364	26	72	<1	67,318	13
Humanities and Arts	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
	2018–19	7,743	42	10,502	57	87	<1	18,332	3
Law	2014–15	212	50	186	44	24	6	422	<1
	2015–16	262	44	285	48	44	7	591	<1
	2016–17	410	48	437	51	8	1	855	<1
	2017–18	437	48	474	52	5	1	916	<1
	2018–19	637	47	727	53	2	<1	1,366	<1
Life Sciences	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
	2018–19	33,034	28	84,993	72	369	<1	118,396	22

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Intended Graduate Major Field (continued)

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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
Physical Sciences	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	<1	76,329	14
	2018–19	51,038	65	27,608	35	133	<1	78,779	15
Social and Behavioral Sciences	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
	2018–19	21,219	34	40,076	65	252	<1	61,547	12
Other Fields	2014–15	8,881	33	16,583	62	1,240	5	26,704	5
	2015–16	8,513	33	16,104	62	1,361	5	25,978	4
	2016–17	8,315	33	16,136	64	579	2	25,030	4
	2017–18	8,179	34	16,031	66	90	<1	24,300	4
	2018–19	7,289	33	14,537	66	71	<1	21,897	4
Undecided	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	<1	32,780	6
	2018–19	15,801	47	17,808	53	93	<1	33,702	6
No Major Provided*	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	<1	67,580	12
	2018–19	23,000	36	40,081	63	162	<1	63,243	12
Total	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	<1	541,750	100
	2018–19	237,004	44	294,386	55	1,436	<1	532,826	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 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 2014–15 to 2018–19.

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	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
	2018–19	80	<1	1,522	8	53	<1	2,191	12	637	4
Education	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
	2018–19	106	<1	930	4	68	<1	2,847	13	1,066	5
Engineering	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
	2018–19	75	<1	2,127	12	48	<1	804	5	693	4
Humanities and Arts	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
	2018–19	78	1	509	4	39	<1	713	5	458	3
Law	2014–15	2	2	5	4	2	2	16	13	2	2
	2015–16	5	2	35	12	12	4	18	6	10	3
	2016–17	8	1	28	5	1	<1	49	9	17	3
	2017–18	5	1	51	10	3	1	80	15	17	3
	2018–19	10	1	91	11	9	1	102	12	27	3
Life Sciences	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
	2018–19	536	1	7,755	8	364	<1	7,022	7	3,625	4
Physical Sciences	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
	2018–19	124	1	2,481	11	65	<1	921	4	744	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	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
	2018–19	249	1	2,276	6	143	<1	3,549	9	1,693	4
Other Fields	2014–15	119	1	765	4	51	<1	2,260	12	769	4
	2015–16	103	1	692	4	51	<1	2,180	12	680	4
	2016–17	73	<1	726	4	32	<1	2,183	13	671	4
	2017–18	72	<1	773	5	36	<1	2,064	13	861	5
	2018–19	83	1	640	5	37	<1	1,728	12	674	5
Undecided	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
	2018–19	40	<1	988	9	32	<1	955	9	294	3
No Major Provided*	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
	2018–19	223	1	2,313	6	118	<1	3,314	9	1,366	4
Total	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
	2018–19	1,604	1	21,632	7	976	<1	24,146	8	11,277	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	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
	2018–19	125	1	968	5	8,858	49	662	4	3,034	17	18,130	6
Education	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
	2018–19	315	1	1,389	6	11,842	53	746	3	3,064	14	22,373	8
Engineering	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
	2018–19	150	1	849	5	9,507	54	663	4	2,831	16	17,747	6
Humanities and Arts	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
	2018–19	110	1	570	4	8,513	64	579	4	1,746	13	13,315	5
Law	2014–15	2	2	3	2	58	47	8	6	26	21	124	<1
	2015–16	4	1	6	2	144	49	26	9	36	12	296	<1
	2016–17	3	1	28	5	289	52	32	6	99	18	554	<1
	2017–18	8	2	28	5	218	41	29	5	95	18	534	<1
	2018–19	10	1	60	7	345	40	57	7	156	18	867	<1
Life Sciences	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
	2018–19	877	1	4,982	5	58,399	59	3,040	3	12,729	13	99,329	34
Physical Sciences	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
	2018–19	143	1	865	4	12,627	56	827	4	3,851	17	22,648	8

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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	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
	2018–19	441	1	2,353	6	22,795	57	1,668	4	5,050	13	40,217	14
Other Fields	2014–15	153	1	818	4	10,195	55	665	4	2,773	15	18,568	6
	2015–16	174	1	763	4	8,850	50	560	3	3,659	21	17,712	5
	2016–17	175	1	718	4	9,427	56	917	5	1,907	11	16,829	5
	2017–18	203	1	870	5	9,087	55	647	4	1,771	11	16,384	5
	2018–19	154	1	756	5	7,667	54	529	4	1,840	13	14,108	5
Undecided	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
	2018–19	84	1	540	5	5,366	48	560	5	2,369	21	11,228	4
No Major Provided*	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
	2018–19	396	1	1,959	5	19,753	55	1,328	4	5,097	14	35,867	12
Total	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
	2018–19	2,805	1	15,291	5	165,672	56	10,659	4	41,767	14	295,829	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 2014–15 to 2018–19, the majority of test takers were seniors or unenrolled college graduates.

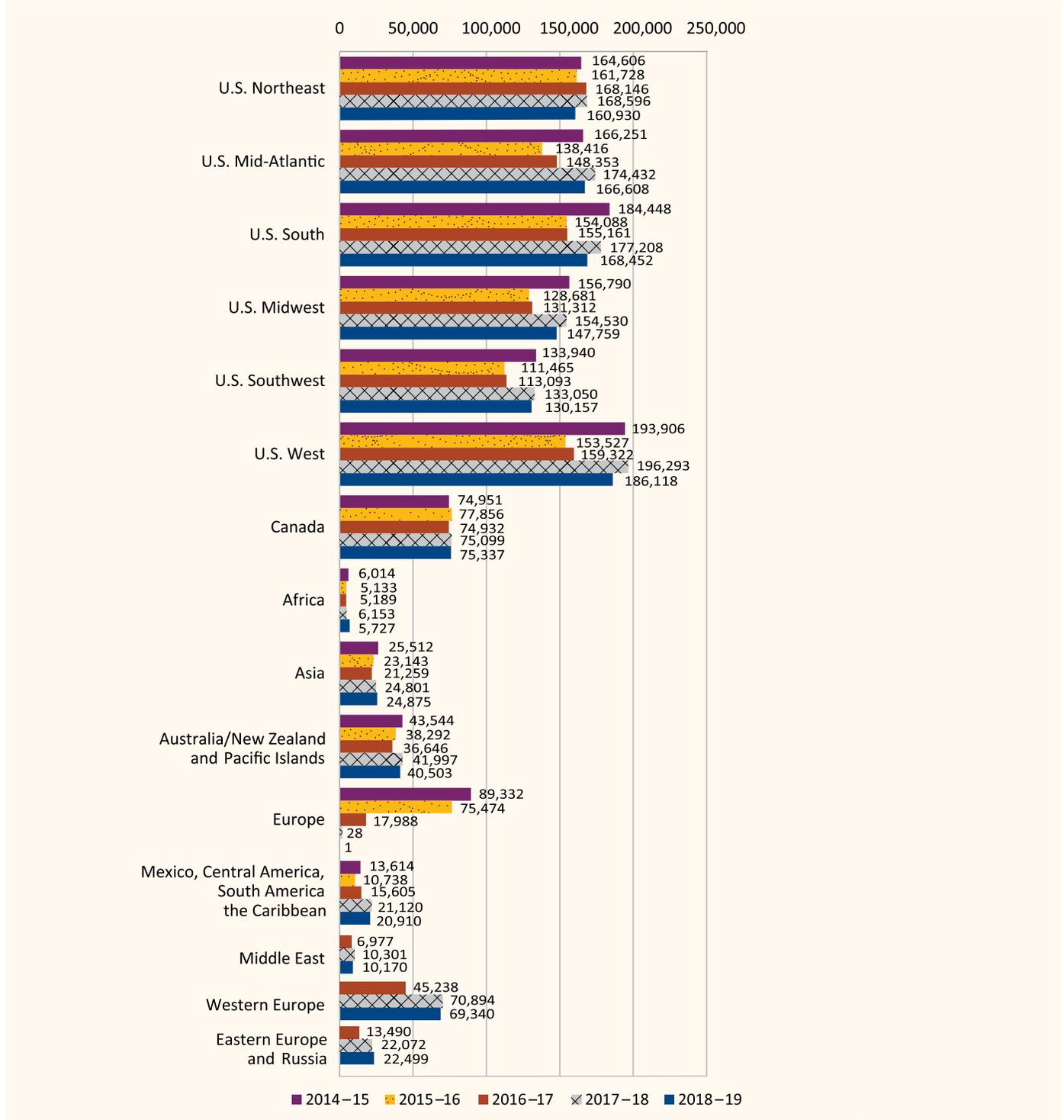
Table 2.8. Volume of GRE General Test Examinees, by Current Educational Level

Current Educational Level	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent
Sophomore	2,530	<1	2,411	<1	2,616	<1	3,041	1	3,342	1
Junior	26,982	5	26,728	5	27,153	5	28,309	5	28,916	5
Senior	192,546	33	196,593	34	186,140	33	181,334	33	179,273	34
Unenrolled College Graduate	184,534	32	191,634	33	184,354	33	176,893	33	171,194	32
First-Year Graduate Student	18,576	3	18,305	3	18,371	3	16,802	3	16,117	3
Second-Year Graduate Student	19,151	3	19,322	3	18,444	3	18,140	3	17,154	3
Unenrolled Master's Degree	88,553	15	86,127	15	80,438	14	75,757	14	74,863	14
Other	43,132	7	43,444	7	41,544	7	41,315	8	41,856	8
No Response	205	<1	113	<1	194	<1	159	<1	111	<1
Total	576,209	100	584,677	100	559,254	100	541,750	100	532,826	100

Preferred Region for Graduate Study

Figure 2.7 shows that from testing years 2014–15 to 2018–19, 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 Canada, Western Europe, and Europe.

Figure 2.7. Preferred Region for Graduate Study, Examinee Population



Note: Figure 2.7 is based on 576,209; 584,677; 559,254; 541,750; and 532,826 unique examinees who took the GRE General Test in testing years 2014–15, 2015–16, 2016–17, 2017–18, and 2018–19, 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 2014–15 to 2018–19.

Preferred Region	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent
U.S. Regions										
Northeast	164,606	29	161,728	28	168,146	30	168,596	31	160,930	30
Mid-Atlantic	166,251	29	138,416	24	148,353	27	174,432	32	166,608	31
South	184,448	32	154,088	26	155,161	28	177,208	33	168,452	32
Midwest	156,790	27	128,681	22	131,312	23	154,530	29	147,759	28
Southwest	133,940	23	111,465	19	113,093	20	133,050	25	130,157	24
West	193,906	34	153,527	26	159,322	28	196,293	36	186,118	35
Non-U.S. Regions										
Canada	74,951	13	77,856	13	74,932	13	75,099	14	75,337	14
Africa	6,014	1	5,133	1	5,189	1	6,153	1	5,727	1
Asia	25,512	4	23,143	4	21,259	4	24,801	5	24,875	5
Australia/ New Zealand	43,544	8	38,292	7	36,646	7	41,997	8	40,503	8
Europe	89,332	16	75,474	13	17,988	3	28	<1	1	<1
Latin America	13,614	2	10,738	2	15,605	3	21,120	4	20,910	4
Middle East	-	-	-	-	6,977	1	10,301	2	10,170	2
Western Europe	-	-	-	-	45,238	8	70,894	13	69,340	13
Eastern Europe and Russia	-	-	-	-	13,490	2	22,072	4	22,499	4

Note: This table is based on 576,209; 584,677; 559,254; 541,750; and 532,826 unique examinees who took the GRE General Test from testing year 2014–15 to 2018–19, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100. Note also that the following regions were added to the preferred region background information question in 2016–17: Middle East, Western Europe, and Eastern Europe and Russia. The following region was dropped from the question in 2016–17: Europe.

Examinee Population

Excluding testing in the United States, Figure 3.1 shows that from testing year 2014–15 to 2018–19, the largest number of test takers were in India. From 2015–16 to 2017–18, the number of test takers in India decreased, and from 2017–18 to 2018–19, the number increased. From 2014–15 to 2018–19, 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

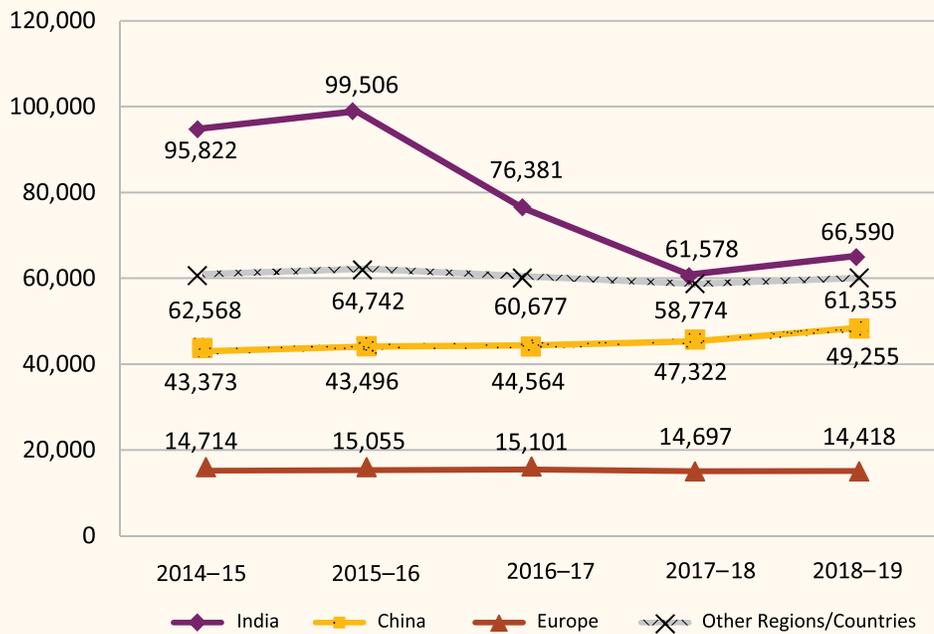


Table 3.1 shows that from 2017–18 to 2018–19, the percentage of test takers in India increased slightly, and the percentage of test takers in the United States decreased slightly. The percentage of test takers in China and Europe remained stable.

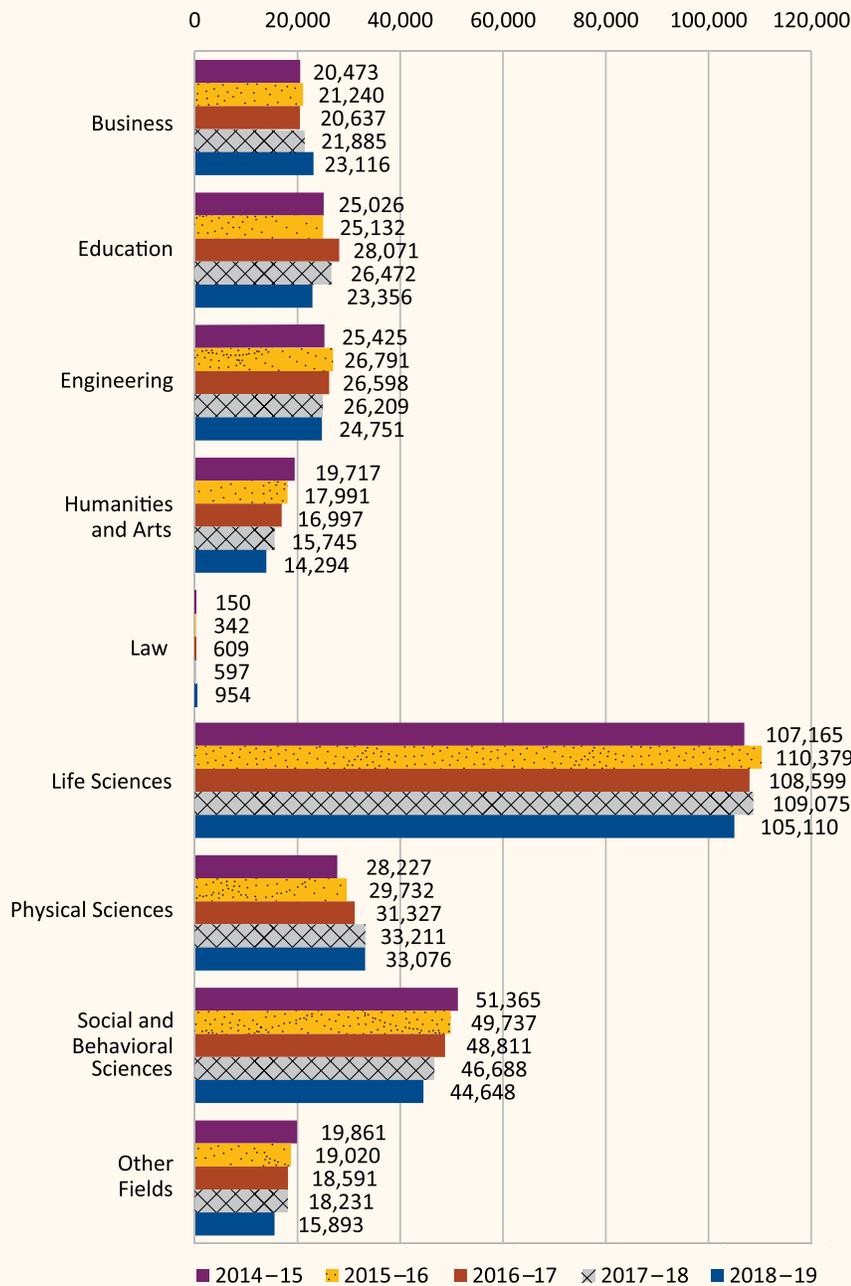
Table 3.1 Volume of GRE General Test Examinees, by World Region/Country

World Region/ Country Where Examinees Tested	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent
United States	359,732	62	361,878	62	362,531	65	359,379	66	341,208	64
India	95,822	17	99,506	17	76,381	14	61,578	11	66,590	13
China	43,373	8	43,496	7	44,564	8	47,322	9	49,255	9
Europe	14,714	3	15,055	3	15,101	3	14,697	3	14,418	3
Other Regions/ Countries	62,568	11	64,742	11	60,677	11	58,774	11	61,355	12
Total	576,209	100	584,677	100	559,254	100	541,750	100	532,826	100

Intended Graduate Major Field

Figure 3.2 shows that from testing year 2014–15 to 2018–19, test takers in the United States with an intended graduate major in Life Sciences was the largest group. From testing year 2016–17 to 2018–19, the number of test takers with intended graduate majors in Physical Sciences and Business slightly increased. The number of test takers with intended graduate majors in Life Sciences, Social and Behavioral Sciences, Engineering, Education, and Humanities and Arts 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 2014–15 to 2018–19, the percentages of test takers in the United States remained relatively stable across all intended graduate majors. In each testing year, at least 12 percent of the test takers did not indicate their intended graduate major.

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

Intended Graduate Major Field	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent
Business	20,473	6	21,240	6	20,637	6	21,885	6	23,116	7
Education	25,026	7	25,132	7	28,071	8	26,472	7	23,356	7
Engineering	25,425	7	26,791	7	26,598	7	26,209	7	24,751	7
Humanities and Arts	19,717	5	17,991	5	16,997	5	15,745	4	14,294	4
Law	150	<1	342	<1	609	<1	597	<1	954	<1
Life Sciences	107,165	30	110,379	31	108,599	30	109,075	30	105,110	31
Physical Sciences	28,227	8	29,732	8	31,327	9	33,211	9	33,076	10
Social and Behavioral Sciences	51,365	14	49,737	14	48,811	13	46,688	13	44,648	13
Other Fields	19,861	6	19,020	5	18,591	5	18,231	5	15,893	5
Undecided	11,302	3	11,467	3	14,496	4	15,329	4	14,872	4
No Major Provided*	51,021	14	50,047	14	47,795	13	45,937	13	41,138	12
Total	359,732	100	361,878	100	362,531	100	359,379	100	341,208	100

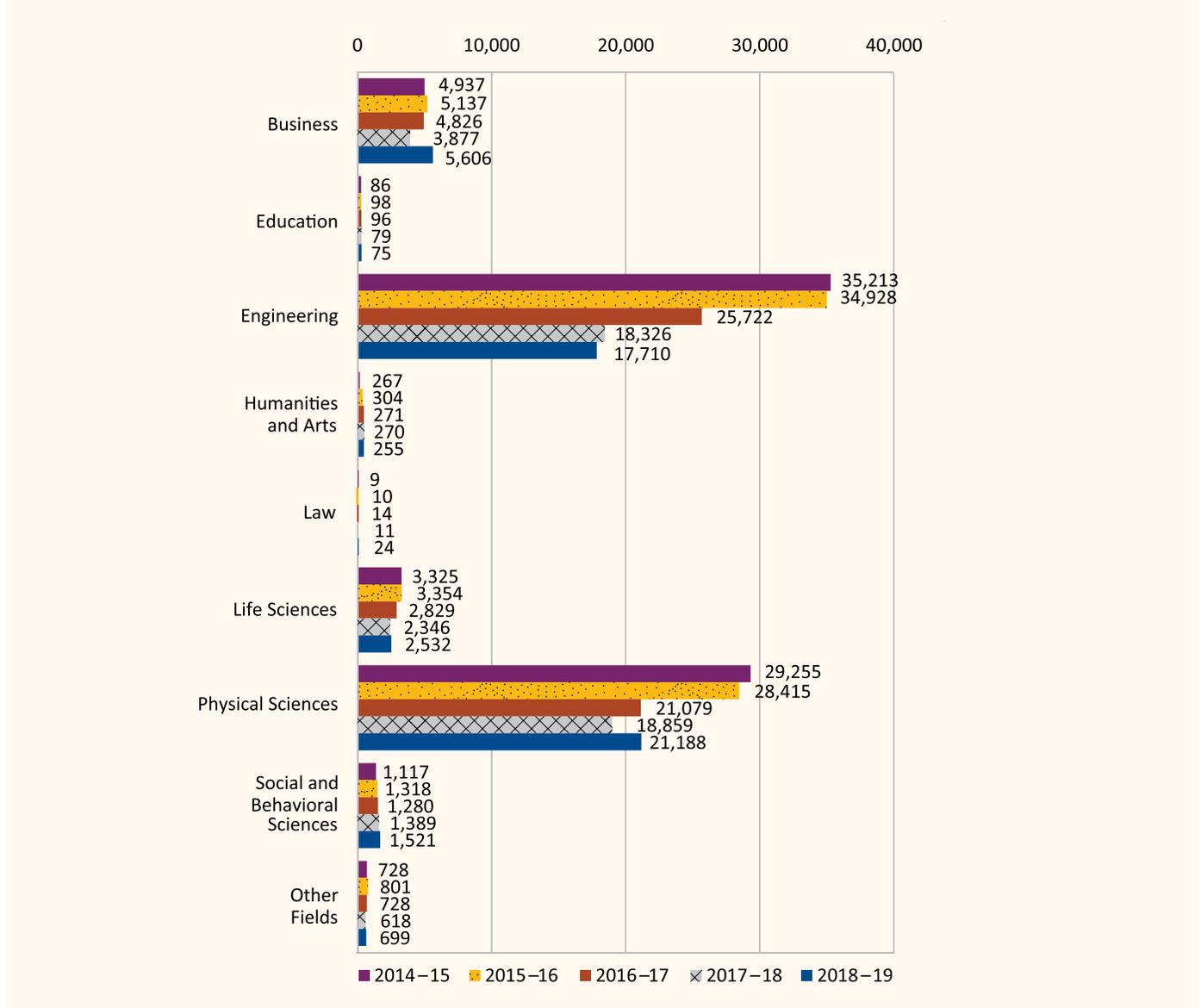
Note: See page 23 for a list of major fields.

*"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 2014–15 to 2018–19, test takers in India with intended graduate majors in Engineering and Physical Sciences were the largest groups. The number of test takers with intended graduate majors in Business and Social and Behavioral Sciences increased. The number of test takers with an intended graduate major in Engineering, Physical Sciences, and Life Sciences decreased. The number of test takers with intended graduate majors in Humanities and Arts and Education was stable.

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 2014–15 to 2018–19, the percentage of test takers in India with an intended graduate major in Business slightly increased. 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	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent
Business	4,937	5	5,137	5	4,826	6	3,877	6	5,606	8
Education	86	<1	98	<1	96	<1	79	<1	75	<1
Engineering	35,213	37	34,928	35	25,722	34	18,326	30	17,710	27
Humanities and Arts	267	<1	304	<1	271	<1	270	<1	255	<1
Law	9	<1	10	<1	14	<1	11	<1	24	<1
Life Sciences	3,325	3	3,354	3	2,829	4	2,346	4	2,532	4
Physical Sciences	29,255	31	28,415	29	21,079	28	18,859	31	21,188	32
Social and Behavioral Sciences	1,117	1	1,318	1	1,280	2	1,389	2	1,521	2
Other Fields	728	1	801	1	728	1	618	1	699	1
Undecided	9,750	10	11,602	12	9,769	13	7,549	12	8,245	12
No Major Provided*	11,135	12	13,539	14	9,767	13	8,254	13	8,735	13
Total	95,822	100	99,506	100	76,381	100	61,578	100	66,590	100

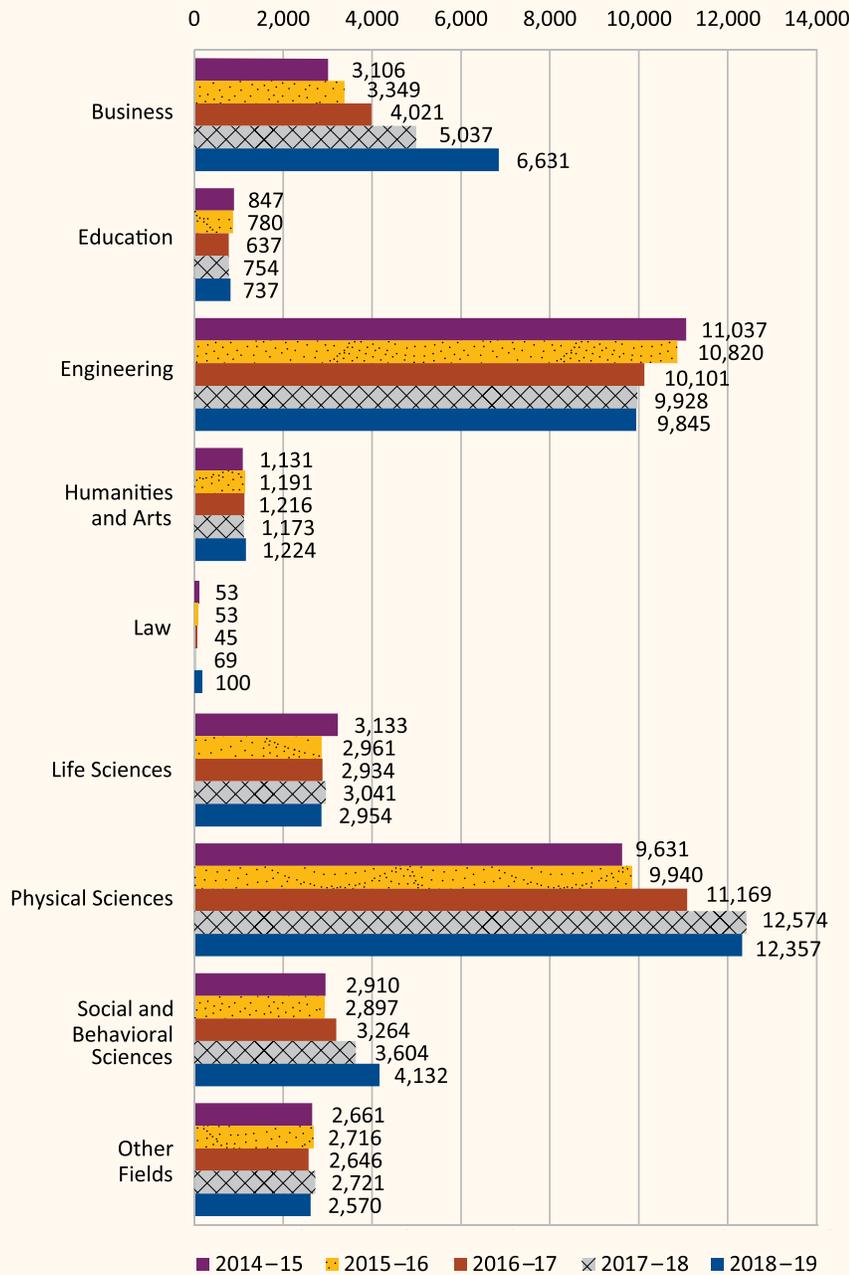
Note: See page 23 for a list of major fields.

*"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 2014–15 to 2018–19, test takers in China with intended graduate majors in Physical Sciences and Engineering were the largest groups. The number of test takers with an intended graduate major in Physical Sciences, Business, and Social and Behavioral Sciences increased. The number of test takers with an intended graduate major in Engineering decreased. The number of test takers with an intended graduate major in Life Sciences, Humanities and Arts, and Education 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 2014–15 to 2018–19, 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 8 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	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent
Business	3,106	7	3,349	8	4,021	9	5,037	11	6,631	13
Education	847	2	780	2	637	1	754	2	737	2
Engineering	11,037	25	10,820	25	10,101	23	9,928	21	9,845	20
Humanities and Arts	1,131	3	1,191	3	1,216	3	1,173	2	1,224	2
Law	53	<1	53	<1	45	<1	69	<1	100	<1
Life Sciences	3,133	7	2,961	7	2,934	7	3,041	6	2,954	6
Physical Sciences	9,631	22	9,940	23	11,169	25	12,574	27	12,357	25
Social and Behavioral Sciences	2,910	7	2,897	7	3,264	7	3,604	8	4,132	8
Other Fields	2,661	6	2,716	6	2,646	6	2,721	6	2,570	5
Undecided	4,016	9	3,989	9	4,346	10	4,305	9	4,526	9
No Major Provided*	4,848	11	4,800	11	4,185	9	4,116	9	4,179	8
Total	43,373	100	43,496	100	44,564	100	47,322	100	49,255	100

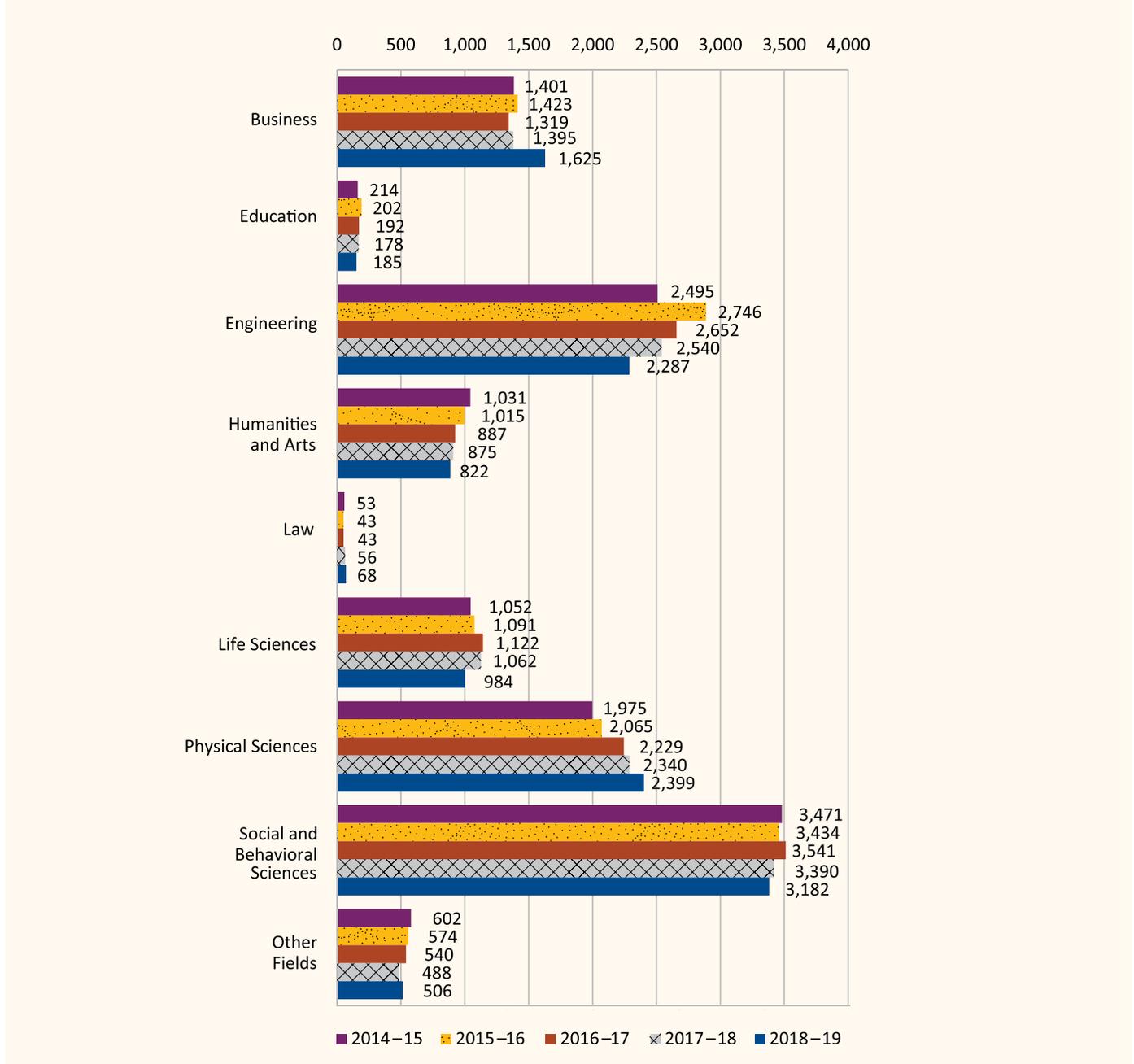
Note: See page 23 for a list of major fields.

*"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 2014–15 to 2018–19, test takers in Europe with intended graduate majors in Social and Behavioral Sciences, Engineering, and Physical Sciences were the largest groups. The number of test takers with an intended graduate major in Physical Sciences and Business increased. The number of test takers with an intended graduate major in Social and Behavioral Sciences, Engineering, and Humanities and Arts decreased. The number of test takers with an intended graduate major in Life Sciences and Education was relatively stable.

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



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

Intended Graduate Major Field (continued)

Table 3.5 shows that from testing year 2014–15 to 2018–19, the percentages of test takers in Europe whose intended graduate major was in Physical Sciences and Business increased. The percentages of test takers whose intended graduate major was in Engineering, and Social and Behavioral Sciences decreased. The percentages of test takers whose intended graduate major was in 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	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent
Business	1,401	10	1,423	9	1,319	9	1,395	9	1,625	11
Education	214	1	202	1	192	1	178	1	185	1
Engineering	2,495	17	2,746	18	2,652	18	2,540	17	2,287	16
Humanities and Arts	1,031	7	1,015	7	887	6	875	6	822	6
Law	53	<1	43	<1	43	<1	56	<1	68	<1
Life Sciences	1,052	7	1,091	7	1,122	7	1,062	7	984	7
Physical Sciences	1,975	13	2,065	14	2,229	15	2,340	16	2,399	17
Social and Behavioral Sciences	3,471	24	3,434	23	3,541	23	3,390	23	3,182	22
Other Fields	602	4	574	4	540	4	488	3	506	4
Undecided	611	4	698	5	837	6	789	5	831	6
No Major Provided*	1,809	12	1,764	12	1,739	12	1,584	11	1,529	11
Total	14,714	100	15,055	100	15,101	100	14,697	100	14,418	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 2014–15 to 2018–19, test takers in the United States preferred to study in the United States. In testing year 2018–19, 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	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent
U.S. Regions										
Northeast	90,025	25	84,968	23	99,135	27	106,612	30	99,199	29
Mid-Atlantic	93,019	26	70,421	19	89,350	25	114,218	32	106,357	31
South	116,921	33	91,082	25	102,478	28	123,711	34	114,630	34
Midwest	89,351	25	65,845	18	77,705	21	99,598	28	92,733	27
Southwest	68,677	19	50,609	14	62,174	17	81,700	23	78,237	23
West	115,356	32	82,113	23	96,968	27	131,068	36	121,560	36
Non-U.S. Regions										
Canada	25,422	7	25,665	7	24,631	7	25,128	7	23,885	7
Africa	3,409	1	2,542	1	2,563	1	3,348	1	2,937	1
Asia	7,889	2	6,196	2	5,471	2	7,259	2	6,939	2
Australia/ New Zealand	16,918	5	12,162	3	11,575	3	14,636	4	13,224	4
Europe	42,595	12	32,420	9	6,112	2	5	<1	-	-
Latin America	7,040	2	4,323	1	4,741	1	6,617	2	6,175	2
Middle East	-	-	-	-	2,186	1	3,243	1	2,897	1
Western Europe	-	-	-	-	19,651	5	30,393	8	27,749	8
Eastern Europe and Russia	-	-	-	-	4,554	1	6,940	2	6,286	2

Note: This table is based on 359,732; 361,878; 362,531; 359,379; and 341,208 unique examinees who took the GRE General Test in the United States in testing year 2014–15 to 2018–19, 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 2014–15 to 2018–19, test takers in India preferred to study in the United States. In testing year 2018–19, 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.

Preferred Region	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent
U.S. Regions										
Northeast	46,203	48	50,029	50	39,378	52	31,236	51	32,242	48
Mid-Atlantic	47,151	49	46,865	47	34,150	45	31,513	51	32,572	49
South	46,596	49	46,033	46	33,190	43	30,982	50	31,720	48
Midwest	46,661	49	46,019	46	33,503	44	31,481	51	32,254	48
Southwest	46,406	48	45,708	46	32,872	43	30,659	50	31,464	47
West	48,208	50	47,636	48	34,441	45	32,346	53	33,307	50
Non-U.S. Regions										
Canada	28,580	30	31,769	32	28,135	37	26,602	43	28,944	43
Africa	1,689	2	1,807	2	1,623	2	1,692	3	1,724	3
Asia	10,916	11	11,322	11	9,353	12	9,665	16	10,099	15
Australia/ New Zealand	17,890	19	19,093	19	16,069	21	16,366	27	16,932	25
Europe	23,086	24	23,603	24	8,300	11	9	<1	1	<1
Latin America	4,398	5	4,587	5	7,685	10	10,248	17	10,629	16
Middle East	-	-	-	-	2,637	3	4,213	7	4,327	6
Western Europe	-	-	-	-	9,864	13	18,381	30	19,987	30
Eastern Europe and Russia	-	-	-	-	5,500	7	10,076	16	11,143	17

Note: This table is based on 95,822; 99,506; 76,381; 61,578; and 66,590 unique examinees who took the GRE General Test in India in testing year 2014–15 to 2018–19, 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 2014–15 to 2018–19, 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.

Preferred Region	2014–15 N	2014–15 Percent	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent
U.S. Regions										
Northeast	4,626	31	4,377	29	5,203	34	5,167	35	4,917	34
Mid-Atlantic	4,321	29	3,056	20	4,340	29	4,755	32	4,546	32
South	2,728	19	1,931	13	2,984	20	3,296	22	3,180	22
Midwest	2,836	19	1,983	13	3,153	21	3,508	24	3,348	23
Southwest	2,297	16	1,655	11	2,612	17	2,947	20	2,882	20
West	4,753	32	3,333	22	4,696	31	5,325	36	4,998	35
Non-U.S. Regions										
Canada	2,434	17	2,308	15	2,973	20	3,054	21	2,785	19
Africa	98	1	82	1	108	1	148	1	126	1
Asia	753	5	640	4	706	5	911	6	860	6
Australia/ New Zealand	1,106	8	748	5	1,177	8	1,336	9	1,195	8
Europe	5,906	40	4,913	33	579	4	1	<1	-	-
Latin America	187	1	142	1	363	2	440	3	375	3
Middle East	-	-	-	-	308	2	396	3	353	2
Western Europe	-	-	-	-	4,798	32	5,886	40	5,455	38
Eastern Europe and Russia	-	-	-	-	724	5	818	6	771	5

Note: This table is based on 14,714; 15,055; 15,101; 14,697; and 14,418 unique examinees who took the GRE General Test in Europe in testing year 2014–15 to 2018–19, 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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