

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



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

Table of Contents

Introduction

Overview.....	1
The GRE® revised General Test.....	1
The Data.....	1
Appropriate Use of This Document.....	2
Appropriate Use of GRE Test Scores.....	2
Steps That ETS Takes to Ensure Fairness.....	3

Volume and Performance Information for the GRE Population, July 2014–June 2015

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

Volume Information for the GRE Population, July 2012–June 2015

U.S. Citizenship Status and Racial/Ethnic Group.....	39
Age and Gender.....	42
Undergraduate Major Field.....	45
Intended Graduate Major Field.....	47
Current Educational Level.....	52
Preferred Region for Graduate Study.....	53

Volume Information by World Region, July 2012–June 2015

Examinee Population.....	55
Intended Graduate Major Field.....	56
Preferred Region for Graduate Study.....	64

Figures

Volume and Performance Information for the GRE Population, July 2014–June 2015

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

Volume Information for the GRE Population, July 2012–June 2015

Figure 2.1	Volume of GRE revised General Test Examinees, by U.S. Citizenship Status	39
Figure 2.2	Volume of GRE revised General Test Examinees, U.S. Citizens by Racial/Ethnic Group, Excluding White (Non-Hispanic) Examinees	40
Figure 2.3	Volume of GRE revised General Test Examinees, by Age Group	42
Figure 2.4	Volume of GRE revised General Test Examinees, by Gender	44
Figure 2.5	Volume of GRE revised General Test Examinees, by Undergraduate Major Field	45
Figure 2.6	Volume of GRE revised General Test Examinees, by Intended Graduate Major Field	47
Figure 2.7	Preferred Region for Graduate Study, Examinee Population	53

Volume Information by World Region, July 2012–June 2015

Figure 3.1	Volume of GRE revised General Test Examinees Who Tested in Regions of the World, Excluding the United States	55
Figure 3.2	Distribution of Intended Graduate Major Field, Examinees Who Tested in the United States.....	56
Figure 3.3	Distribution of Intended Graduate Major Field, Examinees Who Tested in India.....	58
Figure 3.4	Distribution of Intended Graduate Major Field, Examinees Who Tested in Mainland China	60
Figure 3.5	Distribution of Intended Graduate Major Field, Examinees Who Tested in Europe.....	62

Tables

Volume and Performance Information for the GRE Population, July 2014–June 2015

Table 1.1	GRE revised General Test Score Information, Examinee Population.....	5
Table 1.2	GRE revised General Test Score Information, by U.S. Citizenship Status and Gender	6
Table 1.3	GRE revised General Test Score Information, by Racial/Ethnic Group and Gender (U.S. Citizens)	7
Table 1.4	GRE revised General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Racial/Ethnic Group (U.S. Citizens).....	9
Table 1.5	GRE revised General Test Score Information, by Age Group and Gender	11
Table 1.6	GRE revised General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Age Group	13
Table 1.7	GRE revised General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Gender.....	13
Table 1.8	Distribution of Examinees Who Tested in the United States, India, and Mainland China, by Age and Gender	14
Table 1.9	GRE revised General Test Score Information, by Country of Citizenship	16

Table 1.10	GRE revised General Test Score Information, by Undergraduate Major Field and Gender	25
Table 1.11	GRE revised General Test Score Information, by Intended Graduate Major Field and Gender	28
Table 1.12	GRE Verbal Reasoning Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens).....	30
Table 1.13	GRE Quantitative Reasoning Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens).....	31
Table 1.14	GRE Analytical Writing Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens).....	32
Table 1.15	Percentage of GRE revised General Test Examinees, by Graduate Degree Objective	33
Table 1.16	GRE revised General Test Score Information, by Enrollment Preference	34
Table 1.17	GRE revised General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Enrollment Preference	34
Table 1.18	GRE revised General Test Score Information, by Years of Full-Time Work Experience.....	35
Table 1.19	GRE revised General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Years of Full-Time Work Experience	36
Table 1.20	GRE revised General Test Score Information, by Program Format.....	37
Table 1.21	GRE revised General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Program Format.....	38

Volume Information for the GRE Population, July 2012–June 2015

Table 2.1	Volume of GRE revised General Test Examinees, by U.S. Citizenship Status	39
Table 2.2	Volume of GRE revised General Test Examinees, by Racial/Ethnic Group (U.S. Citizens)	41
Table 2.3	Volume of GRE revised General Test Examinees, by Age Group	43
Table 2.4	Volume of GRE revised General Test Examinees, by Gender	44
Table 2.5	Volume of GRE revised General Test Examinees, by Undergraduate Major Field.....	46
Table 2.6	Volume of GRE revised General Test Examinees, by Intended Graduate Major Field and Gender.....	48
Table 2.7	Volume of GRE revised General Test Examinees, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens)	50
Table 2.8	Volume of GRE revised General Test Examinees, by Current Educational Level.....	52
Table 2.9	Preferred Region for Graduate Study, Examinee Population	54

Volume Information by World Region, July 2012–June 2015

Table 3.1	Volume of GRE revised General Test Examinees, by World Region/Country.....	55
Table 3.2	Distribution of Intended Graduate Major Field, Examinees Who Tested in the United States.....	57
Table 3.3	Distribution of Intended Graduate Major Field, Examinees Who Tested in India.....	59
Table 3.4	Distribution of Intended Graduate Major Field, Examinees Who Tested in Mainland China	61
Table 3.5	Distribution of Intended Graduate Major Field, Examinees Who Tested in Europe.....	63
Table 3.6	Preferred Region for Graduate Study, Examinees Who Tested in the United States.....	64
Table 3.7	Preferred Region for Graduate Study, Examinees Who Tested in India.....	65
Table 3.8	Preferred Region for Graduate Study, Examinees Who Tested in Europe.....	66

Overview

This report provides volume and performance information for test takers who took the GRE® revised General Test between July 1, 2014, and June 30, 2015. The report also provides volume information for the GRE revised General Test population between July 1, 2012, and June 30, 2015. 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 the appropriate use of GRE scores to GRE score users, and score use guidelines are included in this report. Readers are also encouraged to review the *Guidelines for the Appropriate Use of Scores* at www.ets.org/gre/guidelines. The GRE Board and Program have long been dedicated to the principles of fairness and equity, and this report includes information about the steps that ETS takes to ensure fairness in GRE tests.

The GRE® revised General Test

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

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

The Data

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

In each testing year, the data were refined to include only test takers with valid scores on all three measures. Then, if a test taker had more than one set of GRE revised General Test scores, the test taker's most recent scores were used and the previous scores were removed from the analysis, which allowed for a more accurate description of the test-taker population and its characteristics. This resulted in a total of 536,352, 574,132, and 576,220 test takers respectively, in 2012–13, 2013–14, and 2014–15 with valid, reportable scores on the test.¹ In each of the three testing years, approximately 98 percent of the test takers took the computer-delivered version of the test, while two percent took the paper-delivered version.

¹ Due to data refreshment, the numbers of test takers for testing years 2012–13 and 2013–14 included in this report are slightly different from those published in previous editions of "A Snapshot of Individuals Who Took the GRE® revised General Test."

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

Appropriate Use of This Document

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

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

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

Appropriate Use of GRE Test Scores

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

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

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

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

- Test scores should always be used along with other sources of information, such as course grades, letters of recommendation, personal statements, samples of academic work, or professional experience.

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

Steps That ETS Takes to Ensure Fairness

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

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

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

Fairness Review

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

be removed from the test. The fairness review does not guarantee that women, minority group members or individuals with disabilities will perform well on the test, but it does guard against the possibility of distraction caused by language or content that might be found offensive or inaccessible.

DIF Analysis

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

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

Examinee Population

Table 1.1 shows that 50 percent of the examinees were women and 46 percent were men.

Table 1.1. GRE revised General Test Score Information, Examinee Population			
	Verbal Reasoning	Quantitative Reasoning	Analytical Writing
Mean	149.9	152.5	3.5
Standard Deviation (SD)	8.5	9.0	0.9
Number of Examinees (N)	576,220		
Percent Men	46		
Percent Women	50		

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



U.S. Citizenship Status and Racial/Ethnic Group

Table 1.2 shows that non-U.S. citizens represented 43 percent of the GRE revised General Test examinee population. The table also shows that non-U.S. citizens had a higher mean score than U.S. citizens on the Quantitative Reasoning measure and lower mean scores on the Verbal Reasoning and the Analytical Writing measures.

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

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

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

Group	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
U.S. Citizens	325,821	57	152.8	7.6	150.2	7.8	3.8	0.8
Men	115,418	20	154.3	7.6	152.8	8.0	3.9	0.8
Women	192,577	33	151.8	7.5	148.6	7.1	3.8	0.8
No Response	17,826	3	153.8	7.9	150.5	8.0	3.9	0.8
Non-U.S. Citizens	245,291	43	146.0	8.0	155.7	9.6	3.0	0.8
Men	146,570	25	145.5	8.1	156.2	9.7	2.9	0.8
Women	94,441	16	146.5	7.8	155.0	9.5	3.1	0.8
No Response	4,280	1	148.5	9.0	154.1	9.8	3.2	0.9
No Response	5,108	1	150.1	8.1	152.6	8.9	3.5	0.8
Men	2,020	<1	149.6	8.7	155.1	8.9	3.3	0.9
Women	2,848	<1	150.3	7.6	151.1	8.5	3.6	0.8
No Response	240	<1	151.9	8.0	150.6	8.0	3.6	0.8
Total	576,220	100	149.9	8.5	152.5	9.0	3.5	0.9
Men	264,008	46	149.4	9.0	154.7	9.1	3.3	0.9
Women	289,866	50	150.1	8.0	150.7	8.5	3.6	0.8
No Response	22,346	4	152.7	8.4	151.2	8.5	3.7	0.8

Note: The group Non-U.S. Citizens is determined by examinees who indicated a country of citizenship other than the United States. The number under the percent column represents the percentage of total test takers (576,220) 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 U.S. men and women, test takers who classified themselves as Asian, on average, obtained a higher Quantitative Reasoning score than any other racial/ethnic group. Test takers who classified themselves as White (non-Hispanic), on average, obtained higher Verbal Reasoning scores than other racial/ethnic groups. Test takers who classified themselves as White (non-Hispanic) or Asian scored higher on the Analytical Writing measure than other racial/ethnic groups.

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

Group	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
American Indian	1,812	1	150.7	7.2	147.4	7.4	3.6	0.8
Men	640	35	151.2	7.6	149.5	8.1	3.5	0.8
Women	1,111	61	150.4	7.0	146.2	6.7	3.7	0.7
No Response	61	3	152.3	6.4	146.1	6.0	3.6	0.9
Asian	19,171	6	152.7	7.8	154.0	8.1	3.9	0.8
Men	7,773	41	153.7	7.9	156.7	8.0	3.9	0.8
Women	10,780	56	151.9	7.7	152.1	7.7	3.9	0.8
No Response	618	3	153.7	7.8	154.2	7.8	3.9	0.8
Hawaiian/Pacific Islander	862	<1	150.2	6.9	148.2	7.0	3.7	0.7
Men	292	34	151.1	7.1	150.7	7.0	3.7	0.7
Women	552	64	149.7	6.8	146.9	6.7	3.7	0.7
No Response	18	2	-	-	-	-	-	-
Black	24,704	8	146.9	7.2	143.6	6.7	3.3	0.8
Men	7,593	31	147.6	7.4	145.2	7.3	3.3	0.8
Women	16,467	67	146.6	7.0	142.9	6.3	3.3	0.8
No Response	644	3	147.0	7.6	143.4	6.9	3.3	0.8
Mexican	8,996	3	149.9	7.0	147.1	7.1	3.6	0.7
Men	3,348	37	151.0	7.0	149.6	7.4	3.6	0.8
Women	5,467	61	149.1	6.9	145.7	6.5	3.6	0.7
No Response	181	2	151.4	7.9	147.4	7.8	3.7	0.8
Puerto Rican	3,219	1	149.0	7.4	146.2	7.2	3.4	0.8
Men	1,173	36	149.6	7.6	148.0	7.7	3.4	0.9
Women	1,976	61	148.5	7.3	145.2	6.6	3.5	0.8
No Response	70	2	151.2	6.5	147.1	7.0	3.6	0.8
Other Hispanic	12,727	4	150.5	7.4	147.7	7.4	3.7	0.8
Men	4,468	35	151.9	7.5	150.4	7.7	3.7	0.8
Women	7,983	63	149.6	7.2	146.2	6.7	3.6	0.8
No Response	276	2	152.0	7.5	147.9	7.2	3.7	0.8

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

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Table 1.3. GRE revised General Test Score Information, by Racial/Ethnic Group and Gender (U.S. Citizens)								
Group	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
White (Non-Hispanic)	192,832	59	153.8	7.1	150.9	7.2	3.9	0.7
Men	70,621	37	155.4	7.0	153.4	7.4	4.0	0.7
Women	116,884	61	152.9	7.0	149.3	6.6	3.9	0.7
No Response	5,327	3	154.5	7.1	150.9	7.2	4.0	0.7
Other	11,105	3	153.5	7.9	150.1	8.0	3.9	0.8
Men	4,077	37	155.1	8.0	152.7	8.1	3.9	0.8
Women	6,551	59	152.5	7.8	148.4	7.5	3.9	0.8
No Response	477	4	154.8	7.9	150.9	8.2	3.9	0.8
No Response	50,393	15	153.2	8.1	150.8	8.2	3.8	0.8
Men	15,433	31	154.7	8.1	153.6	8.4	3.8	0.8
Women	24,806	49	152.1	7.9	149.1	7.6	3.8	0.8
No Response	10,154	20	153.9	8.0	150.7	8.2	3.9	0.8
Total	325,821	100	152.8	7.6	150.2	7.8	3.8	0.8
Men	115,418	35	154.3	7.6	152.8	8.0	3.9	0.8
Women	192,577	59	151.8	7.5	148.6	7.1	3.8	0.8
No Response	17,826	5	153.8	7.9	150.5	8.0	3.9	0.8

Note: A total of 325,821 U.S. citizens took the GRE revised General Test between July 1, 2014, and June 30, 2015. The percentages for the overall Racial/Ethnic groups were based on this total group of test takers; the percentages for the gender groups within each Racial/Ethnic group were based on the group of test takers who were within the particular Racial/Ethnic group.

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

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

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

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

Group	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
American Indian	59	1	150.8	7.6	148.1	6.7	3.6	0.9
Asian	770	8	152.2	7.8	152.8	7.6	3.9	0.8
Hawaiian/Pacific Islander	35	<1	151.1	6.8	147.9	6.2	3.7	0.7
Black	1,373	14	146.6	7.3	144.0	6.6	3.3	0.8
Mexican	327	3	149.2	6.8	146.9	6.5	3.6	0.8
Puerto Rican	106	1	148.0	7.5	145.4	7.1	3.3	0.9
Other Hispanic	558	6	149.3	7.6	147.1	6.8	3.6	0.8
White (Non-Hispanic)	6,066	60	153.2	7.2	150.6	6.7	3.9	0.8
Other	362	4	151.8	8.3	149.0	7.7	3.7	0.9
No Response	417	4	153.2	8.3	151.0	8.0	3.8	0.8
Total	10,073	100	151.7	7.7	149.4	7.3	3.8	0.8

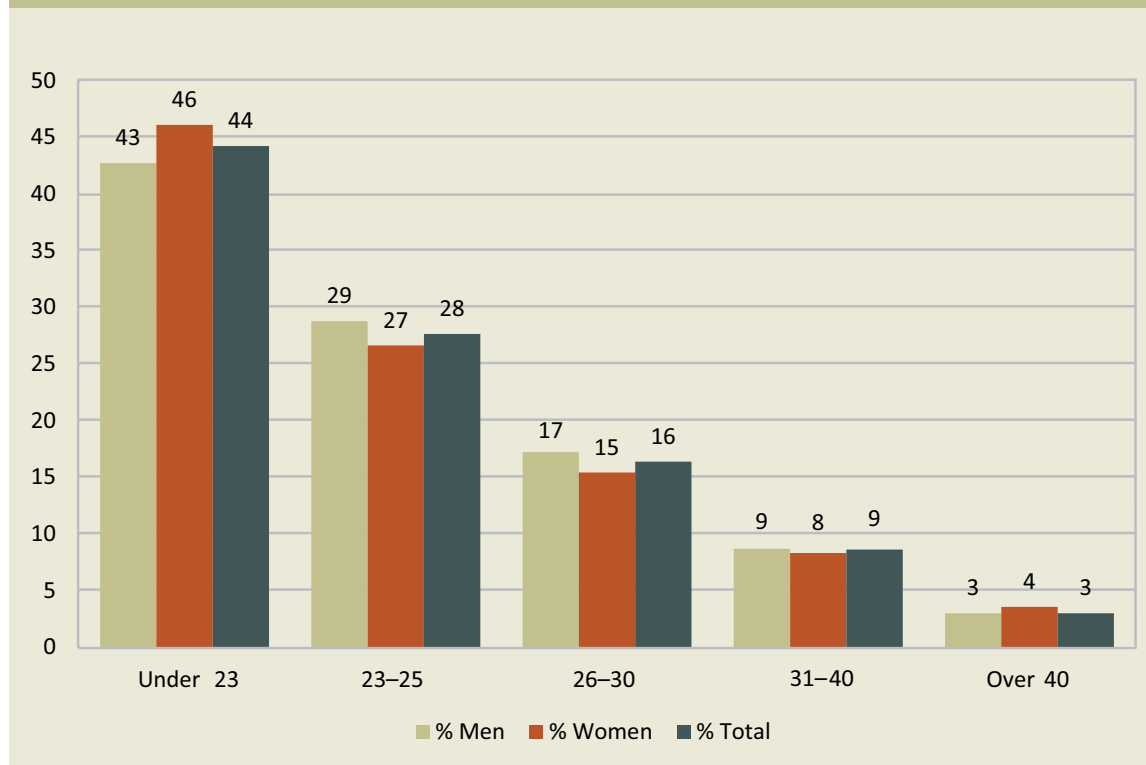
Note: This analysis is based on a total of 10,073 U.S. citizens with M.B.A. as their intended graduate major who took the GRE revised General Test between July 1, 2014, and June 30, 2015.

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

Age Group and Gender

Figure 1.1 shows that the majority of examinees (88 percent) were 30 years of age or younger.

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



Note: These analyses were based on a total of 576,220 test takers. The percentages in the figure above represent the percentage of test takers within a particular gender category (e.g., women) or test takers in the total groups who were in a particular age range. Due to rounding, percentages may not add up to 100.

Age Group and Gender (continued)

Table 1.5 shows that for both men and women, generally, examinees older than 25 years of age had higher mean Verbal Reasoning scores than examinees younger than 25 years of age.

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

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

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

Age	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Under 18	156	<1	153.3	8.8	157.8	11.0	3.6	0.8
Men	87	56	153.4	9.5	159.6	10.8	3.5	0.9
Women	61	39	152.8	7.7	155.6	10.9	3.8	0.8
No Response	8	5	-	-	-	-	-	-
18–22	254,666	44	149.7	8.4	154.4	9.0	3.5	0.9
Men	112,689	44	148.8	9.0	156.7	9.1	3.3	0.9
Women	133,531	52	150.2	7.7	152.5	8.5	3.7	0.8
No Response	8,446	3	153.3	7.7	152.8	8.1	3.9	0.8
23–25	159,250	28	149.6	8.5	152.5	8.8	3.5	0.9
Men	75,955	48	149.1	8.8	154.7	8.9	3.3	0.9
Women	77,189	48	149.9	8.1	150.5	8.2	3.6	0.8
No Response	6,106	4	152.5	8.5	151.6	8.3	3.7	0.9
26–30	94,309	16	150.2	8.8	151.2	8.6	3.4	0.9
Men	45,414	48	150.2	9.1	153.1	8.6	3.4	0.9
Women	44,686	47	150.0	8.5	149.3	8.1	3.5	0.9
No Response	4,209	4	152.5	8.9	150.5	8.2	3.6	0.9
31–35	34,416	6	150.7	8.8	149.2	8.3	3.4	0.9
Men	16,320	47	150.9	9.1	151.1	8.4	3.4	0.9
Women	16,319	47	150.3	8.4	147.2	7.7	3.5	0.9
No Response	1,777	5	152.5	8.7	149.2	8.4	3.6	0.9
36–40	15,210	3	151.0	8.6	147.1	8.0	3.4	0.9
Men	6,598	43	151.5	9.0	149.2	8.2	3.4	0.9
Women	7,759	51	150.5	8.2	145.2	7.3	3.5	0.8
No Response	853	6	152.1	9.1	147.2	8.7	3.5	0.9
41–45	8,771	2	150.9	8.4	145.7	7.7	3.4	0.8
Men	3,419	39	151.5	8.7	147.8	8.1	3.4	0.9
Women	4,901	56	150.4	8.1	144.1	7.1	3.5	0.8
No Response	451	5	151.5	8.8	146.1	8.1	3.5	0.8

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Age Group and Gender (continued)

Table continued from previous page

Table 1.5. GRE revised General Test Score Information, by Age Group and Gender								
Age	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
46–50	4,829	1	151.1	8.4	144.8	7.5	3.4	0.8
Men	1,768	37	151.7	8.8	147.0	8.0	3.4	0.8
Women	2,826	59	150.8	8.1	143.6	7.0	3.5	0.8
No Response	235	5	150.9	8.7	144.1	7.1	3.4	0.8
51–55	2,771	<1	151.7	8.6	144.7	7.8	3.4	0.8
Men	1,009	36	152.8	8.9	147.3	8.4	3.4	0.9
Women	1,611	58	151.2	8.3	143.1	6.9	3.4	0.8
No Response	151	5	151.0	8.9	143.7	8.6	3.4	0.9
56–60	1,245	<1	152.1	8.6	143.9	7.6	3.4	0.8
Men	463	37	153.0	9.0	146.2	8.3	3.3	0.9
Women	715	57	151.6	8.4	142.4	6.7	3.4	0.8
No Response	67	5	151.1	8.9	143.1	7.2	3.3	0.9
Over 60	590	<1	151.4	9.1	143.2	7.7	3.3	0.9
Men	283	48	151.6	9.4	145.4	8.1	3.2	0.9
Women	267	45	151.3	8.6	141.1	6.5	3.4	0.8
No Response	40	7	150.4	10.2	141.6	7.7	3.2	0.9
No Response	7	<1	-	-	-	-	-	-
Men	3	43	-	-	-	-	-	-
Women	1	14	-	-	-	-	-	-
No Response	3	43	-	-	-	-	-	-
Total	576,220	100	149.9	8.5	152.5	9.0	3.5	0.9
Men	264,008	46	149.4	9.0	154.7	9.1	3.3	0.9
Women	289,866	50	150.1	8.0	150.7	8.5	3.6	0.8
No Response	22,346	4	152.7	8.4	151.2	8.5	3.7	0.8

Note: A total of 576,220 examinees took the GRE revised General Test between July 1, 2014, and June 30, 2015. The percentages for the overall age groups were based on this total group of test takers; the percentages for the gender groups within each age group were based on the group of test takers who were within the particular age group. Statistics are not reported for groups with fewer than 30 examinees.

Age Group and Gender (continued)

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

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

Age	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Under 18	3	<1	-	-	-	-	-	-
18–22	3,322	23	149.9	7.7	151.9	8.4	3.6	0.8
23–25	4,462	31	149.7	8.3	150.1	8.0	3.6	0.9
26–30	4,016	28	151.0	8.5	150.3	7.9	3.6	0.9
31–35	1,420	10	150.5	8.3	148.8	7.9	3.5	0.9
36–40	522	4	150.9	8.2	147.3	7.0	3.5	0.8
41–45	259	2	149.5	7.7	145.4	7.1	3.3	0.8
46–50	121	1	150.2	8.4	144.1	6.9	3.3	0.9
51–55	63	<1	149.1	8.1	143.3	5.8	3.3	0.9
56–60	11	<1	-	-	-	-	-	-
Over 60	9	<1	-	-	-	-	-	-
Total	14,208	100	150.2	8.3	150.2	8.1	3.6	0.9

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

Table 1.7 shows that examinees who indicated M.B.A. as their graduate degree objective represented a higher percentage of men (53 percent) than women (45 percent). The table also shows that men who indicated M.B.A. as their graduate degree objective had a slightly higher mean score on the Verbal Reasoning measure and a higher mean score on the Quantitative Reasoning measure than women, and women had a slightly higher mean Analytical Writing score than men.

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

Gender	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Men	7,556	53	150.4	8.4	151.3	8.3	3.5	0.9
Women	6,348	45	149.9	8.0	148.7	7.7	3.6	0.8
No Response	304	2	152.3	8.2	150.4	8.2	3.8	0.8
Total	14,208	100	150.2	8.3	150.2	8.1	3.6	0.9

Age Group and Gender (continued)

Table 1.8 shows information about examinees who tested in the United States, India, and Mainland China. The table shows that India (61 percent) and Mainland China (71 percent) had a substantially higher percentage of test takers between the ages of 18 and 22 than the U.S. (41 percent). India and Mainland China had a lower percentage of test takers who were 26 or older than the U.S..

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

Age	United States		India		Mainland China	
	N	Percent	N	Percent	N	Percent
Under 18	86	<1	3	0	39	<1
Men	44	51	3	100	24	62
Women	35	41	0	0	15	38
No Response	7	8	0	0	0	0
18–22	146,684	41	58,560	61	30,847	71
Men	46,322	32	41,201	70	16,092	52
Women	92,895	63	17,132	29	14,753	48
No Response	7,467	5	227	<1	2	<1
23–25	96,287	27	28,368	30	8,772	20
Men	36,833	38	20,122	71	4,890	56
Women	54,496	57	8,132	29	3,878	44
No Response	4,958	5	114	<1	4	<1
26–30	62,039	17	7,649	8	2,924	7
Men	25,955	42	5,244	69	1,557	53
Women	32,676	53	2,356	31	1,367	47
No Response	3,408	5	49	1	0	0
31–35	25,708	7	907	1	607	1
Men	11,117	43	565	62	298	49
Women	13,112	51	331	36	309	51
No Response	1,479	6	11	1	0	0
36–40	12,579	4	217	<1	130	<1
Men	5,101	41	132	61	56	43
Women	6,737	54	80	37	74	57
No Response	741	6	5	2	0	0
41–45	7,728	2	64	<1	49	<1
Men	2,835	37	45	70	20	41
Women	4,485	58	16	25	29	59
No Response	408	5	3	5	0	0

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Age Group and Gender (continued)

Table continued from previous page

Age	United States		India		Mainland China	
	N	Percent	N	Percent	N	Percent
46–50	4,408	1	27	<1	12	<1
Men	1,544	35	16	59	7	58
Women	2,648	60	11	41	5	42
No Response	216	5	0	0	0	0
51–55	2,579	1	16	<1	0	0
Men	915	35	9	56	0	0
Women	1,521	59	7	44	0	0
No Response	143	6	0	0	0	0
56–60	1,156	<1	5	<1	3	<1
Men	430	37	2	40	1	33
Women	662	57	3	60	2	67
No Response	64	6	0	0	0	0
Over 60	538	<1	5	<1	0	0
Men	255	47	4	80	0	0
Women	247	46	1	20	0	0
No Response	36	7	0	0	0	0
No Response	6	0	0	0	0	0
Men	3	50	0	0	0	0
Women	1	17	0	0	0	0
No Response	2	33	0	0	0	0
Total	359,798	100	95,821	100	43,383	100
Men	131,354	37	67,343	70	22,945	53
Women	209,515	58	28,069	29	20,432	47
No Response	18,929	5	409	<1	6	<1

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

Country of Citizenship

Table 1.9 shows performance information of test takers based on their country of citizenship. The table shows that the United States (325,431), India (96,178), and Mainland China (42,816) had the highest number of citizens that took the test.

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Afghanistan	127	142.4	5.7	146.9	8.0	3.0	0.6
Albania	119	147.2	8.0	152.5	9.2	3.4	0.8
Algeria	71	142.5	6.9	150.2	7.5	2.8	0.8
American Samoa	5	-	-	-	-	-	-
Andorra	3	-	-	-	-	-	-
Angola	37	143.6	6.7	144.8	7.6	3.0	0.5
Anguilla	3	-	-	-	-	-	-
Antigua And Barbuda	18	-	-	-	-	-	-
Argentina	297	153.9	6.4	155.6	8.1	3.5	0.7
Armenia	101	147.9	7.4	155.5	9.0	3.3	0.8
Aruba	5	-	-	-	-	-	-
Australia	528	157.9	8.0	156.2	8.1	4.3	0.8
Austria	146	153.9	7.4	155.3	8.4	3.7	0.8
Azerbaijan	118	145.9	6.7	154.1	8.9	3.0	0.8
Bahamas	110	147.8	6.5	145.3	6.8	3.6	0.7
Bahrain	50	144.3	8.6	146.9	7.3	3.3	1.0
Bangladesh	3,031	145.1	6.7	155.7	6.6	2.9	0.7
Barbados	48	151.2	8.5	149.3	8.8	3.7	0.7
Belarus	79	150.0	6.6	155.0	8.1	3.3	0.6
Belgium	147	154.9	7.1	155.7	8.1	3.6	0.8
Belize	41	146.8	6.3	147.0	7.3	3.7	0.7
Benin	92	145.3	6.0	147.6	8.1	2.9	0.6
Bermuda	13	-	-	-	-	-	-
Bhutan	19	-	-	-	-	-	-
Bolivia	126	149.6	6.6	152.1	7.5	3.4	0.8
Bosnia And Herzegovina	27	-	-	-	-	-	-
Botswana	36	145.9	6.3	144.6	6.1	3.5	0.5
Brazil	2,064	149.7	6.8	152.3	8.2	3.0	0.7
British Virgin Islands	2	-	-	-	-	-	-
Brunei Darussalam	13	-	-	-	-	-	-
Bulgaria	136	152.8	8.1	156.3	9.3	3.7	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

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Burkina Faso	57	143.7	5.2	147.8	6.9	2.8	0.6
Burundi	11	-	-	-	-	-	-
Cambodia	53	143.7	6.5	151.8	8.7	3.0	0.6
Cameroon	332	143.8	6.0	145.7	6.9	3.1	0.7
Canada	5,328	156.1	7.2	154.2	7.9	4.2	0.7
Cape Verde	7	-	-	-	-	-	-
Cayman Islands	5	-	-	-	-	-	-
Central African Republic	1	-	-	-	-	-	-
Chad	16	-	-	-	-	-	-
Chile	568	150.7	7.2	155.0	8.4	3.1	0.7
China, People's Republic Of	42,816	147.7	6.7	164.5	5.2	3.0	0.5
Colombia	1,527	148.4	6.9	150.1	7.9	3.0	0.8
Comoros	2	-	-	-	-	-	-
Congo	30	140.3	4.7	142.7	7.2	2.8	0.7
Congo, The Democratic Republic Of	46	144.0	6.4	142.6	6.7	3.0	0.8
Cook Islands	1	-	-	-	-	-	-
Costa Rica	209	150.3	7.2	152.4	8.4	3.2	0.7
Côte D'Ivoire (Ivory Coast)	79	145.2	7.0	147.6	7.1	2.9	0.7
Croatia	54	151.4	7.4	151.9	8.3	3.4	0.7
Cuba	47	149.4	7.2	148.7	7.0	3.1	0.8
Cyprus	76	149.2	8.8	154.5	9.5	3.6	0.8
Czech Republic	90	152.7	8.1	157.8	8.2	3.5	0.7
Denmark	131	153.2	7.7	153.4	7.6	3.8	0.7
Djibouti	2	-	-	-	-	-	-
Dominica, Commonwealth Of	32	149.0	7.3	147.5	7.6	3.7	0.7
Dominican Republic	152	147.8	7.0	146.8	7.6	3.2	0.7
Ecuador	521	147.4	6.6	150.4	7.1	3.1	0.7
Egypt	1,020	144.7	7.0	153.3	7.3	3.1	0.7
El Salvador	106	148.0	6.5	147.4	7.2	3.3	0.7
England	3	-	-	-	-	-	-

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

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Equatorial Guinea	3	-	-	-	-	-	-
Eritrea	156	156.9	7.2	160.0	5.5	3.1	0.5
Estonia	36	151.9	9.3	155.4	8.9	3.8	0.6
Ethiopia	307	145.9	7.3	150.9	6.9	3.0	0.8
Federated States Of Micronesia	3	-	-	-	-	-	-
Fiji	8	-	-	-	-	-	-
Finland	119	152.6	8.2	151.7	8.1	3.6	0.8
Former Yugoslav Republic Of Macedonia	32	148.9	7.8	153.4	8.6	3.5	0.8
France	1,324	153.8	6.7	157.2	8.3	3.4	0.7
French Polynesia	1	-	-	-	-	-	-
Gabon	19	-	-	-	-	-	-
Gambia, The	28	-	-	-	-	-	-
Gaza Strip	10	-	-	-	-	-	-
Georgia	75	148.5	7.0	154.2	9.8	3.2	0.8
Germany	1,436	153.5	7.4	156.3	7.3	3.8	0.8
Ghana	1,226	146.1	6.3	147.2	6.8	3.2	0.6
Greece	514	150.4	7.5	155.9	8.2	3.5	0.8
Grenada	19	-	-	-	-	-	-
Guam	1	-	-	-	-	-	-
Guatemala	108	147.4	7.2	148.9	7.7	3.2	0.8
Guinea	19	-	-	-	-	-	-
Guinea-Bissau	1	-	-	-	-	-	-
Guyana	40	148.2	7.3	147.5	7.3	3.6	0.8
Haiti	126	145.3	6.9	145.1	7.0	3.1	0.7
Honduras	179	146.9	6.8	146.9	7.1	3.2	0.7
Hong Kong	755	149.4	6.8	160.7	7.1	3.3	0.6
Hungary	119	151.3	7.8	157.3	8.9	3.4	0.6
Iceland	90	150.4	8.8	155.3	8.2	3.4	0.7
India	96,178	143.8	7.8	153.1	9.0	2.9	0.8
Indonesia	978	146.3	6.8	153.6	8.3	3.0	0.7
Iran	5,371	142.9	6.2	157.2	7.4	2.8	0.6

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

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Iraq	453	138.6	5.6	146.8	6.9	2.2	0.9
Ireland	159	157.0	7.5	152.7	8.9	4.1	0.8
Isle Of Man	1	-	-	-	-	-	-
Israel	415	152.1	8.1	156.5	8.1	3.4	0.8
Italy	1,062	153.9	6.9	155.1	8.4	3.3	0.7
Jamaica	346	149.2	7.0	146.4	7.6	3.6	0.7
Japan	1,225	145.9	7.1	158.0	7.9	3.0	0.7
Jordan	512	141.5	6.7	151.3	7.4	2.6	0.9
Kazakhstan	404	145.3	7.0	153.5	9.1	3.0	0.7
Kenya	631	146.9	6.4	146.6	6.7	3.3	0.6
Korea (Dpr)	30	148.1	5.9	155.7	8.8	3.1	0.7
Korea (Rok)	5,728	149.3	7.2	160.0	7.1	3.2	0.7
Kuwait	345	142.2	6.7	147.7	7.9	2.8	0.8
Kyrgyzstan	54	146.0	7.8	150.4	8.1	2.9	0.7
Laos	8	-	-	-	-	-	-
Latvia	31	150.2	7.5	153.8	7.4	3.4	0.7
Lebanon	802	146.7	6.9	154.3	7.5	3.3	0.7
Lesotho	9	-	-	-	-	-	-
Liberia	45	143.2	6.5	140.8	5.5	3.0	0.8
Libya	210	137.7	5.4	145.0	7.1	2.1	0.8
Liechtenstein	1	-	-	-	-	-	-
Lithuania	59	151.3	8.2	155.7	8.3	3.6	0.7
Luxembourg	23	-	-	-	-	-	-
Macau	60	146.3	6.7	161.2	6.8	3.1	0.6
Madagascar	34	145.1	6.6	147.6	6.2	3.1	0.6
Malawi	73	145.4	5.5	143.4	5.9	3.3	0.4
Malaysia	614	149.7	8.0	154.5	7.3	3.6	0.7
Maldives	3	-	-	-	-	-	-
Mali	33	144.5	7.1	145.7	7.9	3.0	0.6
Malta	4	-	-	-	-	-	-
Marshall Islands	2	-	-	-	-	-	-
Mauritania	14	-	-	-	-	-	-

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

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Country of Citizenship (continued)

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Table 1.9. GRE revised General Test Score Information, by Country of Citizenship							
Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Mauritius	34	153.4	7.9	154.7	8.7	4.1	0.7
Mexico	2,958	148.8	7.3	149.4	7.6	3.1	0.8
Moldova	36	148.9	6.3	150.7	8.6	3.4	0.7
Monaco	2	-	-	-	-	-	-
Mongolia	126	145.2	6.8	154.5	7.9	3.0	0.8
Morocco	177	146.8	7.0	152.8	8.5	3.1	0.7
Mozambique	21	-	-	-	-	-	-
Myanmar (Burma)	92	146.2	7.3	152.0	7.9	3.2	0.8
Namibia	15	-	-	-	-	-	-
Nauru	2	-	-	-	-	-	-
Nepal	2,337	144.9	6.6	155.1	6.7	3.0	0.6
Netherlands	341	155.3	6.9	156.1	7.4	4.0	0.7
Netherlands Antilles	1	-	-	-	-	-	-
New Zealand	160	158.1	7.5	156.5	8.7	4.3	0.8
Nicaragua	47	149.3	7.5	147.6	7.8	3.3	0.9
Niger	28	-	-	-	-	-	-
Nigeria	4,180	146.5	6.8	146.9	7.7	3.1	0.7
Niue Island	1	-	-	-	-	-	-
Norway	154	151.5	7.7	151.4	8.0	3.6	0.7
Oman	72	141.1	6.6	145.3	7.2	2.7	0.8
Pakistan	2,496	148.6	7.7	153.2	7.9	3.4	0.7
Palau	24	-	-	-	-	-	-
Panama	107	147.0	7.5	148.1	7.5	3.1	0.8
Papua New Guinea	8	-	-	-	-	-	-
Paraguay	44	152.5	5.6	150.9	8.0	3.6	0.8
Peru	478	149.3	6.9	153.4	8.4	3.2	0.7
Philippines	547	150.0	7.4	149.7	8.0	3.5	0.7
Poland	213	150.8	7.8	153.9	8.5	3.4	0.8
Portugal	164	151.7	7.4	152.0	8.6	3.3	0.8
Puerto Rico	9	-	-	-	-	-	-
Qatar	87	141.6	7.2	147.6	7.8	2.8	0.9
Reunion	2	-	-	-	-	-	-
Romania	179	153.2	8.1	154.4	10.3	3.7	0.9

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

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Russia	909	149.2	7.8	155.6	8.6	3.2	0.7
Rwanda	178	141.9	6.9	147.3	6.6	2.8	0.7
Saudi Arabia	5,407	137.5	5.0	141.6	7.4	2.0	0.8
Scotland	1	-	-	-	-	-	-
Senegal	67	145.3	7.7	144.7	7.6	2.9	0.8
Serbia	105	150.7	8.4	153.9	8.5	3.4	0.9
Seychelles	3	-	-	-	-	-	-
Sierra Leone	39	142.6	6.9	141.7	6.8	3.3	0.7
Singapore	862	157.7	6.6	160.3	7.0	4.3	0.8
Slovak Republic	57	152.2	8.5	155.6	8.4	3.6	0.6
Slovenia	28	-	-	-	-	-	-
Somalia	20	-	-	-	-	-	-
South Africa	296	154.3	7.5	151.9	8.1	4.0	0.7
Spain	752	151.5	6.5	153.7	8.1	3.3	0.6
Sri Lanka	693	144.2	7.3	154.9	6.2	3.0	0.7
St. Helena	1	-	-	-	-	-	-
St. Kitts And Nevis	12	-	-	-	-	-	-
St. Lucia	24	-	-	-	-	-	-
St. Vincent And The Grenadines	13	-	-	-	-	-	-
Sudan	191	143.1	7.2	151.2	7.5	2.8	0.8
Suriname	9	-	-	-	-	-	-
Swaziland	24	-	-	-	-	-	-
Sweden	230	152.7	7.6	153.0	8.1	3.6	0.8
Switzerland	255	154.8	6.8	157.8	7.4	3.7	0.7
Syria	194	142.8	7.1	151.3	7.3	2.8	0.8
Taiwan	3,245	146.4	6.7	161.3	6.6	2.9	0.6
Tajikistan	23	-	-	-	-	-	-
Tanzania	118	141.9	6.3	145.9	7.3	2.9	0.7
Thailand	885	144.5	7.3	156.2	8.6	2.9	0.7
Togo	52	144.8	5.6	147.6	7.4	2.9	0.5
Tonga	1	-	-	-	-	-	-
Trinidad And Tobago	152	151.5	6.9	150.1	7.2	4.0	0.6

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

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Country of Citizenship (continued)

Table continued from previous page

Table 1.9. GRE revised General Test Score Information, by Country of Citizenship							
Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Tunisia	123	147.3	6.0	152.9	7.7	3.0	0.6
Turkey	2,404	144.9	7.3	159.3	7.1	2.9	0.7
Turkmenistan	37	142.8	5.4	150.9	9.9	2.9	0.6
Turks And Caicos Islands	1	-	-	-	-	-	-
Uganda	201	145.7	5.9	146.0	7.1	3.3	0.6
Ukraine	311	147.6	7.7	153.3	8.1	3.1	0.7
United Arab Emirates	230	141.7	6.5	146.9	7.8	2.7	0.8
United Kingdom	1,529	157.4	8.0	153.9	8.5	4.3	0.8
United States Of America	325,431	152.8	7.6	150.2	7.8	3.8	0.8
Uruguay	60	152.9	6.3	155.4	7.5	3.4	0.7
Uzbekistan	65	146.8	6.7	153.8	9.9	3.3	0.6
Venezuela	578	149.0	6.9	150.6	7.6	3.1	0.8
Vietnam	912	147.3	7.8	158.7	7.2	3.2	0.7
West Bank	6	-	-	-	-	-	-
Western Samoa	1	-	-	-	-	-	-
Yemen	67	142.7	6.5	147.4	7.9	2.9	0.8
Zambia	65	147.2	5.9	146.0	6.4	3.3	0.6
Zimbabwe	170	149.5	6.8	148.9	7.2	3.7	0.6

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

Major Fields

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

Business

Accounting
Banking and Finance
Business Administration and Management

Education

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

Engineering

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

Humanities and Arts

Arts
English Language and Literature
Foreign Languages and Literatures
History
Philosophy

Life Sciences

Agriculture
Biological Sciences
Health and Medical Sciences

Physical Sciences

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

Social Sciences

Anthropology and Archaeology
Economics
Political Science
Psychology
Sociology

Other Fields

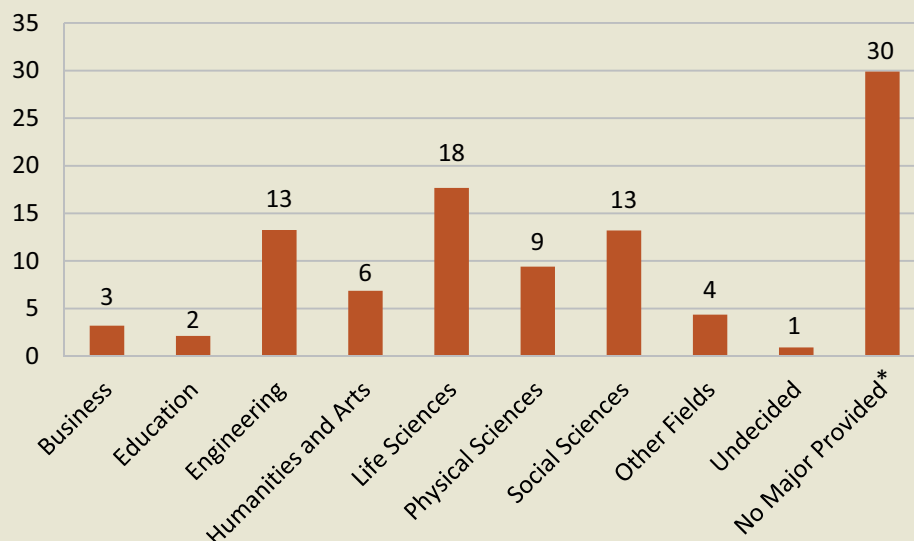
Architecture and Environmental Design
Communications
Home Economics
Library and Archival Sciences
Public Administration
Religion and Theology
Social Work
Other

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

Undergraduate Major Field

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

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



Note: See page 23 for a list of major fields. These analyses were based on a total of 576,220 test takers.

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

Undergraduate Major Field (continued)

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

Undergraduate Major Field	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Business	18,880	3	149.0	7.7	150.7	8.9	3.4	0.8
Men	9,359	50	149.5	7.9	151.5	8.8	3.4	0.9
Women	9,111	48	148.5	7.4	149.8	9.0	3.5	0.8
No Response	410	2	150.9	7.6	150.4	7.9	3.6	0.8
Education	11,538	2	149.2	7.1	146.3	7.1	3.6	0.8
Men	2,543	22	149.8	7.5	147.7	7.6	3.5	0.9
Women	8,613	75	149.0	6.9	145.9	7.0	3.6	0.8
No Response	382	3	148.6	7.1	145.5	6.5	3.6	0.8
Engineering	77,505	13	147.9	8.6	157.5	8.1	3.2	0.8
Men	58,424	75	147.8	8.7	157.7	8.2	3.2	0.8
Women	18,299	24	148.0	8.4	156.8	7.7	3.3	0.8
No Response	782	1	154.1	8.4	159.5	6.8	3.7	0.8
Humanities and Arts	35,035	6	156.1	7.7	149.2	7.6	4.0	0.8
Men	13,169	38	157.1	7.7	150.3	7.7	4.1	0.8
Women	20,747	59	155.3	7.6	148.4	7.4	4.0	0.8
No Response	1,119	3	157.5	7.5	149.9	7.6	4.1	0.8
Life Sciences	102,889	18	150.8	7.1	150.3	7.0	3.7	0.7
Men	30,845	30	151.5	7.3	152.2	7.2	3.6	0.8
Women	69,508	68	150.4	6.9	149.4	6.8	3.7	0.7
No Response	2,536	2	152.4	7.3	150.9	6.9	3.8	0.8
Physical Sciences	54,095	9	150.1	9.2	156.8	8.7	3.4	0.9
Men	34,279	63	150.2	9.4	157.6	8.8	3.3	0.9
Women	18,880	35	149.6	8.9	155.4	8.3	3.4	0.9
No Response	936	2	155.5	8.2	157.6	7.7	3.9	0.8
Social Sciences	72,756	13	152.9	7.7	150.0	8.0	3.9	0.8
Men	23,518	32	154.3	7.8	152.3	8.4	3.9	0.8
Women	47,246	65	152.1	7.5	148.8	7.6	3.9	0.8
No Response	1,992	3	154.3	7.5	150.0	7.6	3.9	0.8

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Undergraduate Major Field (continued)

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Table 1.10. GRE revised General Test Score Information, by Undergraduate Major Field and Gender								
Undergraduate Major Field	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Other Fields	23,980	4	150.4	7.9	148.2	8.2	3.6	0.8
Men	7,855	33	151.2	8.2	149.7	8.5	3.6	0.9
Women	15,529	65	149.9	7.7	147.5	8.1	3.6	0.8
No Response	596	2	152.0	8.1	148.0	7.8	3.7	0.8
Undecided	5,416	1	145.2	7.5	152.5	10.2	3.0	0.8
Men	2,757	51	144.8	7.5	153.6	10.0	2.9	0.8
Women	2,578	48	145.6	7.4	151.5	10.3	3.1	0.7
No Response	81	2	147.4	8.5	147.6	10.1	3.1	0.9
No Major Provided*	174,126	30	147.9	8.7	153.3	9.8	3.2	0.9
Men	81,259	47	146.7	8.9	154.8	9.9	3.0	0.9
Women	79,355	46	148.4	8.2	152.2	9.5	3.3	0.9
No Response	13,512	8	152.1	8.5	151.0	8.6	3.7	0.9
Total	576,220	100	149.9	8.5	152.5	9.0	3.5	0.9
Men	264,008	46	149.4	9.0	154.7	9.1	3.3	0.9
Women	289,866	50	150.1	8.0	150.7	8.5	3.6	0.8
No Response	22,346	4	152.7	8.4	151.2	8.5	3.7	0.8

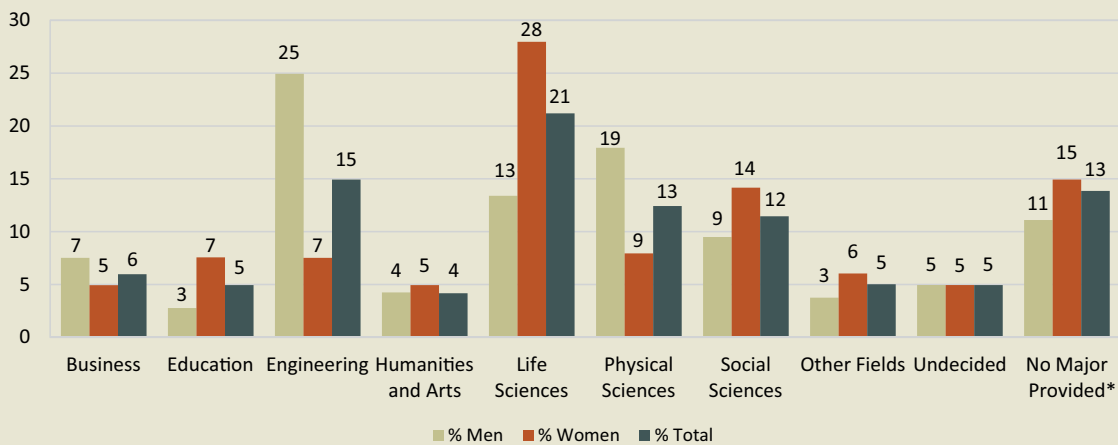
Note: See page 23 for a list of major fields. A total of 576,220 examinees took the GRE revised General Test between July 1, 2014, and June 30, 2015. The percentages for the overall undergraduate major fields were based on those total groups of test takers; the percentages for the gender groups within each undergraduate major group were based on the group of test takers who were within the particular undergraduate major group.

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

Intended Graduate Major Field

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

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



Note: See page 23 for a list of major fields. These analyses were based on a total of 576,220 test takers. The percentages in the figure above represent the percentage of test takers within a particular gender category (e.g., men, women) for each intended graduate major field.

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

Intended Graduate Major Field (continued)

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

Table 1.11. GRE revised General Test Score Information, by Intended Graduate Major Field and Gender								
Intended Graduate Major Field	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Business	34,143	6	149.4	8.1	152.7	9.1	3.4	0.8
Men	17,514	51	149.5	8.3	153.4	9.0	3.4	0.9
Women	15,319	45	149.1	7.7	151.9	9.3	3.5	0.8
No Response	1,310	4	151.3	8.3	151.6	8.5	3.6	0.9
Education	27,821	5	150.8	7.8	147.6	7.8	3.7	0.8
Men	6,885	25	151.9	8.2	149.1	8.1	3.7	0.9
Women	19,427	70	150.3	7.6	147.1	7.6	3.7	0.8
No Response	1,509	5	150.9	8.1	146.9	7.5	3.7	0.8
Engineering	87,770	15	147.2	8.6	157.8	8.4	3.1	0.8
Men	67,073	76	147.0	8.6	157.8	8.5	3.1	0.8
Women	19,046	22	147.6	8.3	157.8	8.0	3.2	0.8
No Response	1,651	2	152.8	8.8	158.6	7.1	3.6	0.9
Humanities and Arts	24,468	4	156.2	7.8	149.7	7.9	4.0	0.9
Men	10,007	41	157.2	7.8	150.5	8.1	4.0	0.9
Women	13,131	54	155.4	7.7	149.0	7.8	4.0	0.8
No Response	1,330	5	157.2	7.7	149.8	7.9	4.1	0.8
Life Sciences	123,011	21	151.0	7.2	150.7	7.2	3.7	0.8
Men	35,253	29	151.5	7.5	152.6	7.3	3.6	0.8
Women	82,083	67	150.7	7.1	149.9	6.9	3.7	0.7
No Response	5,675	5	152.6	7.4	150.9	7.1	3.8	0.8
Physical Sciences	77,344	13	148.1	9.4	156.8	9.3	3.2	0.9
Men	50,572	65	148.1	9.5	157.2	9.5	3.1	0.9
Women	24,968	32	147.7	8.9	155.8	9.0	3.2	0.9
No Response	1,804	2	154.3	9.1	157.7	8.2	3.7	0.9
Social Sciences	67,909	12	153.0	7.8	151.3	8.6	3.8	0.8
Men	23,609	35	154.4	8.0	153.7	8.7	3.8	0.9
Women	41,194	61	152.2	7.6	149.9	8.3	3.8	0.8
No Response	3,106	5	154.1	8.0	150.6	8.3	3.9	0.8

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Intended Graduate Major Field (continued)

Table continued from previous page

Intended Graduate Major Field	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Other Fields	27,125	5	150.5	8.3	149.3	8.9	3.6	0.9
Men	9,085	33	151.3	8.7	150.6	8.8	3.6	0.9
Women	16,760	62	150.0	8.0	148.7	8.9	3.6	0.8
No Response	1,280	5	152.0	8.7	148.2	8.2	3.6	0.9
Undecided	29,360	5	147.3	8.9	153.1	9.5	3.1	0.9
Men	14,410	49	146.3	9.0	153.8	9.6	3.0	0.9
Women	13,875	47	147.8	8.5	152.5	9.4	3.2	0.9
No Response	1,075	4	152.4	9.6	151.7	9.0	3.6	1.0
No Major Provided*	77,269	13	148.7	8.3	149.8	8.8	3.4	0.9
Men	29,600	38	148.2	8.8	151.7	9.1	3.2	0.9
Women	44,063	57	148.8	7.9	148.7	8.4	3.5	0.8
No Response	3,606	5	151.1	8.4	148.6	8.1	3.6	0.9
Total	576,220	100	149.9	8.5	152.5	9.0	3.5	0.9
Men	264,008	46	149.4	9.0	154.7	9.1	3.3	0.9
Women	289,866	50	150.1	8.0	150.7	8.5	3.6	0.8
No Response	22,346	4	152.7	8.4	151.2	8.5	3.7	0.8

Note: See page 23 for a list of major fields. A total of 576,220 examinees took the GRE revised General Test between July 1, 2014, and June 30, 2015. The percentages for the overall intended graduate major fields were based on those total groups of test takers; the percentages for the gender groups within each intended graduate major group were based on the group of test takers who were within the particular intended graduate major group.

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

Intended Graduate Major Field (continued)

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

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

Intended Graduate Major Field		American Indian	Asian	Native Hawaiian/ Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White (Non-Hispanic)	Other	No Response	Total
Business	N	92	1,134	43	2,164	466	160	748	9,030	548	2,983	17,368
	Mean	150.2	152.2	149.5	146.6	149.9	148.2	149.4	152.9	151.6	152.3	151.6
	SD	7.5	7.9	8.2	7.0	6.3	7.8	7.3	7.1	8.3	8.2	7.7
Education	N	124	738	66	2,930	812	191	888	14,440	624	3,413	24,226
	Mean	148.6	151.7	149.5	146.2	148.2	150.3	149.0	152.6	151.6	151.4	151.3
	SD	7.0	7.5	6.5	6.9	6.7	7.1	7.1	7.1	8.1	8.1	7.6
Engineering	N	85	2,062	49	795	539	186	762	10,148	628	3,182	18,436
	Mean	151.9	154.6	152.9	149.8	151.4	149.1	153.0	156.8	156.1	155.4	155.6
	SD	8.0	7.7	6.6	7.5	7.0	7.4	7.3	6.2	7.2	7.8	7.1
Humanities and Arts	N	116	582	25	826	489	180	618	12,460	831	2,928	19,055
	Mean	156.1	157.1	-	151.0	153.5	153.2	154.6	158.1	157.2	158.1	157.4
	SD	6.7	7.4	-	7.5	7.2	6.9	7.5	6.5	7.3	7.2	7.0
Life Sciences	N	547	6,837	308	6,234	2,462	1,059	3,841	63,080	2,927	15,013	102,308
	Mean	150.3	151.4	149.6	147.2	149.5	148.6	149.9	152.4	152.5	152.1	151.8
	SD	6.3	7.2	6.5	6.5	6.5	7.0	6.9	6.6	7.3	7.2	6.9
Physical Sciences	N	112	1,736	46	858	504	199	745	13,337	823	3,377	21,737
	Mean	152.4	155.5	153.9	149.2	153.0	148.9	153.0	157.1	156.7	156.2	156.2
	SD	7.6	8.4	7.2	7.6	6.8	7.9	7.5	6.7	7.7	8.1	7.4
Social Sciences	N	266	2,343	114	3,989	1,522	505	2,277	28,571	2,029	6,932	48,548
	Mean	151.4	154.2	151.7	147.5	150.5	150.0	151.1	154.7	154.0	154.4	153.6
	SD	7.2	7.9	7.1	7.5	7.0	7.4	7.4	7.2	7.6	8.0	7.7
Other Fields	N	120	770	53	2,261	767	154	820	10,237	673	2,834	18,689
	Mean	149.6	151.7	149.7	145.3	148.0	149.8	149.3	153.9	152.5	152.4	152.0
	SD	7.4	8.3	6.8	7.2	7.3	7.1	7.7	7.4	8.2	8.7	8.2
Undecided	N	58	618	22	660	202	89	303	4,567	419	2,100	9,038
	Mean	149.6	152.6	-	145.6	149.8	147.0	150.0	154.7	153.5	153.6	153.2
	SD	8.0	8.2	-	7.8	7.6	8.4	7.6	7.7	9.0	9.1	8.6
No Major Provided*	N	292	2,351	136	3,987	1,233	496	1,725	26,962	1,603	7,631	46,416
	Mean	149.5	151.3	148.4	145.7	148.6	147.2	149.0	152.3	152.1	151.7	151.3
	SD	7.3	7.8	6.7	7.0	7.1	7.5	7.4	7.1	8.1	8.2	7.6
Total	N	1,812	19,171	862	24,704	8,996	3,219	12,727	192,832	11,105	50,393	325,821
	Mean	150.7	152.7	150.2	146.9	149.9	149.0	150.5	153.8	153.5	153.2	152.8
	SD	7.2	7.8	6.9	7.2	7.0	7.4	7.4	7.1	7.9	8.1	7.6

Note: See page 23 for a list of major fields. A total of 325,821 U.S. citizens took the GRE revised General Test between July 1, 2014, and June 30, 2015. Statistics for groups with less than 30 examinees were not reported. Racial/Ethnic groups are defined as follows: **American Indian**-American Indian or Alaskan Native; **Asian**-Asian or Asian American; **Hawaiian/Pacific Islander**-Native Hawaiian or other Pacific Islander; **Black**-Black or African American; **Mexican**-Mexican, Mexican American, or Chicano; **Puerto Rican**-Puerto Rican; **Other Hispanic**-Other Hispanic, Latino, or Latin American; **White**-White (non-Hispanic); **Other**-Other

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

Intended Graduate Major Field (continued)

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

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

Intended Graduate Major Field		American Indian	Asian	Native Hawaiian/ Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White (Non-Hispanic)	Other	No Response	Total
Business	N	92	1,134	43	2,164	466	160	748	9,030	548	2,983	17,368
	Mean	147.6	153.2	147.8	143.9	147.6	145.8	147.3	150.6	149.3	150.6	149.6
	SD	7.2	7.9	7.0	6.3	6.2	6.9	6.6	6.6	7.8	8.0	7.4
Education	N	124	738	66	2,930	812	191	888	14,440	624	3,413	24,226
	Mean	143.7	150.8	145.5	142.0	144.3	145.1	144.5	148.2	146.6	147.2	147.0
	SD	7.1	7.8	6.1	6.2	6.3	7.1	6.5	6.8	7.3	7.7	7.2
Engineering	N	85	2,062	49	795	539	186	762	10,148	628	3,182	18,436
	Mean	156.1	161.0	156.1	152.2	155.4	152.3	156.1	159.6	158.8	159.5	159.0
	SD	7.4	6.1	6.7	7.0	6.1	6.7	6.5	5.6	6.6	6.4	6.3
Humanities and Arts	N	116	582	25	826	489	180	618	12,460	831	2,928	19,055
	Mean	146.3	152.3	-	143.4	145.7	144.4	146.4	149.2	148.5	149.9	148.9
	SD	7.3	7.9	-	6.1	6.9	7.2	7.1	7.0	7.3	7.5	7.3
Life Sciences	N	547	6,837	308	6,234	2,462	1,059	3,841	63,080	2,927	15,013	102,308
	Mean	148.1	152.4	148.7	144.8	147.8	146.5	148.0	150.6	150.1	150.5	150.1
	SD	6.2	6.9	6.2	6.1	6.2	6.6	6.4	6.1	6.9	6.9	6.6
Physical Sciences	N	112	1,736	46	858	504	199	745	13,337	823	3,377	21,737
	Mean	152.8	160.4	154.6	149.9	154.6	150.2	154.6	157.9	157.4	157.9	157.5
	SD	8.4	7.2	7.2	7.5	6.4	8.2	7.2	6.7	7.4	7.6	7.3
Social Sciences	N	266	2,343	114	3,989	1,522	505	2,277	28,571	2,029	6,932	48,548
	Mean	146.2	153.0	147.7	143.1	146.0	145.4	146.7	150.0	149.0	150.1	149.2
	SD	6.6	7.9	6.6	6.5	6.4	6.8	6.8	6.9	7.3	8.0	7.4
Other Fields	N	120	770	53	2,261	767	154	820	10,237	673	2,834	18,689
	Mean	144.5	150.5	145.8	141.0	143.7	144.3	144.5	148.4	146.7	147.3	146.9
	SD	6.3	8.2	5.0	5.8	6.2	6.0	6.9	6.8	7.4	7.8	7.4
Undecided	N	58	618	22	660	202	89	303	4,567	419	2,100	9,038
	Mean	147.5	153.8	-	142.7	147.1	144.5	146.1	150.7	150.0	151.5	150.2
	SD	8.2	8.1	-	6.9	7.8	6.7	7.5	7.3	8.2	8.8	8.2
No Major Provided*	N	292	2,351	136	3,987	1,233	496	1,725	26,962	1,603	7,631	46,416
	Mean	145.6	151.8	145.7	142.0	145.1	144.7	145.8	148.8	148.2	148.6	148.0
	SD	7.0	8.2	7.1	6.3	6.8	7.0	6.9	6.8	7.8	8.0	7.4
Total	N	1,812	19,171	862	24,704	8,996	3,219	12,727	192,832	11,105	50,393	325,821
	Mean	147.4	154.0	148.2	143.6	147.1	146.2	147.7	150.9	150.1	150.8	150.2
	SD	7.4	8.1	7.0	6.7	7.1	7.2	7.4	7.2	8.0	8.2	7.8

Note: See page 23 for a list of major fields. A total of 325,821 U.S. citizens took the GRE revised General Test between July 1, 2014, and June 30, 2015. Statistics for groups with less than 30 examinees were not reported. Racial/Ethnic groups are defined as follows: **American Indian**-American Indian or Alaskan Native; **Asian**-Asian or Asian American; **Hawaiian/Pacific Islander**-Native Hawaiian or other Pacific Islander; **Black**-Black or African American; **Mexican**-Mexican, Mexican American, or Chicano; **Puerto Rican**-Puerto Rican; **Other Hispanic**-Other Hispanic, Latino, or Latin American; **White**-White (non-Hispanic); **Other**-Other

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

Intended Graduate Major Field (continued)

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

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

Intended Graduate Major Field		American Indian	Asian	Hawaiian/ Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White (Non-Hispanic)	Other	No Response	Total
Business	N	92	1,134	43	2,164	466	160	748	9,030	548	2,983	17,368
	Mean	3.6	3.9	3.7	3.3	3.6	3.4	3.6	3.9	3.7	3.7	3.7
	SD	0.8	0.8	0.7	0.8	0.8	0.8	0.8	0.8	0.9	0.9	0.8
Education	N	124	738	66	2,930	812	191	888	14,440	624	3,413	24,226
	Mean	3.4	3.9	3.7	3.3	3.5	3.7	3.6	3.9	3.8	3.8	3.8
	SD	0.7	0.8	0.7	0.8	0.7	0.8	0.8	0.7	0.8	0.8	0.8
Engineering	N	85	2,062	49	795	539	186	762	10,148	628	3,182	18,436
	Mean	3.5	3.9	3.7	3.5	3.6	3.3	3.7	4.0	4.0	3.9	3.9
	SD	1.0	0.8	0.6	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.8
Humanities and Arts	N	116	582	25	826	489	180	618	12,460	831	2,928	19,055
	Mean	4.0	4.2	-	3.7	3.9	3.8	4.0	4.2	4.1	4.2	4.2
	SD	0.8	0.8	-	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.8
Life Sciences	N	547	6,837	308	6,234	2,462	1,059	3,841	63,080	2,927	15,013	102,308
	Mean	3.6	3.8	3.7	3.4	3.6	3.4	3.6	3.9	3.8	3.8	3.8
	SD	0.7	0.7	0.6	0.7	0.7	0.8	0.7	0.7	0.7	0.7	0.7
Physical Sciences	N	112	1,736	46	858	504	199	745	13,337	823	3,377	21,737
	Mean	3.5	4.0	3.8	3.4	3.7	3.2	3.7	4.0	3.9	3.9	3.9
	SD	0.8	0.8	0.6	0.8	0.7	0.9	0.8	0.7	0.8	0.8	0.8
Social Sciences	N	266	2,343	114	3,989	1,522	505	2,277	28,571	2,029	6,932	48,548
	Mean	3.7	4.1	3.9	3.4	3.7	3.6	3.8	4.0	4.0	4.0	4.0
	SD	0.7	0.8	0.7	0.8	0.7	0.8	0.8	0.7	0.8	0.8	0.8
Other Fields	N	120	770	53	2,261	767	154	820	10,237	673	2,834	18,689
	Mean	3.6	3.8	3.8	3.2	3.5	3.5	3.6	4.0	3.8	3.8	3.8
	SD	0.7	0.8	0.9	0.8	0.7	0.8	0.8	0.7	0.8	0.9	0.8
Undecided	N	58	618	22	660	202	89	303	4,567	419	2,100	9,038
	Mean	3.4	3.8	-	3.1	3.5	3.1	3.5	3.9	3.8	3.8	3.8
	SD	0.9	0.9	-	0.9	0.8	0.9	0.8	0.8	0.9	0.9	0.9
No Major Provided*	N	292	2,351	136	3,987	1,233	496	1,725	26,962	1,603	7,631	46,416
	Mean	3.5	3.8	3.5	3.2	3.5	3.2	3.5	3.8	3.8	3.7	3.7
	SD	0.8	0.8	0.7	0.8	0.7	0.9	0.8	0.7	0.8	0.8	0.8
Total	N	1,812	19,171	862	24,704	8,996	3,219	12,727	192,832	11,105	50,393	325,821
	Mean	3.6	3.9	3.7	3.3	3.6	3.4	3.7	3.9	3.9	3.8	3.8
	SD	0.8	0.8	0.7	0.8	0.7	0.8	0.8	0.7	0.8	0.8	0.8

Note: See page 23 for a list of major fields. A total of 325,821 U.S. citizens took the GRE revised General Test between July 1, 2014, and June 30, 2015. Statistics for groups with less than 30 examinees were not reported. Racial/Ethnic groups are defined as follows: **American Indian**—American Indian or Alaskan Native; **Asian**—Asian or Asian American; **Hawaiian/Pacific Islander**—Native Hawaiian or other Pacific Islander; **Black**—Black or African American; **Mexican**—Mexican, Mexican American, or Chicano; **Puerto Rican**—Puerto Rican; **Other Hispanic**—Other Hispanic, Latino, or Latin American; **White**—White (non-Hispanic); **Other**—Other

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

Graduate Degree Objective

Table 1.15 shows that about 67 percent of examinees reported a graduate degree objective of either master's degree (41 percent) or doctorate (26 percent). A total of 29 percent of examinees did not respond to this question.

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

Graduate Degree Objective	Number	Percent
Master's (M.A., M.S., M.Ed.)	237,870	41
Intermediate (such as Specialist)	2,662	<1
M.B.A.	14,208	2
Doctorate (Ph.D., Ed.D.)	147,772	26
Postdoctoral Study	5,631	1
Non-Degree Graduate Study	846	<1
Not Currently Planning Graduate Study	999	<1
No Response	166,232	29
Total	576,220	100

Enrollment Preference

Table 1.16 shows that 62 percent of test takers planned to enroll in a full-time graduate or business school program. These test takers had a higher mean Quantitative Reasoning score and a lower mean Verbal Reasoning score than test takers who planned to enroll part time or who were undecided. A total of 29 percent of examinees did not respond to this question.

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

Enrollment Preference	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Full Time	356,886	62	150.5	8.3	152.4	8.7	3.6	0.9
Part Time	25,036	4	151.1	7.8	148.1	7.9	3.6	0.8
Undecided	28,618	5	151.0	8.8	151.0	8.4	3.6	0.9
No Response	165,680	29	148.2	8.8	153.8	9.7	3.2	0.9
Total	576,220	100	149.9	8.5	152.5	9.0	3.5	0.9

Table 1.17 shows that 67 percent of the test takers who indicated M.B.A. as their graduate degree objective planned to enroll in a full-time business program. These test takers had a higher mean Quantitative Reasoning score and lower mean Verbal Reasoning and Analytical Writing scores than test takers who planned to enroll part time.

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

Enrollment Preference	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Full Time	9,552	67	149.8	8.5	150.5	8.5	3.5	0.9
Part Time	3,052	21	151.1	7.3	149.0	6.8	3.7	0.8
Undecided	1,427	10	151.3	8.2	150.2	7.9	3.6	0.9
No Response	177	1	150.8	8.9	150.8	8.4	3.6	0.9
Total	14,208	100	150.2	8.3	150.2	8.1	3.6	0.9

Full-Time Work Experience

Table 1.18 shows that 51 percent of test takers had two years of full-time work experience or less. On average, test takers with more years of full-time work experience had higher Verbal Reasoning scores than those with fewer years of full-time work experience. Test takers with fewer years of full-time work experience had higher Quantitative Reasoning scores. Approximately 34 percent of test takers did not respond to this question.

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

Years of Full-Time Work Experience	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Less than 1 Year	206,624	36	150.5	8.1	152.7	8.7	3.6	0.8
1–2 Years	87,894	15	150.4	8.3	151.9	8.5	3.6	0.8
3–4 Years	37,575	7	150.5	8.7	151.4	8.5	3.5	0.9
5–7 Years	23,005	4	151.6	8.6	150.4	8.3	3.6	0.9
8–10 Years	12,238	2	151.9	8.4	148.9	8.2	3.6	0.8
11–14 Years	5,847	1	152.1	8.3	148.1	8.1	3.6	0.8
15–19 Years	4,681	1	152.0	8.4	147.2	8.0	3.6	0.8
20–29 Years	3,679	1	153.1	8.2	146.6	8.1	3.6	0.8
Over 30 Years	1,208	<1	152.6	8.3	147.1	8.2	3.5	0.8
No Response	193,469	34	148.4	8.8	153.8	9.6	3.3	0.9
Total	576,220	100	149.9	8.5	152.5	9.0	3.5	0.9

Full-Time Work Experience (continued)

Table 1.19 shows that 53 percent of test takers who indicated M.B.A. as their graduate degree objective had two years of full-time work experience or less. On average, test takers who had five to 10 years of full-time work experience obtained higher Verbal Reasoning scores than test takers with fewer or more years of full-time work experience. Test takers who had 10 years or less full-time work experience had higher mean Quantitative Reasoning scores.

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

Years of Full-Time Work Experience	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
Less than 1 Year	3,931	28	149.1	7.9	150.4	8.5	3.5	0.9
1–2 Years	3,513	25	149.6	8.1	149.9	8.0	3.6	0.9
3–4 Years	2,429	17	151.3	8.6	150.7	8.0	3.7	0.9
5–7 Years	1,843	13	151.9	8.4	150.8	7.7	3.7	0.9
8–10 Years	892	6	151.8	8.0	149.6	7.6	3.6	0.8
11–14 Years	338	2	151.0	7.8	148.2	7.6	3.5	0.8
15–19 Years	229	2	151.2	7.8	146.6	6.3	3.5	0.8
20–29 Years	137	1	151.2	8.0	145.9	7.4	3.3	0.8
Over 30 Years	33	<1	150.8	7.9	146.6	7.7	3.3	0.7
No Response	863	6	149.1	8.6	150.3	8.8	3.5	0.9
Total	14,208	100	150.2	8.3	150.2	8.1	3.6	0.9

Program Format

Table 1.20 shows that 57 percent of test takers indicated they would like to pursue a graduate or business degree on campus. On average, these test takers had higher mean scores on the Verbal Reasoning, Quantitative Reasoning and Analytical Writing measures than test takers who planned to pursue a degree online or through a combination of on-campus and online courses. Approximately 31 percent of examinees did not respond to this question.

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

Program Format	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
On Campus	326,687	57	150.8	8.4	152.7	8.6	3.6	0.9
Online	13,341	2	149.9	7.5	147.2	8.0	3.5	0.8
Combination	38,109	7	149.3	7.6	147.5	7.8	3.5	0.8
Undecided	18,122	3	149.7	8.8	151.3	8.5	3.5	0.9
No Response	179,961	31	148.5	8.8	153.8	9.6	3.3	0.9
Total	576,220	100	149.9	8.5	152.5	9.0	3.5	0.9

Program Format (continued)

Table 1.21 shows that 68 percent of test takers with M.B.A. as their graduate degree objective indicated they would like to pursue 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 revised General Test Score Information for Examinees with M.B.A. as Graduate Degree Objective, by Program Format

Program Format	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
On Campus	9,656	68	150.6	8.5	151.0	8.3	3.6	0.9
Online	931	7	149.3	7.3	147.2	6.9	3.5	0.8
Combination	2,260	16	149.1	7.4	147.4	6.9	3.5	0.8
Undecided	674	5	150.6	8.5	150.9	8.1	3.6	0.9
No Response	687	5	150.1	8.5	150.6	8.5	3.6	0.9
Total	14,208	100	150.2	8.3	150.2	8.1	3.6	0.9

U.S. Citizenship Status and Racial/Ethnic Group

Figure 2.1 shows that in testing years 2012–13, 2013–14 and 2014–15, there were more test takers who were U.S. citizens than non-U.S. citizens. From 2012–13 to 2014–15, the number of test takers who were U.S. citizens who took the test decreased, and the number of non-U.S. citizens who took the test increased.

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

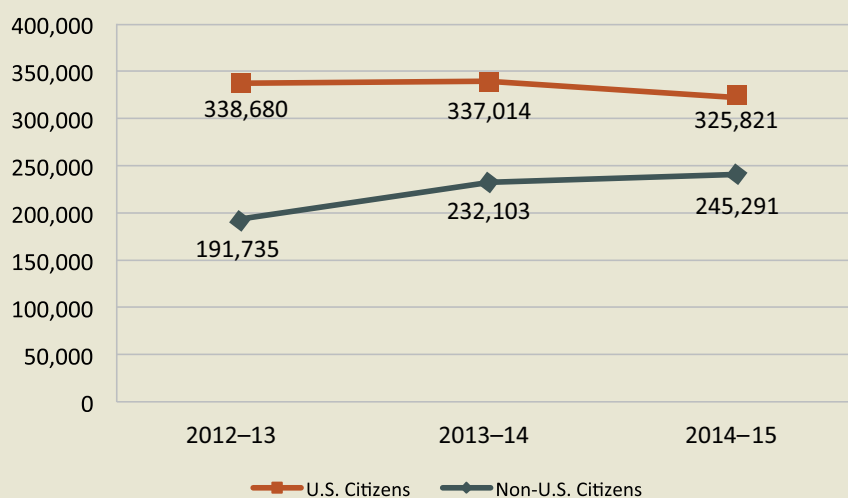


Table 2.1 shows that the percentage of test takers who were U.S. citizens decreased from 63 percent in 2012–13 to 57 percent in 2014–15. The percentage of test takers who were non-U.S. citizens increased from 36 percent in 2012–13 to 43 percent in 2014–15.

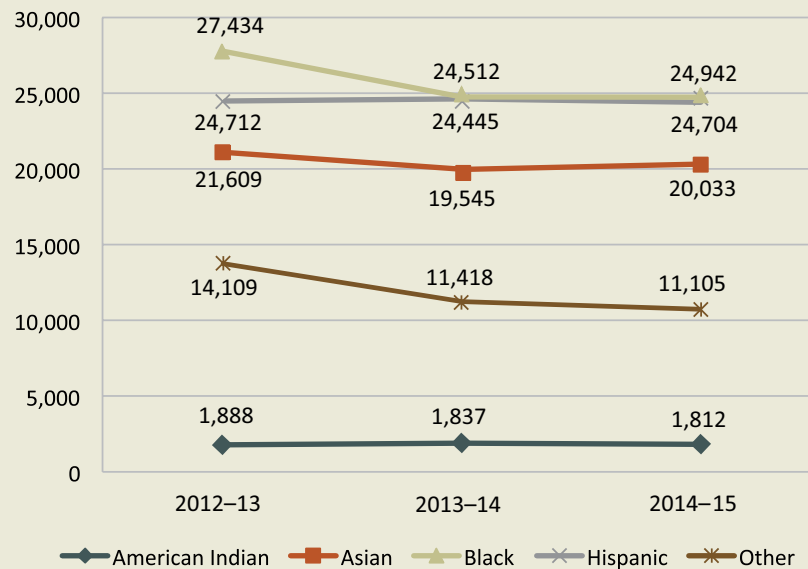
Table 2.1. Volume of GRE revised General Test Examinees, by U.S. Citizenship Status

U.S. Citizenship Status	2012–13		2013–14		2014–15	
	N	Percent	N	Percent	N	Percent
U.S. Citizen	338,680	63	337,014	59	325,821	57
Non-U.S. Citizen	191,735	36	232,103	40	245,291	43
No Response	5,937	1	5,015	1	5,108	1
Total	536,352	100	574,132	100	576,220	100

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

Excluding White (Non-Hispanic) test takers, Figure 2.2 shows that in testing years 2012–13, 2013–14, and 2014–15, test takers who classified themselves as Black were the largest racial/ethnic group, followed by test takers who classified themselves as Hispanic, Asian, and American Indian, respectively. From testing year 2013–14 to 2014–15, the number of test takers in Black, Hispanic, Asian racial/ethnic groups increased, and the number of test takers in the American Indian group decreased.

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



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

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

Table 2.2 shows that from testing year 2012–13 to 2014–15, the percentages of test takers who identified themselves as White (non-Hispanic) decreased from 68 percent to 59 percent. The percentages for test takers in other racial/ethnic groups remained stable. Note that in testing year 2014–15, approximately 15 percent of the test takers did not respond to this question.

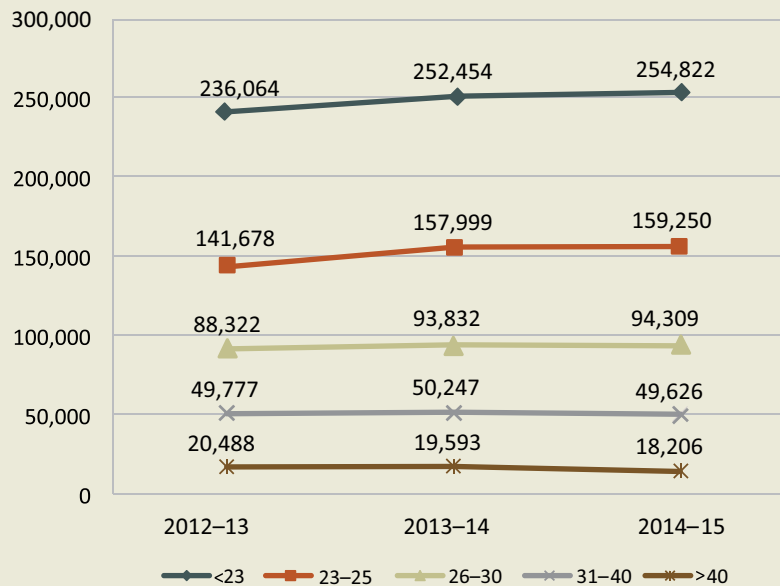
Table 2.2. Volume of GRE revised General Test Examinees, by Racial/Ethnic Group (U.S. Citizens)						
Racial/Ethnic Group	2012–13		2013–14		2014–15	
	N	Percent	N	Percent	N	Percent
American Indian	1,888	1	1,837	1	1,812	1
Asian	20,557	6	18,593	6	19,171	6
Hawaiian/Pacific Islander	1,052	<1	952	<1	862	<1
Black	27,434	8	24,512	7	24,704	8
Mexican	8,983	3	8,800	3	8,996	3
Puerto Rican	3,095	1	3,132	1	3,219	1
Other Hispanic	12,634	4	12,513	4	12,727	4
White (Non-Hispanic)	230,905	68	200,465	59	192,832	59
Other	14,109	4	11,418	3	11,105	3
No Response	18,023	5	54,792	16	50,393	15
Total	338,680	100	337,014	100	325,821	100

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

Age and Gender

Figure 2.3 shows that in testing years 2012–13, 2013–14, and 2014–15, test takers under 23 years of age represented the largest group of test takers. From 2013–14 to 2014–15, the number of test takers in the under 23, 23 to 25, and 26 to 30 age groups increased, and the volume of test takers in the 31–40 and over 40 age groups remained relatively stable.

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



Age and Gender (continued)

Table 2.3 shows that in testing years 2012–13, 2013–14 and 2014–15, the largest group of test takers were between the ages of 18 and 30. From 2012–13 to 2014–15, the percentage of test takers in the 23 to 25 age group increased. The percentages of test takers in other age groups remained stable.

Table 2.3. Volume of GRE revised General Test Examinees, by Age Group						
Age	2012–13		2013–14		2014–15	
	N	Percent	N	Percent	N	Percent
Under 18	169	<1	140	<1	156	<1
18–22	235,895	44	252,314	44	254,666	44
23–25	141,678	26	157,999	28	159,250	28
26–30	88,322	16	93,832	16	94,309	16
31–35	33,864	6	34,632	6	34,416	6
36–40	15,913	3	15,615	3	15,210	3
41–45	9,519	2	9,318	2	8,771	2
46–50	5,782	1	5,277	1	4,829	1
51–55	3,196	1	3,051	1	2,771	<1
56–60	1,398	<1	1,358	<1	1,245	<1
Over 60	593	<1	589	<1	590	<1
No Response	23	<1	7	<1	7	<1
Total	536,352	100	574,132	100	576,220	100

Age and Gender (continued)

Figure 2.4 shows that from testing years 2012–13 to 2014–15, there were more women test takers than men. From testing year 2012–13 to 2014–15, the number of men and women who took the test increased.

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

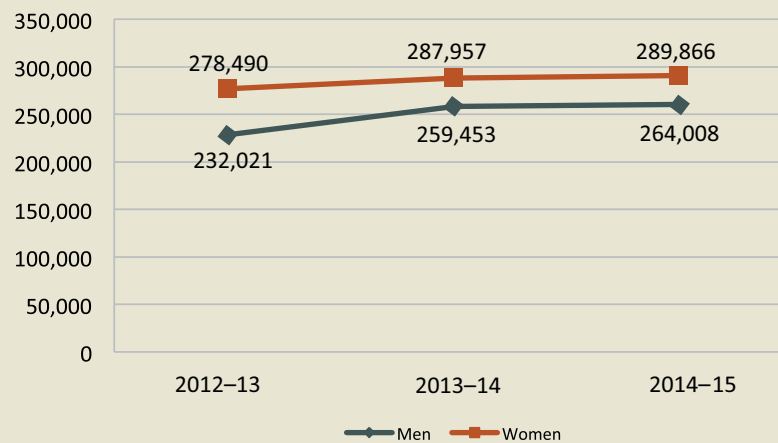


Table 2.4 shows that from 2012–13 to 2014–15, the percentage of male test takers increased and the percentage of female test takers decreased.

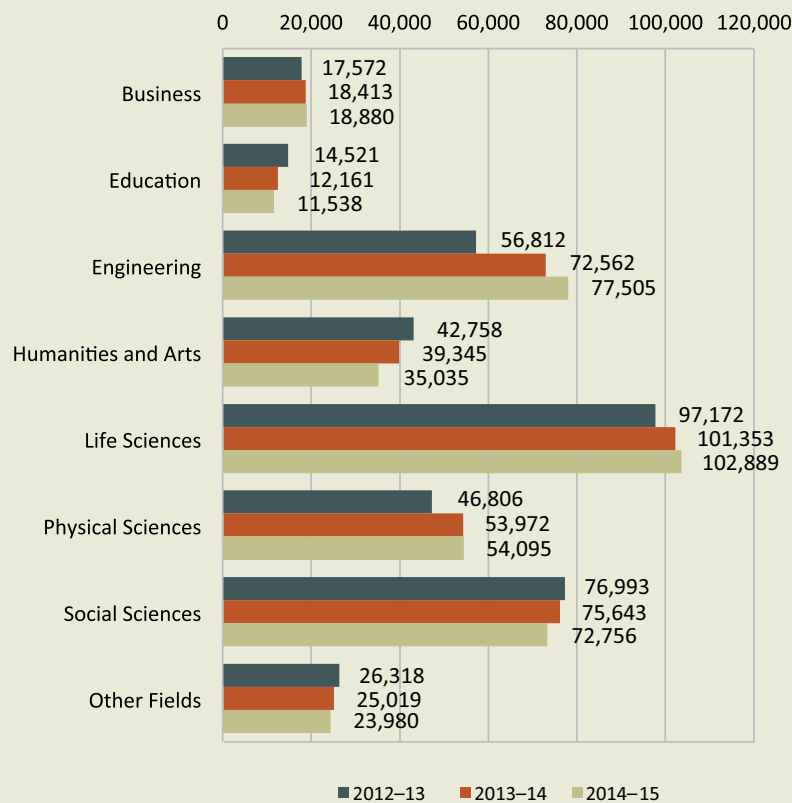
Table 2.4. Volume of GRE revised General Test Examinees, by Gender

Gender	2012–13		2013–14		2014–15	
	N	Percent	N	Percent	N	Percent
Men	232,021	43	259,453	45	264,008	46
Women	278,490	52	287,957	50	289,866	50
No Response	25,841	5	26,722	5	22,346	4
Total	536,352	100	574,132	100	576,220	100

Undergraduate Major Field

Figure 2.5 shows that from testing year 2012–13 to 2014–15, test takers who had an undergraduate major in the Life Sciences represented the largest group of test takers. The number of test takers whose undergraduate major was in the Life Sciences, Engineering, Physical Sciences, and Business increased. The number of test takers whose undergraduate major was in the Social Sciences, Humanities and Arts, and Education decreased.

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



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

Undergraduate Major Field (continued)

Table 2.5 shows that from testing year 2012–13 to 2014–15, the percentage of test takers with undergraduate majors in Engineering increased, while the percentages of those in Education, Humanities and Arts, Social Sciences, and Other Fields decreased. The percentage of test takers in Business, Life Sciences, and Physical Sciences remained stable.

Undergraduate Major	2012–13		2013–14		2014–15	
	N	Percent	N	Percent	N	Percent
Business	17,572	3	18,413	3	18,880	3
Education	14,521	3	12,161	2	11,538	2
Engineering	56,812	11	72,562	13	77,505	13
Humanities and Arts	42,758	8	39,345	7	35,035	6
Life Sciences	97,172	18	101,353	18	102,889	18
Physical Sciences	46,806	9	53,972	9	54,095	9
Social Sciences	76,993	14	75,643	13	72,756	13
Other Fields	26,318	5	25,019	4	23,980	4
Undecided	4,670	1	5,211	1	5,416	1
No Major Provided*	152,730	28	170,453	30	174,126	30
Total	536,352	100	574,132	100	576,220	100

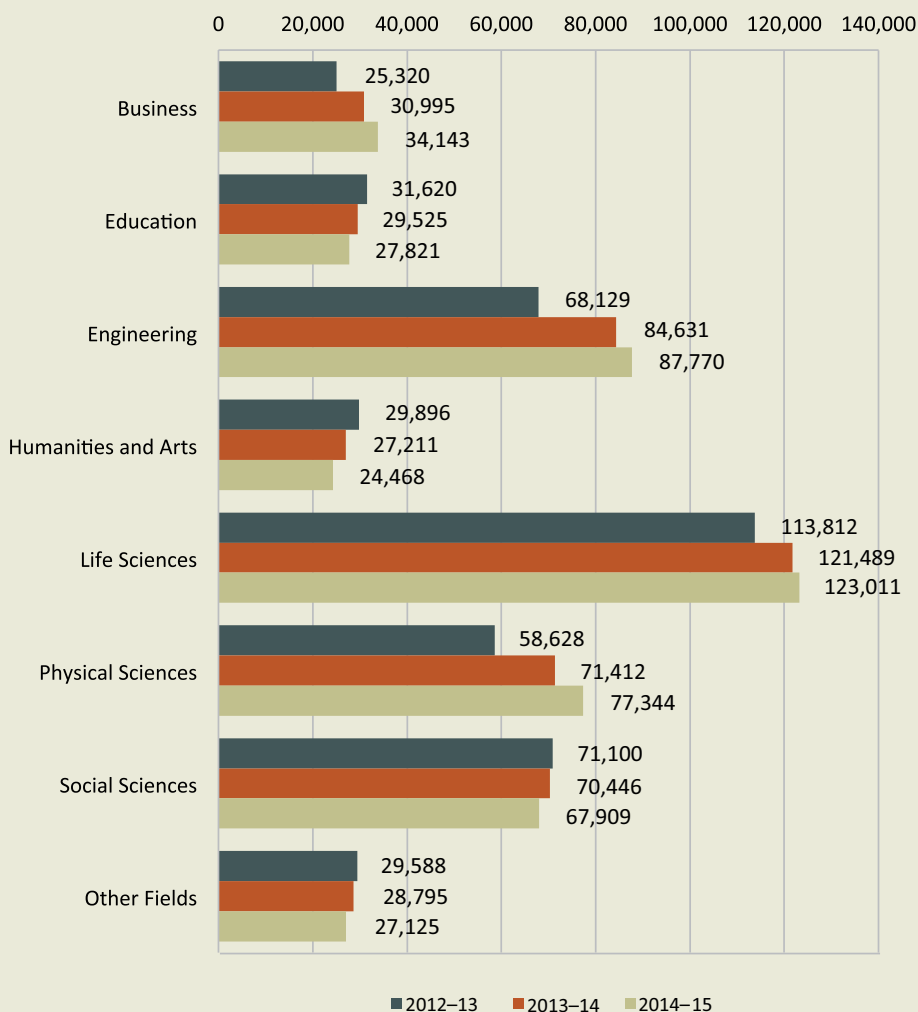
Note: See page 23 for a list of major fields.

*"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 2012–13 to 2014–15, the number of test takers with intended graduate majors in the Life Sciences was the largest group. The number of test takers with intended graduate majors in the Life Sciences, Engineering, Physical Sciences, and Business increased. The number of test takers with intended graduate majors in the Social Sciences, Humanities and Arts, and Education decreased.

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



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

Intended Graduate Major Field (continued)

Table 2.6 shows that from testing year 2012–13 to 2014–15, the percentages of all test takers with intended graduate majors in the Life Sciences, Engineering, Physical Sciences, and Business increased. The percentages of all test takers with intended graduate majors in the Social Sciences, Humanities and Arts, and Education decreased.

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

Intended Graduate Major	Testing Year	Men		Women		No Response		Total	
		N	Percent	N	Percent	N	Percent	N	Percent
Business	2012–13	12,772	50	11,360	45	1,188	5	25,320	5
	2013–14	15,896	51	13,701	44	1,358	4	30,955	5
	2014–15	17,514	51	15,319	45	1,310	4	34,143	6
Education	2012–13	7,740	24	21,855	69	2,025	6	31,620	6
	2013–14	7,186	24	20,331	69	2,008	7	29,525	5
	2014–15	6,885	25	19,427	70	1,509	5	27,821	5
Engineering	2012–13	51,253	75	15,067	22	1,809	3	68,129	13
	2013–14	64,454	76	18,264	22	1,913	2	84,631	15
	2014–15	67,073	76	19,046	22	1,651	2	87,770	15
Humanities and Arts	2012–13	12,291	41	15,717	53	1,888	6	29,896	6
	2013–14	11,001	40	14,455	53	1,755	6	27,211	5
	2014–15	10,007	41	13,131	54	1,330	5	24,468	4
Life Sciences	2012–13	32,582	29	75,631	66	5,599	5	113,812	21
	2013–14	34,672	29	80,527	66	6,290	5	121,489	21
	2014–15	35,253	29	82,083	67	5,675	5	123,011	21
Physical Sciences	2012–13	38,024	65	18,724	32	1,880	3	58,628	11
	2013–14	46,523	65	22,860	32	2,029	3	71,412	12
	2014–15	50,572	65	24,968	32	1,804	2	77,344	13
Social Sciences	2012–13	24,656	35	42,777	60	3,667	5	71,100	13
	2013–14	24,607	35	42,060	60	3,779	5	70,446	12
	2014–15	23,609	35	41,194	61	3,106	5	67,909	12
Other Fields	2012–13	9,912	34	18,021	61	1,655	6	29,588	6
	2013–14	9,707	34	17,362	60	1,726	6	28,795	5
	2014–15	9,085	33	16,760	62	1,280	5	27,125	5
Undecided	2012–13	12,315	46	12,996	49	1,266	5	26,577	5
	2013–14	14,736	49	13,813	46	1,367	5	29,916	5
	2014–15	14,410	49	13,875	47	1,075	4	29,360	5

Table continues on next page

Intended Graduate Major Field (continued)

Table continued from previous page

Table 2.6. Volume of GRE revised General Test Examinees, by Intended Graduate Major Field and Gender									
Intended Graduate Major	Testing Year	Men		Women		No Response		Total	
		N	Percent	N	Percent	N	Percent	N	Percent
No Major Provided*	2012–13	30,476	37	46,342	57	4,864	6	81,682	15
	2013–14	30,671	38	44,584	56	4,497	6	79,752	14
	2014–15	29,600	38	44,063	57	3,606	5	77,269	13
Total	2012–13	232,021	43	278,490	52	25,841	5	536,352	100
	2013–14	259,453	45	287,957	50	26,722	5	574,132	100
	2014–15	264,008	46	289,866	50	22,346	4	576,220	100

See page 23 for a list of major fields.

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

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

Intended Graduate Major Field (continued)

Table 2.7 shows that the racial/ethnic composition of the test-taker population was stable from testing year 2012–13 to 2014–15.

Table 2.7. Volume of GRE revised General Test Examinees, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens)

Intended Graduate Major	Testing Year	American Indian		Asian		Hawaiian/ Pacific Islander		Black		Mexican	
		N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Business	2012–13	71	<1	973	7	55	<1	2,068	14	388	3
	2013–14	78	<1	1,022	6	44	<1	2,046	12	414	2
	2014–15	92	1	1,134	7	43	<1	2,164	12	466	3
Education	2012–13	166	1	930	3	64	<1	3,695	13	853	3
	2013–14	129	1	785	3	61	<1	3,018	12	768	3
	2014–15	124	1	738	3	66	<1	2,930	12	812	3
Engineering	2012–13	81	<1	2,326	13	66	<1	789	4	480	3
	2013–14	86	<1	2,037	11	56	<1	822	4	561	3
	2014–15	85	<1	2,062	11	49	<1	795	4	539	3
Humanities and Arts	2012–13	127	1	751	3	59	<1	1,008	4	625	3
	2013–14	106	<1	610	3	47	<1	832	4	551	3
	2014–15	116	1	582	3	25	<1	826	4	489	3
Life Sciences	2012–13	520	1	6,758	7	373	<1	6,266	7	2,227	2
	2013–14	521	1	6,511	6	329	<1	5,962	6	2,368	2
	2014–15	547	1	6,837	7	308	<1	6,234	6	2,462	2
Physical Sciences	2012–13	106	<1	1,800	8	64	<1	967	4	481	2
	2013–14	130	1	1,626	7	57	<1	884	4	467	2
	2014–15	112	1	1,736	8	46	<1	858	4	504	2
Social Sciences	2012–13	329	1	2,675	5	128	<1	4,393	8	1,623	3
	2013–14	323	1	2,353	5	124	<1	3,881	8	1,536	3
	2014–15	266	1	2,343	5	114	<1	3,989	8	1,522	3
Other Fields	2012–13	120	1	998	5	70	<1	2,646	12	817	4
	2013–14	125	1	751	4	62	<1	2,385	12	736	4
	2014–15	120	1	770	4	53	<1	2,261	12	767	4
Undecided	2012–13	43	<1	695	7	20	<1	829	8	217	2
	2013–14	59	1	595	6	18	<1	671	7	156	2
	2014–15	58	1	618	7	22	<1	660	7	202	2
No Major Provided*	2012–13	325	1	2,651	5	153	<1	4,773	9	1,272	3
	2013–14	280	1	2,303	5	154	<1	4,011	8	1,243	3
	2014–15	292	1	2,351	5	136	<1	3,987	9	1,233	3
Total	2012–13	1,888	1	20,557	6	1,052	<1	27,434	8	8,983	3
	2013–14	1,837	1	18,593	6	952	<1	24,512	7	8,800	3
	2014–15	1,812	1	19,171	6	862	<1	24,704	8	8,996	3

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

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

Table continues on next page

Intended Graduate Major Field (continued)

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Table 2.7. Volume of GRE revised General Test Examinees, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens)													
Intended Graduate Major	Testing Year	Puerto Rican		Other Hispanic		White		Other		No Response		Total	
		N	Percent	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Business	2012–13	149	1	669	5	8,552	59	564	4	1,024	7	14,513	4
	2013–14	167	1	769	5	8,685	52	529	3	2,970	18	16,724	5
	2014–15	160	1	748	4	9,030	52	548	3	2,983	17	17,368	5
Education	2012–13	208	1	967	3	18,926	67	868	3	1,622	6	28,299	8
	2013–14	193	1	858	3	15,439	59	734	3	3,997	15	25,982	8
	2014–15	191	1	888	4	14,440	60	624	3	3,413	14	24,226	7
Engineering	2012–13	203	1	711	4	12,185	66	803	4	938	5	18,582	5
	2013–14	199	1	760	4	10,479	55	639	3	3,402	18	19,041	6
	2014–15	186	1	762	4	10,148	55	628	3	3,182	17	18,436	6
Humanities and Arts	2012–13	181	1	746	3	18,677	76	1,332	5	976	4	24,482	7
	2013–14	161	1	674	3	14,300	66	877	4	3,453	16	21,611	6
	2014–15	180	1	618	3	12,460	65	831	4	2,928	15	19,055	6
Life Sciences	2012–13	845	1	3,203	3	67,377	71	3,288	3	4,345	5	95,202	28
	2013–14	881	1	3,485	3	62,912	62	2,976	3	15,356	15	101,301	30
	2014–15	1,059	1	3,841	4	63,080	62	2,927	3	15,013	15	102,308	31
Physical Sciences	2012–13	196	1	652	3	15,358	71	937	4	962	4	21,523	6
	2013–14	217	1	714	3	13,705	62	796	4	3,485	16	22,081	7
	2014–15	199	1	745	3	13,337	61	823	4	3,377	16	21,737	7
Social Sciences	2012–13	545	1	2,422	5	35,845	67	2,686	5	2,678	5	53,324	16
	2013–14	575	1	2,299	4	30,519	59	2,058	4	7,849	15	51,517	15
	2014–15	505	1	2,277	5	28,571	59	2,029	4	6,932	14	48,548	15
Other Fields	2012–13	193	1	953	4	13,966	64	898	4	1,289	6	21,950	6
	2013–14	176	1	839	4	11,462	55	697	3	3,434	17	20,667	6
	2014–15	154	1	820	4	10,237	55	673	4	2,834	15	18,689	6
Undecided	2012–13	85	1	347	4	6,258	63	566	6	826	8	9,886	3
	2013–14	67	1	300	3	4,963	52	397	4	2,269	24	9,495	3
	2014–15	89	1	303	3	4,567	51	419	5	2,100	23	9,038	3
No Major Provided*	2012–13	490	1	1,964	4	33,761	66	2,167	4	3,363	7	50,919	15
	2013–14	496	1	1,815	4	28,001	58	1,715	4	8,577	18	48,595	14
	2014–15	496	1	1,725	4	26,962	58	1,603	3	7,631	16	46,416	14
Total	2012–13	3,095	1	12,634	4	230,905	68	14,109	4	18,023	5	338,680	100
	2013–14	3,132	1	12,513	4	200,465	59	11,418	3	54,792	16	337,014	100
	2014–15	3,219	1	12,727	4	192,832	59	11,105	3	50,393	15	325,821	100

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

Current Educational Level

Table 2.8 shows that in testing years 2012–13, 2013–14, and 2014–15, the majority of test takers were seniors or unenrolled college graduates.

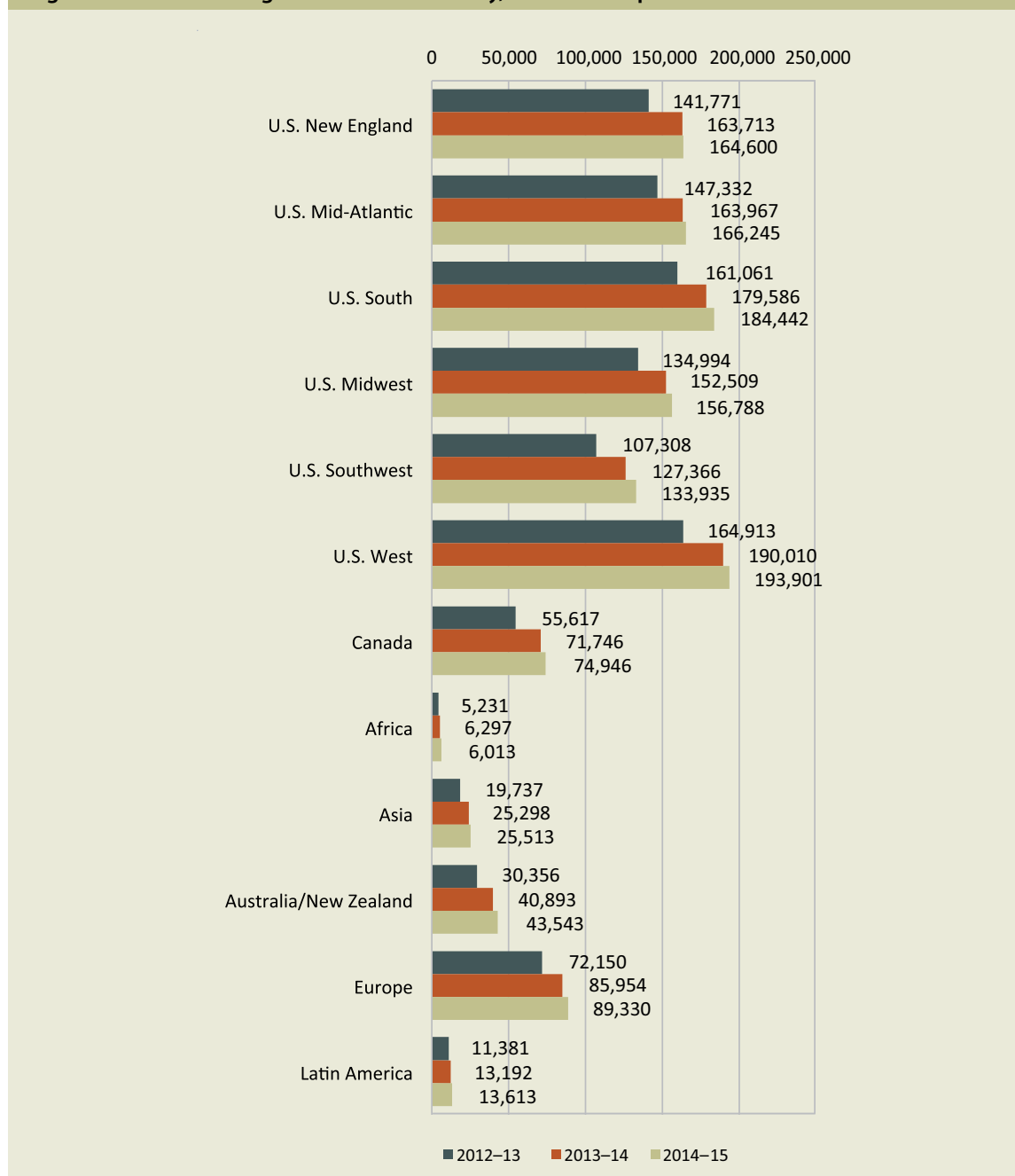
Table 2.8. Volume of GRE revised General Test Examinees, by Current Educational Level

Current Educational Level	2012–13		2013–14		2014–15	
	N	Percent	N	Percent	N	Percent
Sophomore	1,686	<1	1,609	<1	2,013	<1
Junior	19,391	4	17,922	3	20,884	4
Senior	183,351	34	192,917	34	192,018	33
Unenrolled College Graduate	169,926	32	188,443	33	189,297	33
First-Year Graduate Student	22,599	4	21,138	4	19,128	3
Second-Year Graduate Student	20,274	4	19,482	3	18,935	3
Unenrolled Master's Degree	73,713	14	85,877	15	89,431	16
Other	43,914	8	46,407	8	44,191	8
No Response	1,498	<1	337	<1	323	<1
Total	536,352	100	574,132	100	576,220	100

Preferred Region for Graduate Study

Figure 2.7 shows that in testing years 2012–13, 2013–14, and 2014–15, test takers showed the most interest in studying in a U.S. region. For non-U.S. regions, test takers showed the most interest in studying in Europe and Canada.

Figure 2.7. Preferred Region for Graduate Study, Examinee Population



Note: Figure 2.7 is based on 536,352; 574,132; and 576,220 unique examinees who took the GRE revised General Test in testing year 2012–13, 2013–14, and 2014–15, respectively. Since examinees were allowed to select more than one region, the number of examinees in each region do not add up to the total number of examinees.

Preferred Region for Graduate Study (continued)

Table 2.9 shows that the percentages of test takers preferring to study in all U.S. regions increased from 2012–13 to 2014–15. The percentages of test takers preferring to study in Canada, Australia/New Zealand, and Europe increased from 2012–13 to 2014–15, and the percentages of test takers preferring to study in Asia, Latin America, and Africa remained stable.

Preferred Region	2012–13		2013–14		2014–15	
	N	Percent	N	Percent	N	Percent
U.S. Regions						
New England	141,771	26	163,713	29	164,600	29
Mid-Atlantic	147,332	27	163,967	29	166,245	29
South	161,061	30	179,586	31	184,442	32
Midwest	134,994	25	152,509	27	156,788	27
Southwest	107,308	20	127,366	22	133,935	23
West	164,913	31	190,010	33	193,901	34
Non-U.S. Regions						
Canada	55,617	10	71,746	12	74,946	13
Africa	5,231	1	6,297	1	6,013	1
Asia	19,737	4	25,298	4	25,513	4
Australia/New Zealand	30,356	6	40,893	7	43,543	8
Europe	72,150	13	85,954	15	89,330	16
Latin America	11,381	2	13,192	2	13,613	2

Note: This table is based on 536,352, 574,132, and 576,220 unique examinees who took the GRE revised General Test in testing year 2012–13, 2013–14, and 2014–15, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

Examinee Population

Excluding testing in the United States, Figure 3.1 shows that from testing year 2012–13 to 2014–15, the largest number of test takers were in India. From 2012–13 to 2014–15, the number of test takers in India increased and the number of test takers in Mainland China and Europe decreased.

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

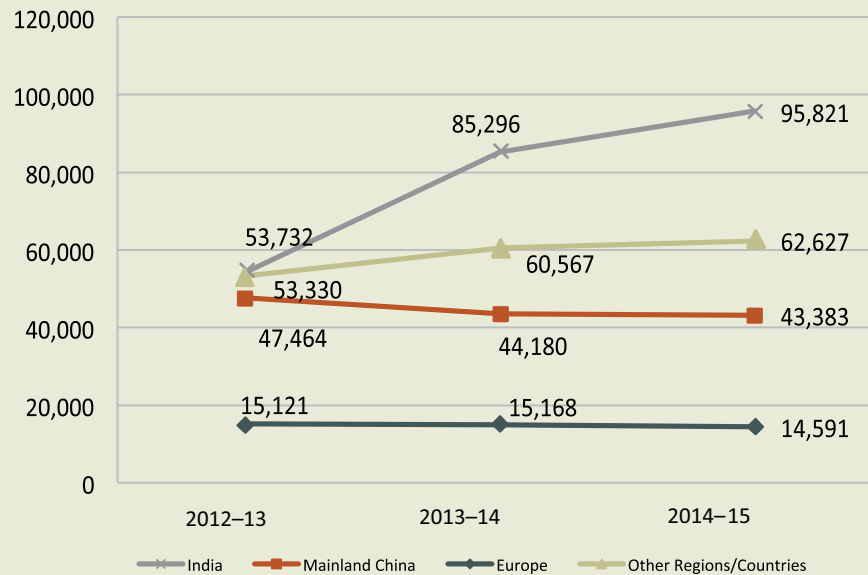


Table 3.1 shows that from 2012–13 to 2014–15, the percentage of test takers in the United States and Mainland China decreased and the percentage of test takers in India increased.

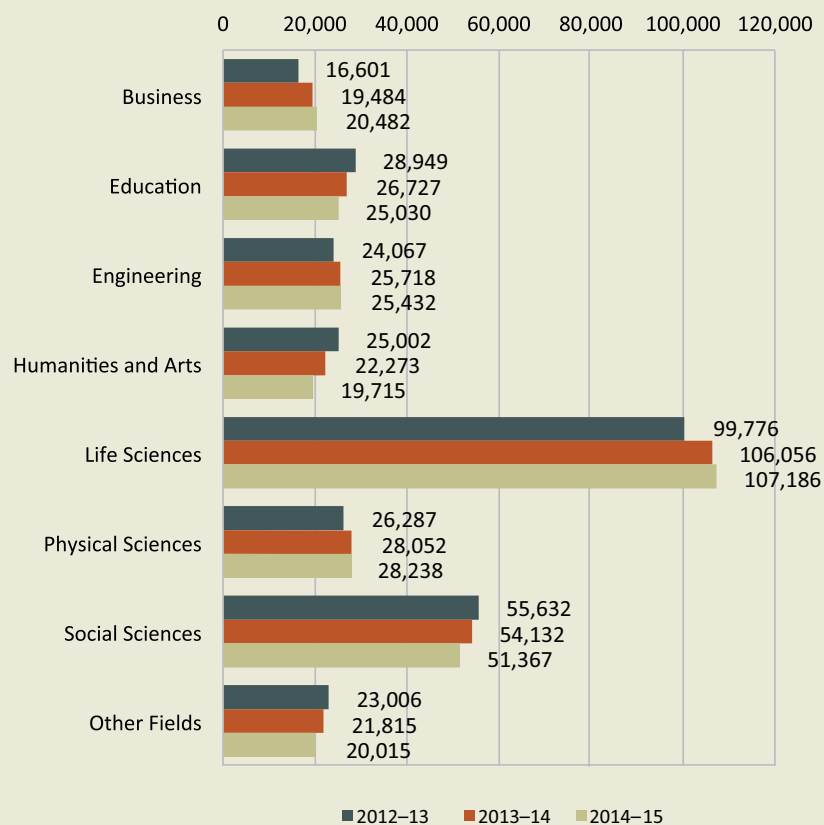
Table 3.1. Volume of GRE revised General Test Examinees, by World Region/Country

World Region/Country Where Examinees Tested	2012–13		2013–14		2014–15	
	N	Percent	N	Percent	N	Percent
United States	366,705	68	368,921	64	359,798	62
India	53,732	10	85,296	15	95,821	17
Mainland China	47,464	9	44,180	8	43,383	8
Europe	15,121	3	15,168	3	14,591	3
Other Regions/Countries	53,330	10	60,567	11	62,627	11
Total	536,352	100	574,132	100	576,220	100

Intended Graduate Major Field

Figure 3.2 shows that in testing years 2012–13, 2013–14, and 2014–15, test takers in the United States with intended graduate majors in the Life Sciences and Social Sciences were the largest groups. From testing year 2012–13 to 2014–15, the number of test takers with intended graduate majors in the Life Sciences, Physical Sciences, and Business increased. The number of test takers with intended graduate majors in the Social Sciences, Humanities and Arts, and Education decreased. The number of test takers with an intended graduate major in Engineering increased from 2012–13 to 2013–14, and decreased from 2013–14 to 2014–15.

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



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

Intended Graduate Major Field (continued)

Table 3.2 shows that from testing year 2012–13 to 2014–15, the percentages of test takers in the United States with intended graduate majors in the Life Sciences, Physical Sciences, and Business increased. The percentages of test takers with intended graduate majors in the Social Sciences, Humanities and Arts, and Education decreased. The percentage of test takers with an intended graduate major in Engineering was stable. In each testing year, at least 14 percent of the test takers did not indicate their intended graduate major.

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

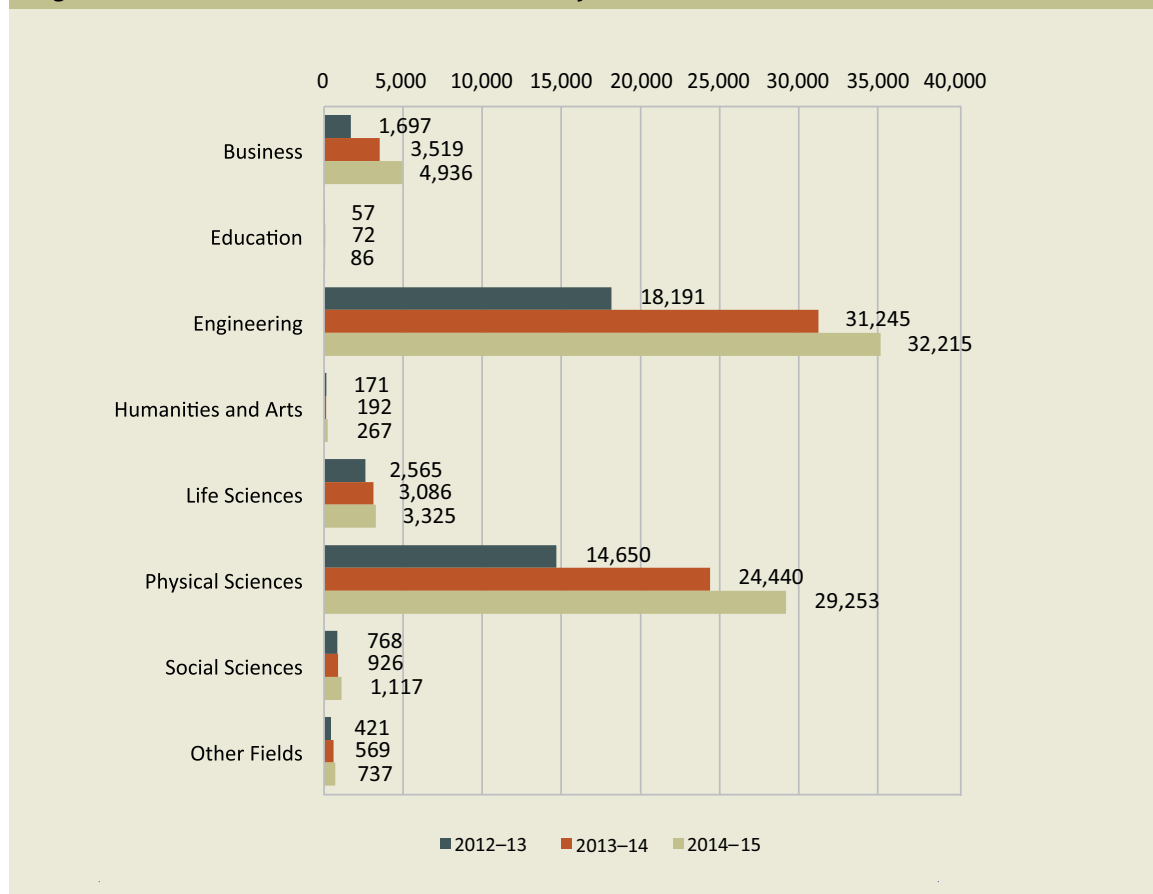
Intended Graduate Major Field	2012–13		2013–14		2014–15	
	N	Percent	N	Percent	N	Percent
Business	16,601	5	19,484	5	20,482	6
Education	28,949	8	26,727	7	25,030	7
Engineering	24,067	7	25,718	7	25,432	7
Humanities and Arts	25,002	7	22,273	6	19,715	5
Life Sciences	99,776	27	106,056	29	107,186	30
Physical Sciences	26,287	7	28,052	8	28,238	8
Social Sciences	55,632	15	54,132	15	51,367	14
Other Fields	23,006	6	21,815	6	20,015	6
Undecided	11,707	3	11,643	3	11,301	3
No Major Provided*	55,678	15	53,021	14	51,032	14
Total	366,705	100	368,921	100	359,798	100

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

Intended Graduate Major Field (continued)

Figure 3.3 shows that in testing years 2012–13, 2013–14, and 2014–15, test takers in India with intended graduate majors in Engineering and the Physical Sciences were the largest groups. From testing year 2012–13 to 2014–15, the number of test takers increased across all intended graduate majors.

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



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

Intended Graduate Major Field (continued)

Table 3.3 shows that from testing year 2012–13 to 2014–15, the percentages of test takers in India with intended graduate majors in Engineering, Physical Sciences, and Business increased. The percentage of test takers with intended graduate majors in the Life Sciences decreased. In each testing year, at least 12 percent of the test takers did not indicate their intended graduate major.

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

Intended Graduate Major Field	2012–13		2013–14		2014–15	
	N	Percent	N	Percent	N	Percent
Business	1,697	3	3,519	4	4,936	5
Education	57	<1	72	<1	86	<1
Engineering	18,191	34	31,245	37	35,215	37
Humanities and Arts	171	<1	192	<1	267	<1
Life Sciences	2,565	5	3,086	4	3,325	3
Physical Sciences	14,650	27	24,440	29	29,253	31
Social Sciences	768	1	926	1	1,117	1
Other Fields	421	1	569	1	737	1
Undecided	5,551	10	9,534	11	9,751	10
No Major Provided*	9,661	18	11,713	14	11,134	12
Total	53,732	100	85,296	100	95,821	100

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

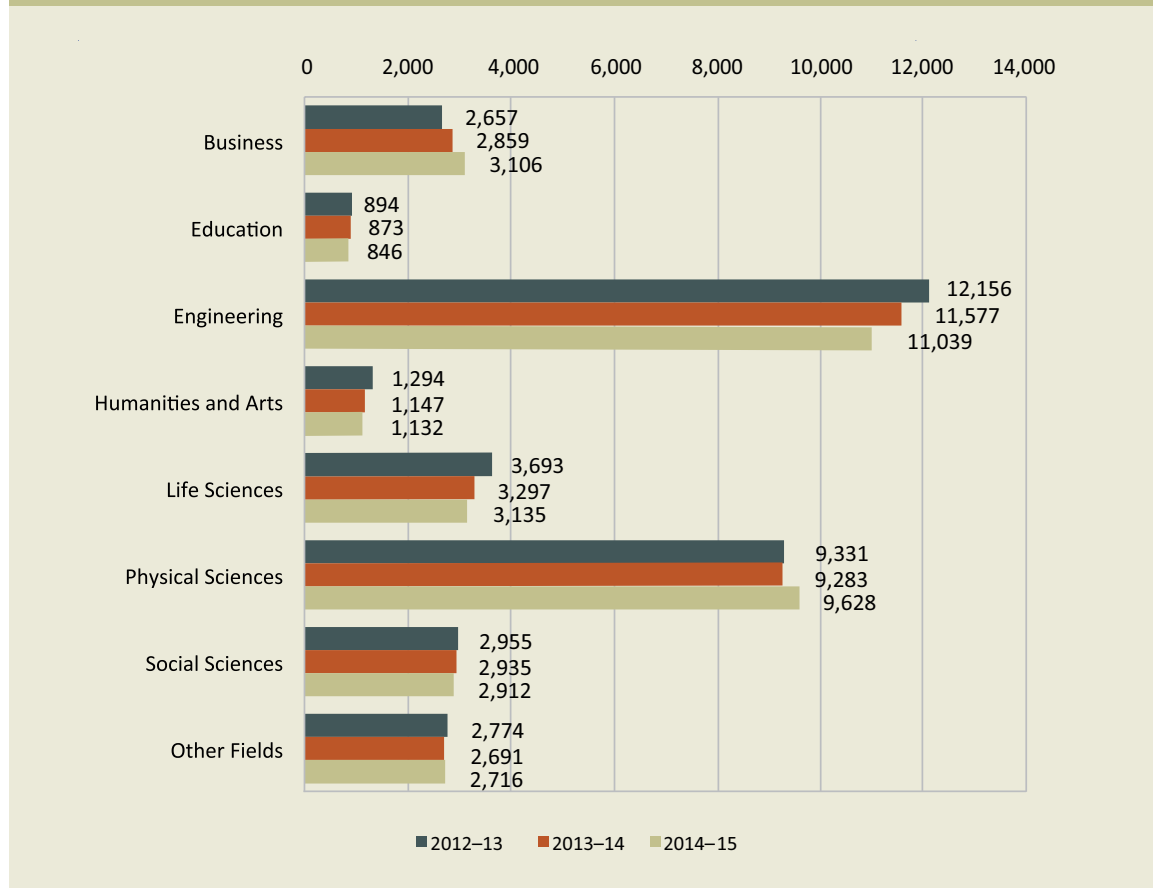
*“No Major Provided” includes those test takers who indicated their intended graduate major as “Any Department Not Listed,” those who did not respond to the background question, and those who provided an invalid answer.

Intended Graduate Major Field (continued)

Figure 3.4 shows that in testing years 2012–13, 2013–14, and 2014–15, test takers in Mainland China with intended graduate majors in Engineering and the Physical Sciences were the largest groups.

From testing year 2012–13 to 2014–15, the number of test takers decreased in all of the intended graduate majors except Business and Physical Sciences.

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



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

Intended Graduate Major Field (continued)

Table 3.4 shows that from testing year 2012–13 to 2014–15, the percentages of test takers in Mainland China whose intended graduate major was in the Physical Sciences, Social Sciences, and Business increased. The percentage of test takers whose intended graduate major was in Engineering and the Life Sciences decreased. The percentage of test takers whose intended graduate major was in the Humanities and Arts, and Education was stable. In each testing year, at least 11 percent of the test takers did not indicate their intended graduate major.

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

Intended Graduate Major Field	2012–13		2013–14		2014–15	
	N	Percent	N	Percent	N	Percent
Business	2,657	6	2,859	6	3,106	7
Education	894	2	873	2	846	2
Engineering	12,156	26	11,577	26	11,039	25
Humanities and Arts	1,294	3	1,147	3	1,132	3
Life Sciences	3,639	8	3,297	7	3,135	7
Physical Sciences	9,331	20	9,283	21	9,628	22
Social Sciences	2,955	6	2,935	7	2,912	7
Other Fields	2,774	6	2,691	6	2,716	6
Undecided	5,301	11	4,338	10	4,021	9
No Major Provided*	6,463	14	5,180	12	4,848	11
Total	47,464	100	44,180	100	43,383	100

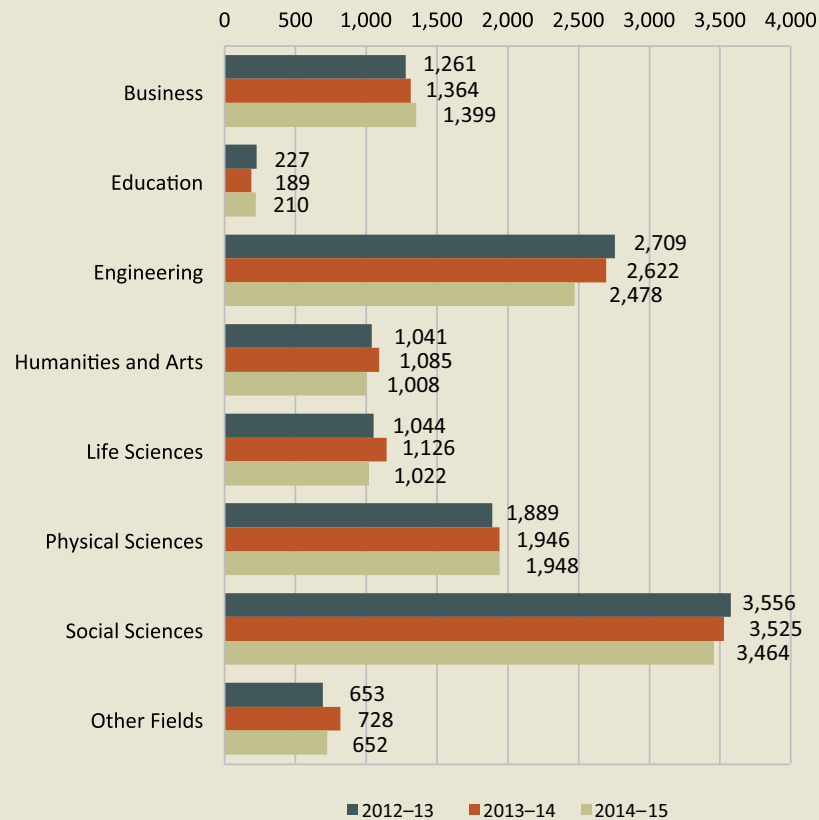
Note: See page 23 for a list of major fields.

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

Intended Graduate Major Field (continued)

Figure 3.5 shows that in testing years 2012–13, 2013–14, and 2014–15, test takers in Europe with intended graduate majors in the Social Sciences, Engineering, and the Physical Sciences were the largest groups. From testing year 2012–13 to 2014–15, the number of test takers with an intended graduate major in the Physical Sciences and Business increased. The number of test takers whose intended graduate major was in the Social Sciences, Engineering, Life Sciences, Humanities and Arts, and Education decreased.

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



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

Intended Graduate Major Field (continued)

Table 3.5 shows that from testing year 2012–13 to 2014–15, the percentages of test takers in Europe whose intended graduate major was in Business and the Physical Sciences increased. The percentage of test takers whose intended graduate major was in Engineering and Education decreased. The percentage of test takers whose intended graduate major was in the Social Sciences, Life Sciences, and Humanities and Arts was stable. In each testing year, at least 12 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	2012–13		2013–14		2014–15	
	N	Percent	N	Percent	N	Percent
Business	1,261	8	1,364	9	1,399	10
Education	227	2	189	1	210	1
Engineering	2,709	18	2,622	17	2,478	17
Humanities and Arts	1,041	7	1,085	7	1,008	7
Life Sciences	1,044	7	1,126	7	1,022	7
Physical Sciences	1,889	12	1,946	13	1,948	13
Social Sciences	3,556	24	3,525	23	3,464	24
Other Fields	653	4	728	5	652	4
Undecided	728	5	692	5	618	4
No Major Provided*	2,013	13	1,891	12	1,792	12
Total	15,121	100	15,168	100	14,591	100

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

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

Preferred Region for Graduate Study

Table 3.6 shows that in testing years 2012–13, 2013–14, and 2014–15, test takers in the United States preferred to study in the United States. The most preferred U.S. regions were the South and West. When considering other regions of the world, test takers in the United States preferred to study in Europe and Canada over other regions.

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

Preferred Region	2012–13		2013–14		2014–15	
	N	Percent	N	Percent	N	Percent
U.S. Regions						
New England	93,281	25	92,925	25	90,047	25
Mid-Atlantic	99,879	27	96,617	26	93,038	26
South	120,040	33	118,960	32	116,940	33
Midwest	93,307	25	91,590	25	89,367	25
Southwest	68,569	19	69,052	19	68,689	19
West	113,461	31	116,336	32	115,385	32
Non-U.S. Regions						
Canada	23,292	6	24,657	7	25,425	7
Africa	3,711	1	3,790	1	3,411	<1
Asia	7,617	2	8,092	2	7,899	2
Australia/New Zealand	15,460	4	17,031	5	16,925	5
Europe	40,255	11	41,847	11	42,605	12
Latin America	7,130	2	7,268	2	7,042	2

Note: This table is based on 366,705; 368,921; and 359,798 unique examinees who took the GRE revised General Test in testing year 2012–13, 2013–14, and 2014–15, respectively, in the United States. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

Preferred Region for Graduate Study (continued)

Table 3.7 shows that in testing years 2012–13, 2013–14, and 2014–15, test takers in India preferred to study in the United States. The percentages of preference were similar across all U.S. regions. When considering other regions of the world, test takers in India preferred Canada and Europe.

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

Preferred Region	2012–13		2013–14		2014–15	
	N	Percent	N	Percent	N	Percent
U.S. Regions						
New England	20,334	38	37,951	44	46,201	48
Mid-Atlantic	22,064	41	38,816	46	47,151	49
South	21,437	40	38,353	45	46,595	49
Midwest	21,679	40	38,451	45	46,661	49
Southwest	21,207	39	38,151	45	46,406	48
West	22,274	41	39,609	46	48,207	50
Non-U.S. Regions						
Canada	13,585	25	24,170	28	28,579	30
Africa	816	2	1,562	2	1,689	2
Asia	5,721	11	9,618	11	10,917	11
Australia/New Zealand	7,668	14	14,563	17	17,892	19
Europe	11,603	22	19,464	23	23,087	24
Latin America	2,426	5	3,765	4	4,398	5

Note: This table is based on 53,732; 85,296; and 95,821 unique examinees who took the GRE revised General Test in testing year 2012–13, 2013–14, and 2014–15, respectively, in India. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

Preferred Region for Graduate Study (continued)

Table 3.8 shows that in testing years 2012–13, 2013–14, and 2014–15, test takers in Europe preferred to study in Europe. When considering other regions of the world, test takers in Europe preferred the United States and Canada.

Table 3.8. Preferred Region for Graduate Study, Examinees Who Tested in Europe						
Preferred Region	2012–13		2013–14		2014–15	
	N	Percent	N	Percent	N	Percent
U.S. Regions						
New England	4,580	30	4,665	31	4,561	31
Mid-Atlantic	4,358	29	4,329	29	4,286	29
South	2,726	18	2,703	18	2,705	19
Midwest	2,850	19	2,777	18	2,829	19
Southwest	2,303	15	2,267	15	2,278	16
West	4,628	31	4,712	31	4,689	32
Non-U.S. Regions						
Canada	2,383	16	2,374	16	2,408	17
Africa	113	1	119	1	95	1
Asia	634	4	690	5	748	5
Australia/New Zealand	1,031	7	1,051	7	1,103	8
Europe	5,437	36	5,691	38	5,883	40
Latin America	231	2	213	1	184	1

Note: This table is based on 15,121; 15,168; and 14,591 unique examinees who took the GRE revised General Test in testing year 2012–13, 2013–14, and 2014–15, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

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