

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



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

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### Overview

This report provides characteristics of interest and performance information for test takers who took the GRE® revised General Test between July 1, 2012, and June 30, 2013. 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 to GRE score users about the appropriate use of GRE scores, 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](http://www.ets.org/gre/guidelines). The GRE Board and Program have long been dedicated to the principles of fairness and equity, and this report includes information about the steps that ETS takes to ensure fairness in GRE tests.

### 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 the 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, 2013. 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 539,243 test takers with valid, reportable scores on at least one of the three measures of the test. Further data refinement was conducted to include only test takers with valid scores on all three measures.

The results in this report are based on 534,761 test takers with valid scores on all three measures of the GRE revised General Test. In addition, 98 percent of the test takers took the computer-based version of the test, while 2 percent took the paper-based version.

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

## 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](mailto:gretests@ets.org) or 1-609-683-2002) for assistance with the technical aspects of conducting such a study.

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

- Test scores should always be used along with other sources of information, such as course grades, letters of recommendation, personal statements, samples of academic work, or professional experience.
- A cut-off score (i.e., a minimum score) should never be used as the only criterion for denial of admission or awarding of a fellowship.
- The Verbal Reasoning, Quantitative Reasoning and Analytical Writing scores should be treated as three separate and independent pieces of information. They should not be combined into a single score.
- Scores on the Analytical Writing measure should be expressed on the 0–6 scale on which the measure is scored. They should not be equated to the scores on the Verbal Reasoning and Quantitative Reasoning measures because the scales are not comparable.

- Decisions about applicants should not be based on small score differences, due to the inherent uncertainty in all forms of measurement. Standard errors of measurement vary by test and are available in the *GRE® Guide to the Use of Scores*, which can be downloaded at [www.ets.org/gre/guide](http://www.ets.org/gre/guide).
- GRE scores should not be used as a credential to grant a degree, to offer course credit by examination, or for advancement to candidacy.

## Steps that ETS Takes to Ensure Fairness

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

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

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

### Fairness Review

The purpose of the ETS fairness review process is to ensure that tests reflect the multicultural nature of society, and to screen out any material that might be offensive or less accessible to major subgroups of test takers, such as those based on age, disability, ethnic group, race or gender. Every question in 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.

### GRE revised General Test Score Information, Examinee Population

Table 1 shows that 52 percent of the examinees were women and 43 percent were men.

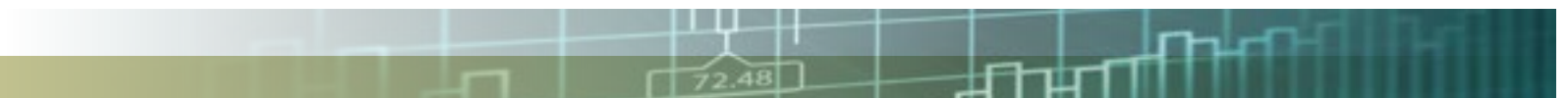
	Verbal Reasoning	Quantitative Reasoning	Analytical Writing
Mean	150.6	152.2	3.5
Standard Deviation (SD)	8.3	8.8	0.8
Number of Examinees (N)	534,761		
Percent Men	43		
Percent Women	52		

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



# Characteristics of Interest About the GRE Population

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



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

Table 3 shows that for both men and women, test takers who classified themselves as U.S. citizens and Asian or Asian American, on average, obtained a higher Quantitative Reasoning score than any other racial/ethnicity group. Test takers who classified themselves as U.S. citizens and White (non-Hispanic), on average, obtained higher Verbal Reasoning and Analytical Writing scores.

Group	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
<b>American Indian</b>	1,892	1	150.9	7.3	147.4	7.3	3.6	0.7
Men	660	35	152.3	7.5	149.5	7.8	3.6	0.8
Women	1,166	62	150.1	7.1	146.1	6.6	3.6	0.7
No Response	66	3	152.0	7.0	149.0	8.0	3.8	0.8
<b>Asian</b>	21,538	6	152.9	7.9	153.8	8.1	3.8	0.8
Men	8,460	39	153.7	7.8	156.3	8.1	3.8	0.8
Women	11,705	54	152.1	7.8	151.8	7.7	3.8	0.8
No Response	1,373	6	154.2	7.7	154.4	7.5	3.9	0.7
<b>Black</b>	27,388	8	146.7	7.3	143.3	6.7	3.3	0.8
Men	8,013	29	147.4	7.6	144.8	7.4	3.2	0.8
Women	18,187	66	146.4	7.1	142.7	6.3	3.3	0.8
No Response	1,188	4	146.7	7.4	143.0	6.7	3.3	0.8
<b>Mexican</b>	9,104	3	149.9	7.1	146.8	7.2	3.6	0.7
Men	3,256	36	151.3	7.2	149.4	7.5	3.6	0.7
Women	5,534	61	149.0	6.9	145.4	6.5	3.6	0.7
No Response	314	3	151.1	6.9	147.0	7.0	3.6	0.7
<b>Puerto Rican</b>	3,077	1	149.4	7.5	146.3	7.2	3.4	0.8
Men	1,134	37	150.4	7.8	148.1	7.7	3.4	0.9
Women	1,855	60	148.7	7.2	145.1	6.7	3.4	0.8
No Response	88	3	151.0	7.8	147.8	7.3	3.6	0.8
<b>Other Hispanic</b>	12,599	4	150.5	7.5	147.4	7.4	3.6	0.8
Men	4,370	35	151.9	7.5	150.0	7.7	3.6	0.8
Women	7,820	62	149.6	7.3	145.8	6.7	3.6	0.7
No Response	409	3	151.5	7.8	148.2	7.3	3.6	0.8
<b>White</b>	230,623	68	154.1	7.2	150.7	7.2	3.9	0.7
Men	83,160	36	155.6	7.0	153.3	7.4	3.9	0.7
Women	136,115	59	153.1	7.1	149.1	6.6	3.9	0.7
No Response	11,348	5	154.8	7.2	150.8	7.3	3.9	0.7
<b>Other</b>	14,224	4	154.2	7.9	150.3	7.9	3.9	0.8
Men	5,065	36	155.8	7.7	153.0	8.0	3.9	0.8
Women	7,851	55	153.0	7.9	148.4	7.4	3.8	0.8
No Response	1,308	9	155.7	7.4	150.9	8.0	3.9	0.7
<b>No Response</b>	17,337	5	150.7	8.5	148.0	8.4	3.6	0.9
Men	4,778	28	152.3	8.6	150.7	8.6	3.6	0.9
Women	7,927	46	149.6	8.1	146.5	7.9	3.6	0.9
No Response	4,632	27	151.1	8.6	147.7	8.4	3.6	0.9

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**Table 3. GRE revised General Test Score Information, by Racial/Ethnic Group and Gender (U.S. Citizens) cont'd.**

Group	N	Percent	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
			Mean	SD	Mean	SD	Mean	SD
<b>Total</b>	337,782	100	152.9	7.7	149.9	7.7	3.8	0.8
Men	118,896	35	154.5	7.6	152.5	8.0	3.8	0.8
Women	198,160	59	151.9	7.5	148.3	7.1	3.8	0.7
No Response	20,726	6	153.4	7.9	149.8	7.9	3.8	0.8

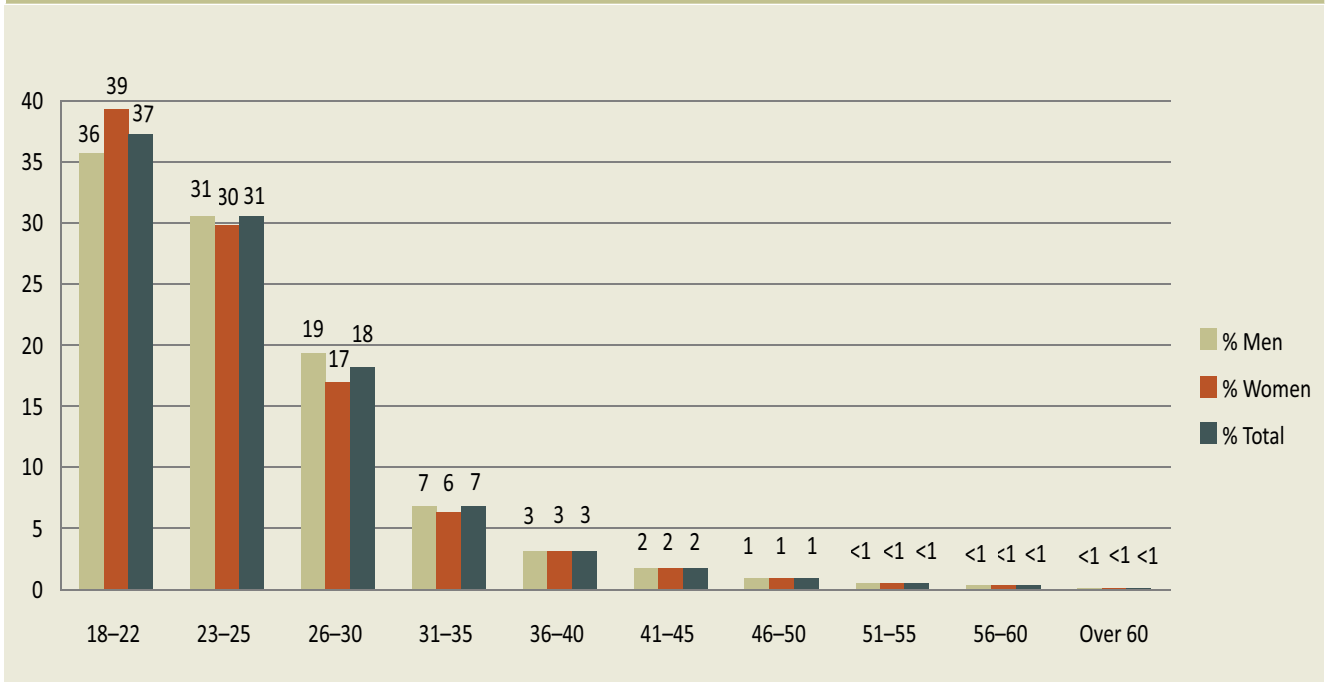
**Note:** A total of 337,782 U.S. Citizens took the GRE revised General Test between July 1, 2012, and June 30, 2013. The percentages for the overall Racial/Ethnic groups were based on this total group of test takers; the percentages for the gender groups within each Racial/Ethnic group were based on 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, 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

## Percentage of GRE revised General Test Examinees, by Age Group and Gender

Figure 1 shows that the majority of examinees were between the ages of 18 and 30.

**Figure 1. Percentage of GRE revised General Test Examinees, by Age Group and Gender**



**Note:** These analyses were based on a total of 534,761 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 group who were in a particular age range. Due to rounding, percentages may not add up to 100.

Test takers in the 46–50 category represented 0.9 percent for men, 0.7 percent for women, and 1.1 percent for the total group. Test takers in the 51–55 category represented 0.5 percent for men, 0.3 percent for women, and 0.3 percent for the total group. Test takers in the 56–60 category represented 0.2 percent for men, 0.1 percent for women, and 0.1 percent for the total group. Test takers in the Over 60 category represented 0.1 percent for men, 0.1 percent for women, and 0.1 percent for the total group.

## GRE revised General Test Score Information, by Age Group and Gender

Table 4 shows that for both men and women, on average, older examinees had higher GRE Verbal Reasoning scores than younger examinees.

On the GRE Quantitative Reasoning measure, for both men and women, older examinees had lower average scores than examinees at younger ages. In addition, men consistently scored higher than women on the Quantitative Reasoning measure across all age groups, except the 36–40 age group.

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

**Table 4. GRE revised General Test Score Information, by Age Group and Gender**

		Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
Age	N	Mean	SD	Mean	SD	Mean	SD
<b>18–22</b>	199,270	150.3	8.1	154.7	8.6	3.6	0.8
Men	82,359	149.8	8.8	157.7	8.3	3.4	0.9
Women	108,947	150.5	7.6	152.6	8.2	3.7	0.8
No Response	7,964	153.2	7.7	152.2	7.9	3.9	0.8
<b>23–25</b>	163,079	150.4	8.2	152.4	8.5	3.5	0.8
Men	72,402	150.3	8.5	155.2	8.3	3.4	0.9
Women	82,709	150.3	7.9	150.2	8.0	3.6	0.8
No Response	7,968	152.3	8.3	150.9	8.1	3.7	0.8
<b>26–30</b>	97,289	150.8	8.7	150.9	8.3	3.5	0.9
Men	44,477	151.0	8.9	153.2	8.2	3.4	0.9
Women	47,273	150.4	8.4	148.8	7.8	3.5	0.8
No Response	5,539	151.9	8.9	149.9	8.1	3.6	0.9
<b>31–35</b>	36,597	151.1	8.7	148.7	8.1	3.5	0.9
Men	16,754	151.6	9.1	151.0	8.2	3.5	0.9
Women	17,487	150.6	8.3	146.7	7.5	3.5	0.8
No Response	2,356	151.6	8.9	148.4	8.2	3.5	0.9
<b>36–40</b>	16,813	151.1	8.5	146.7	7.9	3.4	0.8
Men	7,080	151.6	8.8	145.0	7.2	3.4	0.9
Women	8,638	150.7	8.2	148.9	8.1	3.5	0.8
No Response	1,095	151.1	8.8	146.3	8.1	3.4	0.8
<b>41–45</b>	9,975	151.2	8.6	145.5	7.7	3.4	0.8
Men	3,814	152.2	8.8	147.8	8.0	3.4	0.9
Women	5,532	150.6	8.2	144.0	7.0	3.5	0.8
No Response	629	150.7	8.8	144.7	7.8	3.4	0.8
<b>46–50</b>	5,974	151.6	8.7	144.7	7.7	3.4	0.8
Men	2,032	152.4	9.0	147.1	8.2	3.4	0.9
Women	3,541	151.2	8.4	143.3	7.0	3.4	0.8
No Response	401	150.7	8.7	144.5	8.2	3.4	0.9

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**Table 4. GRE revised General Test Score Information, by Age Group and Gender continued**

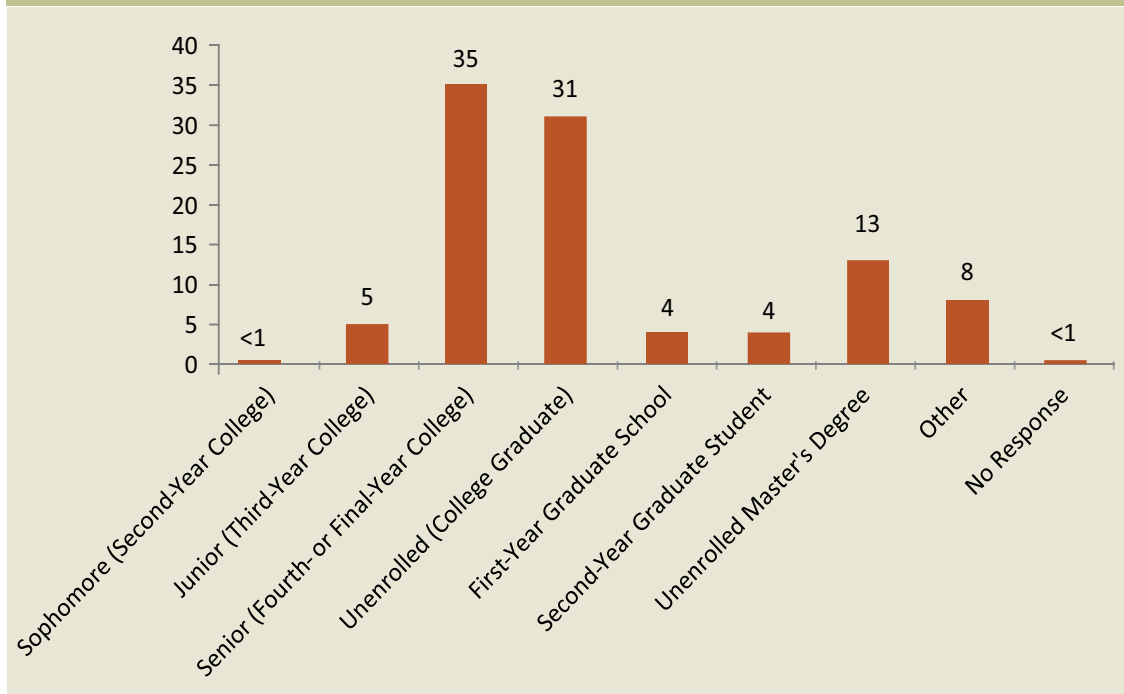
Age	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
<b>51–55</b>	3,384	151.8	8.4	144.1	7.5	3.4	0.8
Men	1,142	152.8	8.5	146.1	7.8	3.4	0.8
Women	2,032	151.4	8.3	142.0	6.6	3.4	0.8
No Response	210	149.3	8.6	142.1	7.2	3.2	0.8
<b>56–60</b>	1,572	152.1	8.9	143.5	7.4	3.4	0.8
Men	576	153.2	8.8	146.1	7.8	3.4	0.9
Women	885	151.6	8.7	142.0	6.6	3.4	0.8
No Response	111	150.1	9.3	142.1	7.2	3.3	0.8
<b>Over 60</b>	649	152.5	9.0	143.4	7.6	3.3	0.8
Men	309	153.4	9.0	145.3	8.1	3.3	0.8
Women	283	151.7	8.7	141.8	6.7	3.4	0.8
No Response	57	150.7	10.0	141.1	7.3	3.2	0.9
<b>Total</b>	534,602	150.6	8.3	152.2	8.8	3.5	0.8
Men	230,945	150.5	8.8	154.9	8.7	3.4	0.9
Women	277,327	150.5	7.9	150.2	8.3	3.6	0.8
No Response	26,330	152.3	8.4	150.3	8.3	3.7	0.8

**Note:** A total of 534,602 examinees were included in the analysis for this table. One hundred fifty-nine (159) examinees were excluded from the results in this table due to a reported age less than 18.

## Percentage of GRE revised General Test Examinees, by Current Educational Level

Figure 2 shows that 66 percent of examinees reported a current educational level of senior (fourth- or final-year college) or being an unenrolled college graduate.

**Figure 2. Percentage of GRE revised General Test Examinees, by Current Educational Level**



**Note:** These analyses were based on a total of 534,761 test takers. Sophomores (second-year college) represented 0.4 percent of test takers. Test takers in the No Response category represented 0.2 percent of test takers. Due to rounding, percentages may not add up to 100.

## Percentage of GRE revised General Test Examinees, by Graduate Degree Objective

Table 5 shows that about 68 percent of examinees who responded to this question reported a graduate degree objective of either master's degree (40 percent) or doctorate degree (28 percent).

Table 5. Percentage of GRE revised General Test Examinees, by Graduate Degree Objective		
Graduate Degree Objective	Number	Percent
Master's (M.A., M.S., M.Ed.)	211,975	40
Intermediate (Such As Specialist)	2,669	<1
M.B.A.	9,516	2
Doctorate (Ph.D., Ed.D.)	149,626	28
Postdoctoral Study	5,805	1
Non-Degree Graduate Study	823	<1
Not Currently Planning Graduate Study	1,003	<1
No Response	153,344	29
Total	534,761	100

**Note:** A total of 381,417 examinees (71 percent) responded to this background question.

## Intended Graduate Major Fields

Tables and figures in this section refer to the Intended Graduate 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 Electronics Engineering  
Industrial Engineering  
Materials Engineering  
Mechanical Engineering

### Humanities and Arts

Arts  
English Language and Literature  
Foreign Languages and Literatures  
History  
Philosophy

### Natural Sciences

Agriculture  
Biological Sciences  
Chemistry  
Computer and Information Sciences  
Earth, Atmospheric, and Marine Sciences  
Health and Medical Sciences  
Mathematical Sciences  
Physics and Astronomy

### Social Sciences

Anthropology and Archaeology  
Economics  
Political Science  
Psychology  
Sociology

### Other Fields

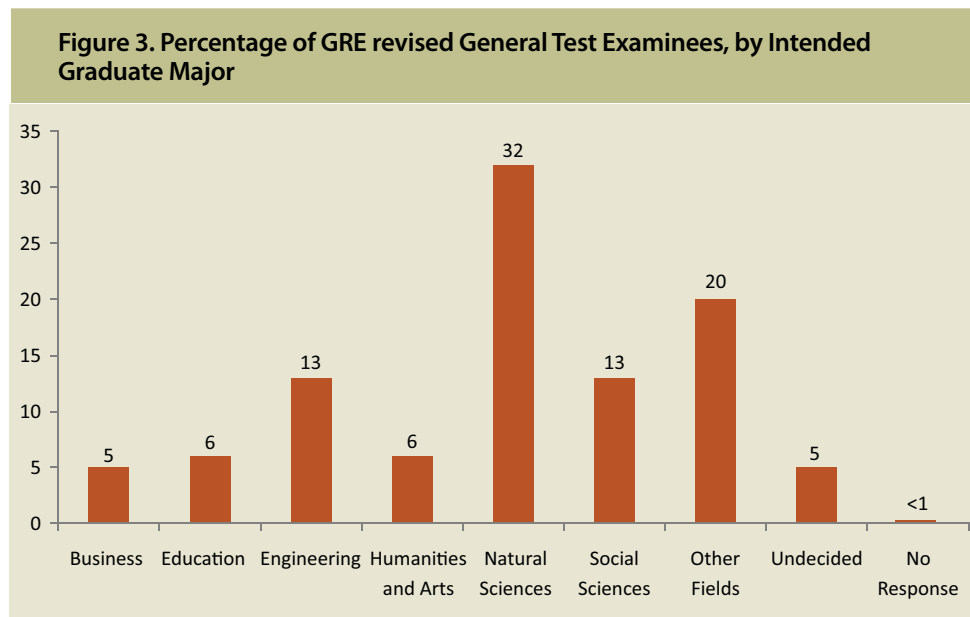
Architecture and Environmental Design  
Communications  
Home Economics  
Library and Archival Sciences  
Public Administration  
Religion and Theology  
Social Work  
Other

**Note:** For a more detailed list of Intended Graduate Major Fields, go to [www.ets.org/gre/gradmajorfields](http://www.ets.org/gre/gradmajorfields).



### Percentage of GRE revised General Test Examinees, by Intended Graduate Major

Figure 3 shows that, overall, the most commonly reported Intended Graduate Major Fields were within the Natural Sciences and Other Fields, followed by Engineering and Social Sciences.



**Note:** These analyses were based on a total of 534,761 test takers. Test takers in the No Response category represented 0.3 percent of test takers. See page 13 for a list of Intended Graduate Major Fields.

### GRE Score Information, by Intended Graduate Major Field and Gender

Table 6 shows that men and women indicating an intended graduate major in the field of Humanities and Arts had a higher mean score on the Verbal Reasoning measure than men and women in other majors.

Table 7 shows that men and women with an intended graduate major in Engineering had a higher mean score on the Quantitative Reasoning measure than men and women in other majors.

Table 8 shows that men and women indicating an intended graduate major in the Humanities and Arts had a higher mean score on the Analytical Writing measure than men and women in other majors.

## GRE Verbal Reasoning Score Information, by Intended Graduate Major Field and Gender

**Table 6. GRE Verbal Reasoning Score Information, by Intended Graduate Major Field and Gender**

Intended Graduate Major		Men	Women	No Response	Total
Business	N	12,705	11,305	1,209	25,219
	Mean	149.9	149.1	150.5	149.5
	SD	8.0	7.5	8.4	7.8
Education	N	7,707	21,806	2,044	31,557
	Mean	152.1	150.4	150.5	150.8
	SD	8.2	7.6	7.9	7.8
Engineering	N	51,049	15,008	1,835	67,892
	Mean	148.2	148.2	152.6	148.3
	SD	8.4	8.3	8.7	8.4
Humanities and Arts	N	12,250	15,689	1,918	29,857
	Mean	157.3	155.5	156.7	156.3
	SD	7.6	7.7	7.7	7.7
Natural Sciences	N	70,327	93,992	7,710	172,029
	Mean	150.6	150.4	152.6	150.6
	SD	8.5	7.5	7.9	8.0
Social Sciences	N	24,559	42,633	3,759	70,951
	Mean	154.3	152.2	153.5	153.0
	SD	7.9	7.6	8.1	7.8
Other Fields	N	39,640	63,368	6,070	109,078
	Mean	149.5	149.5	151.0	149.6
	SD	8.8	7.9	8.5	8.3
Undecided	N	12,249	12,923	1,294	26,466
	Mean	147.5	148.2	151.4	148.0
	SD	8.9	8.6	9.7	8.8
No Response	N	522	670	520	1,712
	Mean	146.9	147.7	148.2	147.6
	SD	8.7	8.0	8.5	8.4
Total	N	231,008	277,394	26,359	534,761
	Mean	150.5	150.5	152.2	150.6
	SD	8.8	7.9	8.4	8.3

See page 13 for a list of Intended Graduate Major Fields.

## GRE Quantitative Reasoning Score Information, by Intended Graduate Major Field and Gender

**Table 7. GRE Quantitative Reasoning Score Information, by Intended Graduate Major Field and Gender**

Intended Graduate Major		Men	Women	No Response	Total
Business	N	12,705	11,305	1,209	25,219
	Mean	153.2	151.1	150.3	152.2
	SD	8.8	9.2	8.2	9.0
Education	N	7,707	21,806	2,044	31,557
	Mean	149.1	146.9	146.6	147.4
	SD	8.1	7.4	7.3	7.6
Engineering	N	51,049	15,008	1,835	67,892
	Mean	159.1	158.5	158.4	159.0
	SD	7.2	7.1	6.8	7.2
Humanities and Arts	N	12,250	15,689	1,918	29,857
	Mean	150.5	148.7	148.9	149.5
	SD	7.7	7.5	7.5	7.6
Natural Sciences	N	70,327	93,992	7,710	172,029
	Mean	156.0	151.0	152.1	153.1
	SD	8.2	7.7	7.8	8.3
Social Sciences	N	24,559	42,633	3,759	70,951
	Mean	153.2	149.4	149.7	150.7
	SD	8.4	7.9	8.1	8.3
Other Fields	N	39,640	63,368	6,070	109,078
	Mean	151.7	148.5	147.9	149.6
	SD	8.7	8.3	7.7	8.6
Undecided	N	12,249	12,923	1,294	26,466
	Mean	154.7	152.3	150.2	153.3
	SD	9.3	9.3	8.8	9.4
No Response	N	522	670	520	1,712
	Mean	150.0	146.5	146.8	147.6
	SD	9.1	8.2	8.0	8.6
Total	N	231,008	277,394	26,359	534,761
	Mean	154.9	150.2	150.3	152.2
	SD	8.7	8.3	8.3	8.8

See page 13 for a list of Intended Graduate Major Fields.

## GRE Analytical Writing Score Information, by Intended Graduate Major Field and Gender

**Table 8. GRE Analytical Writing Score Information, by Intended Graduate Major Field and Gender**

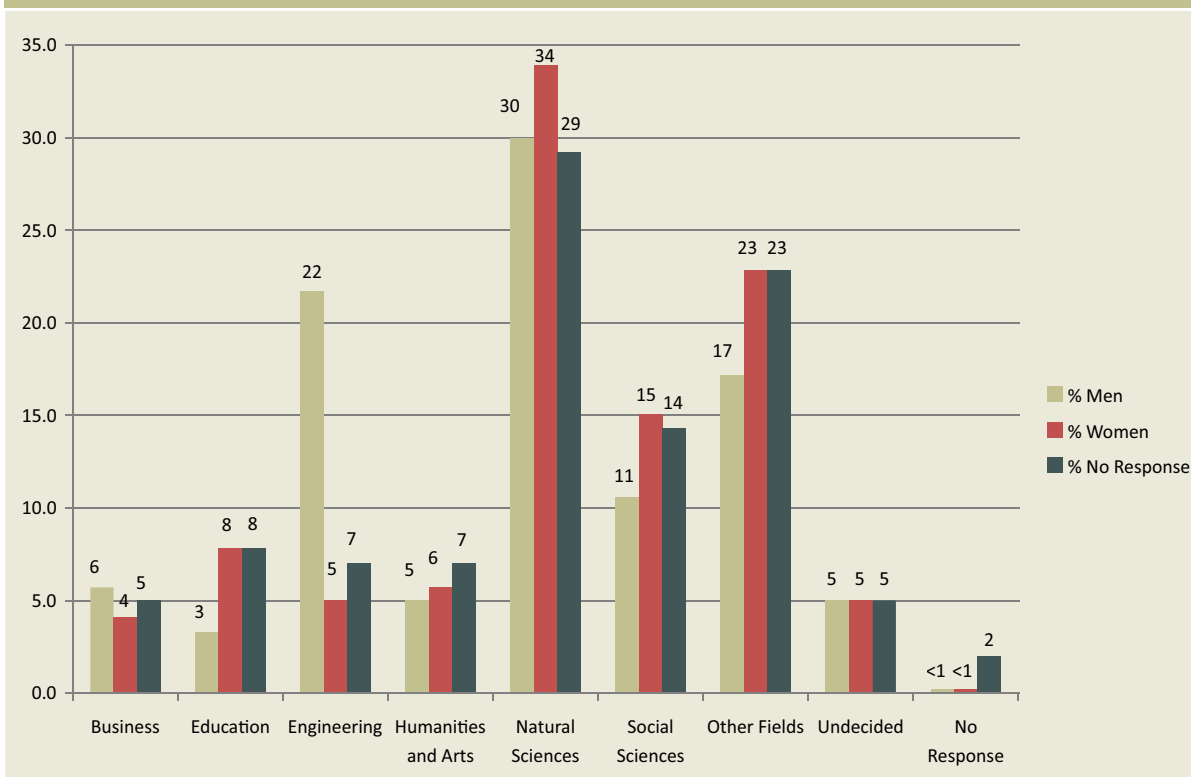
Intended Graduate Major		Men	Women	No Response	Total
Business	N	12,705	11,305	1,209	25,219
	Mean	3.4	3.5	3.5	3.4
	SD	0.8	0.8	0.8	0.8
Education	N	7,707	21,806	2,044	31,557
	Mean	3.7	3.7	3.6	3.7
	SD	0.8	0.8	0.8	0.8
Engineering	N	51,049	15,008	1,835	67,892
	Mean	3.2	3.3	3.6	3.2
	SD	0.8	0.8	0.8	0.8
Humanities and Arts	N	12,250	15,689	1,918	29,857
	Mean	4.0	4.0	4.0	4.0
	SD	0.8	0.8	0.8	0.8
Natural Sciences	N	70,327	93,992	7,710	172,029
	Mean	3.4	3.6	3.7	3.5
	SD	0.8	0.8	0.8	0.8
Social Sciences	N	24,559	42,633	3,759	70,951
	Mean	3.8	3.8	3.8	3.8
	SD	0.8	0.8	0.8	0.8
Other Fields	N	39,640	63,368	6,070	109,078
	Mean	3.4	3.5	3.6	3.5
	SD	0.9	0.8	0.9	0.9
Undecided	N	12,249	12,923	1,294	26,466
	Mean	3.1	3.3	3.5	3.2
	SD	0.9	0.9	1.0	0.9
No Response	N	522	670	520	1,712
	Mean	3.2	3.5	3.4	3.4
	SD	0.8	0.8	0.9	0.9
Total	N	231,008	277,394	26,359	534,761
	Mean	3.4	3.6	3.7	3.5
	SD	0.9	0.8	0.8	0.8

See page 13 for a list of Intended Graduate Major Fields.

### Percentage of GRE revised General Test Examinees, by Intended Graduate Major Field and Gender

Figure 4 shows that the percentage of men who indicated an intended graduate major of Engineering (22 percent) was significantly higher than the percentage of women indicating an intended graduate major of Engineering (5 percent). The percentage of women who indicated an intended graduate major of Education (8 percent) and Social Sciences (15 percent) exceeded the number of men indicating an intended graduate major in Education (3 percent) and Social Sciences (11 percent). A similar percentage of men and women indicated an intended graduate major within Humanities and Arts and Natural Sciences.

**Figure 4. Percentage of GRE revised General Test Examinees, by Intended Graduate Major Field and Gender**



**Note:** These analyses were based on a total of 534,761 test takers. The percentages in the figure above represent the percentage of test takers within a particular gender category (e.g., men, women, no response) for each intended graduate major field. Test takers in the No Response category represented 0.2 percent for men and 0.2 percent for women. Due to rounding, percentages may not add up to 100. See page 13 for a list of Intended Graduate Major Fields.

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

Table 9 shows that there was a higher percentage of men (52 percent) than women (45 percent) who indicated M.B.A. as their graduate degree objective. The table also shows that men who indicated M.B.A. as their graduate degree objective had a substantially higher mean score on the GRE Quantitative Reasoning measure than women.

**Table 9. 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	4,977	52	150.9	8.2	151.1	7.9	3.6	0.8
Women	4,300	45	149.7	7.8	147.7	7.5	3.6	0.8
No Response	239	3	151.6	8.2	149.7	7.6	3.6	0.8
Total	9,516	100	150.4	8.1	149.5	7.9	3.6	0.8

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

Table 10 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 majors.



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

Table 11 shows that across all racial/ethnic groups, test takers with an intended graduate major in Engineering had a substantially higher mean score on the Quantitative Reasoning measure than those with other majors.

**Table 11. GRE Quantitative Reasoning Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens)**

Intended Graduate Major		American Indian	Asian	Black	Mexican	Puerto Rican	Other Hispanic	White	Other	No Response	Total
Business	N	71	1,016	2,062	392	148	667	8,531	568	996	14,451
	Mean	147.3	152.8	143.8	146.5	145.9	147.0	150.2	149.3	148.0	149.0
	SD	6.4	8.2	6.4	6.5	7.1	6.8	6.7	7.7	7.9	7.3
Education	N	166	997	3,687	866	208	965	18,906	875	1,588	28,258
	Mean	146.0	151.0	141.7	144.5	144.1	144.6	148.2	146.9	144.7	146.9
	SD	6.6	7.8	6.0	6.5	6.4	6.4	6.8	7.3	7.3	7.2
Engineering	N	80	2,381	787	488	198	709	12,173	804	864	18,484
	Mean	155.7	160.6	152.3	154.9	153.6	156.3	159.4	158.9	157.4	158.8
	SD	6.9	6.2	6.6	6.1	6.0	6.3	5.5	6.2	6.8	6.1
Humanities and Arts	N	130	809	1,008	628	179	746	18,658	1,343	940	24,441
	Mean	146.7	151.6	143.3	145.7	145.4	146.8	149.4	149.0	147.4	148.9
	SD	6.9	7.5	6.4	6.6	6.9	7.0	6.9	7.1	7.6	7.1
Natural Sciences	N	627	8,964	7,219	2,737	1,037	3,850	82,631	4,262	5,104	116,431
	Mean	149.0	154.1	145.1	148.7	147.3	148.8	151.8	152.0	150.3	151.3
	SD	6.8	7.7	6.6	6.9	7.0	7.1	6.9	7.8	7.9	7.3
Social Sciences	N	330	2,799	4,390	1,645	543	2,410	35,798	2,711	2,568	53,194
	Mean	146.4	152.4	143.1	146.1	145.4	146.6	150.0	149.1	146.8	149.0
	SD	7.1	7.8	6.5	6.6	6.8	6.9	6.9	7.4	7.9	7.3
Other Fields	N	447	3,860	7,403	2,124	679	2,907	47,664	3,092	4,471	72,647
	Mean	145.1	151.2	141.5	144.7	144.4	145.2	148.7	148.4	145.3	147.5
	SD	7.0	7.9	6.1	6.7	6.9	6.8	6.7	7.5	8.0	7.3
Undecided	N	41	710	826	223	84	345	6,251	565	780	9,825
	Mean	147.0	154.0	142.5	145.5	144.8	145.7	150.6	150.2	148.8	149.6
	SD	8.1	8.3	6.6	7.6	7.7	7.5	7.4	7.8	9.4	8.1
No Response	N	0	2	6	1	1	0	11	4	26	51
	Mean	--	--	--	--	--	--	--	--	--	149.4
	SD	--	--	--	--	--	--	--	--	--	7.6
TOTAL	N	1,892	21,538	27,388	9,104	3,077	12,599	230,623	14,224	17,337	337,782
	Mean	147.4	153.8	143.3	146.8	146.3	147.4	150.7	150.3	148.0	149.9
	SD	7.3	8.1	6.7	7.2	7.2	7.4	7.2	7.9	8.4	7.7

**Note:** A total of 337,782 U.S. Citizens took the GRE revised General Test between July 1, 2012, and June 30, 2013. 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, 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



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

Table 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 Analytical Writing measure than those with other majors.

**Table 12. GRE Analytical Writing Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens)**

Intended Graduate Major		American Indian	Asian	Black	Mexican	Puerto Rican	Other Hispanic	White	Other	No Response	Total
Business	N	71	1,016	2,062	392	148	667	8,531	568	996	14,451
	Mean	3.6	3.8	3.3	3.4	3.3	3.5	3.8	3.8	3.5	3.7
	SD	0.8	0.8	0.7	0.7	0.8	0.7	0.7	0.9	0.8	0.8
Education	N	166	997	3,687	866	208	965	18,906	875	1,588	28,258
	Mean	3.7	3.9	3.3	3.5	3.5	3.6	3.9	3.8	3.5	3.7
	SD	0.8	0.8	0.8	0.7	0.8	0.8	0.7	0.8	0.8	0.8
Engineering	N	80	2,381	787	488	198	709	12,173	804	864	18,484
	Mean	3.6	3.9	3.4	3.6	3.3	3.7	4.0	3.9	3.7	3.9
	SD	0.8	0.8	0.7	0.7	0.7	0.7	0.7	0.8	0.9	0.7
Humanities and Arts	N	130	809	1,008	628	179	746	18,658	1,343	940	24,441
	Mean	3.9	4.1	3.7	3.8	3.7	3.9	4.2	4.2	4.0	4.1
	SD	0.7	0.8	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.8
Natural Sciences	N	627	8,964	7,219	2,737	1,037	3,850	82,631	4,262	5,104	116,431
	Mean	3.6	3.8	3.3	3.6	3.4	3.6	3.8	3.8	3.7	3.8
	SD	0.7	0.7	0.7	0.7	0.8	0.7	0.7	0.7	0.8	0.7
Social Sciences	N	330	2,799	4,390	1,645	543	2,410	35,798	2,711	2,568	53,194
	Mean	3.6	4.0	3.4	3.7	3.6	3.7	4.0	3.9	3.7	3.9
	SD	0.8	0.8	0.8	0.7	0.8	0.8	0.7	0.8	0.9	0.8
Other Fields	N	447	3,860	7,403	2,124	679	2,907	47,664	3,092	4,471	72,647
	Mean	3.6	3.8	3.2	3.5	3.4	3.5	3.8	3.8	3.4	3.7
	SD	0.8	0.8	0.8	0.7	0.9	0.8	0.7	0.8	0.9	0.8
Undecided	N	41	710	826	223	84	345	6,251	565	780	9,825
	Mean	3.4	3.8	3.1	3.5	3.2	3.5	3.9	3.8	3.5	3.8
	SD	0.9	0.9	0.8	0.8	1.0	0.9	0.7	0.9	1.0	0.8
No Response	N	0	2	6	1	1	0	11	4	26	51
	Mean	--	--	--	--	--	--	--	--	--	3.9
	SD	--	--	--	--	--	--	--	--	--	0.8
TOTAL	N	1,892	21,538	27,388	9,104	3,077	12,599	230,623	14,224	17,337	337,782
	Mean	3.6	3.8	3.3	3.6	3.4	3.6	3.9	3.9	3.6	3.8
	SD	0.7	0.8	0.8	0.7	0.8	0.8	0.7	0.8	0.9	0.8

**Note:** A total of 337,782 U.S. Citizens took the GRE revised General Test between July 1, 2012, and June 30, 2013. 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, 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

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

Table 13 shows that test takers who classified themselves as Asian or Asian American, and whose graduate degree objective was an M.B.A., obtained the highest Quantitative Reasoning and Analytical Writing scores.

**Table 13. 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	44	1	150.8	9.0	147.5	6.9	3.7	1.0
Asian	526	7	152.5	8.1	153.0	8.2	3.9	0.8
Black	1,090	15	146.2	7.1	143.6	6.5	3.3	0.8
Mexican	227	3	148.1	7.3	145.4	6.8	3.4	0.8
Puerto Rican	88	1	149.9	7.3	146.5	7.5	3.4	0.8
Other Hispanic	392	5	148.7	7.7	146.6	7.1	3.5	0.8
White	4,635	62	152.7	7.2	150.0	6.7	3.8	0.7
Other	338	5	153.0	7.8	149.1	7.4	3.8	0.8
No Response	87	1	153.7	8.1	151.3	7.7	3.9	0.7
Total	7,427	100	151.4	7.7	148.9	7.4	3.7	0.8

**Note:** This analysis is based on a total of 7,427 U.S. Citizens with M.B.A. as their intended graduate major who took the GRE revised General Test between July 1, 2012, and June 30, 2013.

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; **Mexican** — Mexican, Mexican American, or Chicano; **Puerto Rican** — Puerto Rican; **Other Hispanic** — Other Hispanic, Latino, or Latin American; **White** — White (non-Hispanic); **Other** — Other

### GRE revised General Test Score Information, by Enrollment Preference

Table 14 shows that 61 percent of test takers planned to enroll in a full-time graduate or business school program.

**Table 14. 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	325,452	61	151.3	8.1	151.9	8.5	3.6	0.8
Part Time	28,365	5	151.2	7.7	147.7	7.8	3.6	0.8
Undecided	29,135	5	151.7	8.5	151.1	8.2	3.6	0.8
No Response	151,809	28	148.6	8.5	154.0	9.3	3.3	0.9
Total	534,761	100	150.6	8.3	152.2	8.8	3.5	0.8

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

Table 15 shows that 65 percent of the test takers who indicated M.B.A. as their graduate degree objective planned to enroll in a full-time business school program.

**Table 15. 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	6,162	65	150.0	8.3	149.9	8.2	3.5	0.9
Part Time	2,284	24	150.9	7.3	148.2	6.8	3.6	0.8
Undecided	967	10	151.4	8.3	150.4	7.8	3.7	0.8
No Response	103	1	149.0	8.0	149.8	9.2	3.4	0.8
Total	9,516	100	150.4	8.1	149.5	7.9	3.6	0.8

## GRE revised General Test Score Information, by Years of Full-time Work Experience

Table 16 shows that 45 percent of test takers had two years of full-time work experience or less. However, 40 percent of test takers did not provide a response to this question. Test takers with more years of full-time work experience had higher mean 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 mean Quantitative Reasoning scores.

			Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
Years of Full-time Work Experience	N	Percent	Mean	SD	Mean	SD	Mean	SD
Less than 1 Year	170,992	32	151.4	7.9	151.9	8.4	3.7	0.8
1–2 Years	69,912	13	151.2	8.2	151.0	8.1	3.6	0.8
3–4 Years	29,192	5	151.5	8.6	150.4	8.2	3.6	0.9
5–7 Years	21,775	4	152.1	8.5	149.5	8.2	3.6	0.8
8–10 Years	11,262	2	152.3	8.4	148.2	8.0	3.6	0.8
11–14 Years	5,812	1	152.6	8.2	147.7	7.9	3.6	0.8
15–19 Years	4,678	1	152.8	8.2	146.9	8.0	3.6	0.8
20–29 Years	3,980	1	153.9	8.2	146.6	8.0	3.6	0.8
Over 30 Years	1,199	<1	152.4	8.4	146.0	8.0	3.5	0.7
No Response	215,959	40	149.2	8.5	154.0	9.1	3.4	0.9
Total	534,761	100	150.6	8.3	152.2	8.8	3.5	0.8

**Note:** Test takers in the Over 30 Years category represented 0.2 percent of test takers.

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

Table 17 shows that 55 percent of test takers who indicated M.B.A. as their graduate degree objective had two years of full-time work experience or less. Test takers who had more years of full-time work experience, obtained higher mean Verbal Reasoning scores than test takers with fewer years of full-time work experience. Test takers with fewer years of full-time work experience had higher mean Quantitative Reasoning scores.

**Table 17. 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	2,914	31	149.7	7.6	150.3	8.1	3.6	0.8
1–2 Years	2,264	24	149.8	8.0	149.3	7.7	3.6	0.8
3–4 Years	1,368	14	150.9	8.6	149.9	7.9	3.6	0.8
5–7 Years	1,238	13	151.3	8.2	149.3	7.7	3.6	0.8
8–10 Years	605	6	150.9	7.9	147.9	7.0	3.5	0.8
11–14 Years	242	3	151.3	8.2	147.7	7.3	3.4	0.8
15–19 Years	169	2	151.3	7.6	145.9	6.4	3.5	0.7
20–29 Years	148	2	151.8	8.4	145.8	6.4	3.5	0.8
Over 30 Years	23	<1	--	--	--	--	--	--
No Response	545	6	150.8	8.8	150.8	8.5	3.6	0.9
Total	9,516	100	150.4	8.1	149.5	7.9	3.6	0.8

**Note:** Test takers in the Over 30 Years category represented 0.2 percent of test takers. Statistics for groups with less than 30 test takers were not reported.

### GRE revised General Test Score Information, by Program Format

Table 18 shows that 50 percent of test takers indicated they would like to pursue a graduate or business degree on campus. 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.

**Table 18. 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	267,923	50	151.7	8.2	151.9	8.3	3.7	0.8
Online	11,950	2	149.9	7.6	146.7	7.9	3.5	0.8
Combination	35,422	7	149.8	7.5	147.0	7.5	3.5	0.8
Undecided	14,052	3	150.9	8.4	150.8	8.2	3.6	0.8
No Response	205,414	38	149.2	8.5	154.1	9.1	3.4	0.9
Total	534,761	100	150.6	8.3	152.2	8.8	3.5	0.8

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

Table 19 shows that 67 percent of test takers with M.B.A. as their graduate degree objective indicated they would like to pursue a business degree on campus. 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 19. 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	6,340	67	150.7	8.2	150.3	7.9	3.6	0.8
Online	628	7	148.9	7.2	146.4	6.9	3.5	0.7
Combination	1,652	17	149.2	7.4	147.1	7.0	3.5	0.8
Undecided	454	5	151.6	7.9	150.5	7.7	3.6	0.8
No Response	442	5	150.8	8.9	151.1	8.6	3.5	0.9
Total	9,516	100	150.4	8.1	149.5	7.9	3.6	0.8

## Examinee Volume for the Top Three World Regions

Table 20 shows that the most common world region where examinees took the GRE revised General Test, outside of the United States, is Asia, with 22 percent of examinees testing in that region.

World Region	N	Percent
United States	365,732	68
Asia	119,855	22
Europe	14,892	3

## Distribution of Intended Graduate Major for Examinees Who Tested in the United States

Table 21 shows that of those who reported an intended graduate major, the top three intended graduate majors were in the Natural Sciences (34 percent), Other Fields (21 percent), and Social Sciences (15 percent).

**Table 21. Distribution of Intended Graduate Major for Examinees Who Tested in the United States**

Intended Graduate Major	N	Percent
Business	16,542	5
Education	28,899	8
Engineering	23,945	7
Humanities and Arts	24,980	7
Natural Sciences	125,807	34
Social Sciences	55,518	15
Other Fields	77,551	21
Undecided	11,657	3
No Response	833	<1
Total	365,732	100

**Note:** A total of 365,732 examinees tested in the United States, with 99.8 percent of examinees (364,899) reporting their intended graduate major. Test takers in the No Response category represented 0.2 percent of test takers. See page 13 for a list of Intended Graduate Major Fields.

### Characteristics of Examinees Who Tested in the United States:

- 58 percent were women
- 34 percent were between the ages of 18 and 22
- Approximately 64 percent were 25 years of age or younger
- Approximately 83 percent were 30 years of age or younger
- 99.4 percent of examinees who tested within the United States resided in the United States
- 37 percent were in their fourth or final year of college
- 36 percent were unenrolled college graduates



## Distribution of Intended Graduate Major for Examinees Who Tested in Asia

Table 22 shows that of those who tested in Asia, the top two reported intended graduate majors were in Engineering (29 percent) and Natural Sciences (29 percent).

**Table 22. Distribution of Intended Graduate Major for Examinees Who Tested in Asia**

Intended Graduate Major	N	Percent
Business	5,659	5
Education	1,550	1
Engineering	34,337	29
Humanities and Arts	2,304	2
Natural Sciences	34,869	29
Social Sciences	6,423	5
Other Fields	22,522	19
Undecided	12,050	10
No Response	141	<1
<b>Total</b>	<b>119,855</b>	<b>100</b>

**Note:** A total of 119,855 examinees tested in Asia, with 99.9 percent of examinees (119,714) reporting their intended graduate major. Test takers in the No Response category represented 0.1 percent of test takers. See page 13 for a list of Intended Graduate Major Fields.

### Characteristics of Examinees Who Tested in Asia:

- 62 percent were men
- Approximately 55 percent were between the ages of 18 and 22
- More than 96 percent were 30 years of age or younger
- Approximately 83 percent resided in China (39 percent) or India (44 percent)
- Approximately 32 percent were in their fourth or final year of college, with another 13 percent in their third year of college
- 19 percent were unenrolled college graduates

## Distribution of Intended Graduate Major for Examinees Who Tested in Europe

Table 23 shows that of those who tested in Europe, the top three reported intended graduate majors were in the fields of Social Sciences (24 percent), Natural Sciences (19 percent), and Engineering (18 percent).

**Table 23. Distribution of Intended Graduate Major for Examinees Who Tested in Europe**

Intended Graduate Major	N	Percent
Business	1,234	8
Education	226	2
Engineering	2,658	18
Humanities and Arts	1,034	7
Natural Sciences	2,882	19
Social Sciences	3,514	24
Other Fields	2,588	17
Undecided	718	5
No Response	38	<1
Total	14,892	100

**Note:** A total of 14,892 examinees tested in Europe, with 99.7 percent of examinees (14,854) reporting their intended graduate major. Test takers in the No Response category represented 0.3 percent of test takers. See page 13 for a list of Intended Graduate Major Fields.

### Characteristics of Examinees Who Tested in Europe:

- 56 percent were men
- 24 percent were between the ages of 18 and 22
- Approximately 63 percent were 25 years of age or younger
- Approximately 89 percent were 30 years of age or younger
- Top countries of residence were Turkey (16 percent), United Kingdom (15 percent), Germany (10 percent), France (8 percent), and United States (6 percent)
- Approximately 24 percent were in their fourth or final year of college
- 15 percent were unenrolled college graduates

## Preferred Region for Graduate Study, Examinee Population

Table 24 shows that in general, examinees showed the most interest in studying in a U.S. region. In terms of non-U.S. regions, examinees showed the most interest in Europe (13 percent) and Canada (10 percent).

**Table 24. Preferred Region for Graduate Study, Examinee Population**

	N	Percent
U.S. Regions		
New England	141,563	26
Mid-Atlantic	147,117	28
South	160,739	30
Midwest	134,758	25
Southwest	107,092	20
West	164,633	31
Non-U.S. Regions		
Canada	55,509	10
Africa	5,221	1
Asia	19,692	4
Australia/New Zealand	30,310	6
Europe	72,027	13
Latin America	11,352	2

**Note:** This analysis is based on 534,761 test takers. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

### Preferred Region for Graduate Study, Examinees Who Tested in the United States

Table 25 shows that examinees who tested in the United States preferred a variety of regions within the United States, particularly the South (33 percent), the West (31 percent), and the Mid-Atlantic (27 percent). When considering regions of the world outside of the United States, examinees that tested in the United States preferred Europe (11 percent) and Canada (6 percent).

**Table 25. Preferred Region for Graduate Study, Examinees Who Tested in the United States**

	N	Percent
<b>U.S. Regions</b>		
New England	93,170	25
Mid-Atlantic	99,744	27
South	119,838	33
Midwest	93,172	25
Southwest	68,442	19
West	113,308	31
<b>Non-U.S. Regions</b>		
Canada	23,266	6
Africa	3,707	1
Asia	7,586	2
Australia/New Zealand	15,450	4
Europe	40,207	11
Latin America	7,123	2

**Note:** This analysis is based on 365,732 examinees who tested 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, Examinees Who Tested Outside of the United States

Table 26 shows that examinees who tested outside of the United States preferred a variety of regions within the United States, particularly the West (30 percent), New England (29 percent), and the Mid-Atlantic (28 percent). When considering regions of the world outside of the United States, examinees who tested outside of the United States preferred Canada (19 percent) and Europe (19 percent).

**Table 26. Preferred Region for Graduate Study, Examinees Who Tested Outside of the United States**

	N	Percent
<b>U.S. Regions</b>		
New England	48,393	29
Mid-Atlantic	47,373	28
South	40,901	24
Midwest	41,586	25
Southwest	38,650	23
West	51,325	30
<b>Non-U.S. Regions</b>		
Canada	32,243	19
Africa	1,514	1
Asia	12,106	7
Australia/New Zealand	14,860	9
Europe	31,820	19
Latin America	4,229	3

**Note:** This analysis is based on 169,029 examinees who tested outside of 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, Examinees Who Tested in Asia

Table 27 shows that examinees who tested in Asia preferred various regions within the United States. These examinees also showed interest in Canada (19 percent) and Europe (17 percent).

**Table 27. Preferred Region for Graduate Study, Examinees Who Tested in Asia**

	N	Percent
<b>U.S. Regions</b>		
New England	36,367	30
Mid-Atlantic	35,469	30
South	32,794	27
Midwest	33,131	28
Southwest	31,794	27
West	38,926	32
<b>Non-U.S. Regions</b>		
Canada	22,541	19
Africa	1,052	1
Asia	10,313	9
Australia/New Zealand	11,695	10
Europe	20,600	17
Latin America	2,955	2

**Note:** This analysis is based on 119,855 examinees who tested in Asia. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

## Preferred Region for Graduate Study, Examinees Who Tested in Europe

Table 28 shows that examinees who tested in Europe preferred a variety of regions in the United States, including the West (31 percent), New England (30 percent), and Mid-Atlantic (29 percent). Europe (36 percent) was the most preferred region outside of the United States.

**Table 28. Preferred Region for Graduate Study, Examinees Who Tested in Europe**

	N	Percent
U.S. Regions		
New England	4,522	30
Mid-Atlantic	4,323	29
South	2,708	18
Midwest	2,825	19
Southwest	2,282	15
West	4,575	31
Non-U.S. Regions		
Canada	2,370	16
Africa	110	1
Asia	624	4
Australia/New Zealand	1,026	7
Europe	5,399	36
Latin America	231	2

**Note:** This analysis is based on 14,892 examinees who tested in Europe. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

**GRE revised General Test Score Information, by Country of Citizenship<sup>1</sup>**

Table 29 shows that examinees reported citizenship in more than 200 countries/regions around the world.

**Table 29. GRE revised General Test Score Information, by Country of Citizenship<sup>1</sup>**

		Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
Country of Citizenship	N	Mean	SD	Mean	SD	Mean	SD
Afghanistan	121	141.2	5.2	145.0	7.9	3.1	0.5
Albania	95	147.9	7.1	151.9	8.3	3.4	0.7
Algeria	72	142.8	6.9	149.4	7.7	2.6	0.7
American Samoa	1	*	*	*	*	*	*
Andorra	2	*	*	*	*	*	*
Angola	30	141.5	5.5	140.6	6.1	2.8	0.7
Anguilla	3	*	*	*	*	*	*
Antigua and Barbuda	17	*	*	*	*	*	*
Argentina	281	152.1	6.3	153.5	8.7	3.5	0.6
Armenia	76	145.7	6.8	154.6	8.3	3.0	0.7
Aruba	3	*	*	*	*	*	*
Australia	503	158.6	7.8	155.2	8.5	4.4	0.8
Austria	156	154.7	7.4	154.5	7.6	3.8	0.7
Azerbaijan	95	145.4	7.6	154.8	8.6	3.0	0.6
Bahamas	107	147.8	7.7	145.0	7.4	3.6	0.7
Bahrain	32	144.7	7.1	148.5	7.7	3.3	0.9
Bangladesh	1,664	145.7	7.1	155.8	6.6	2.9	0.7
Barbados	48	152.1	6.6	148.1	8.2	4.0	0.7
Belarus	105	148.7	7.3	153.8	7.6	3.2	0.7
Belgium	137	154.1	6.8	156.5	6.8	3.7	0.7
Belize	37	147.4	5.3	146.1	7.4	3.5	0.6
Benin	40	143.0	6.0	148.9	6.9	2.8	0.7
Bermuda	20	*	*	*	*	*	*
Bhutan	24	*	*	*	*	*	*
Bolivia	96	149.0	7.0	151.1	7.9	3.2	0.7
Bosnia and Herzegovina	40	151.0	7.5	148.6	6.7	3.6	0.8
Botswana	45	147.8	6.7	147.2	7.2	3.5	0.6
Brazil	1,430	149.8	7.0	151.3	8.3	3.0	0.7
Brunei Darussalam	16	*	*	*	*	*	*
Bulgaria	189	153.5	7.5	155.7	8.0	3.8	0.7
Burkina Faso	70	144.0	5.7	147.1	6.1	2.9	0.6
Burundi	12	*	*	*	*	*	*
Cambodia	41	144.4	6.5	149.6	8.0	3.2	0.5
Cameroon	330	144.6	6.5	147.2	7.3	3.1	0.7

<sup>1</sup>Statistics are not reported for countries with fewer than 30 examinees.

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## GRE revised General Test Score Information, by Country of Citizenship<sup>1</sup>

**Table 29. GRE revised General Test Score Information, by Country of Citizenship<sup>1</sup> (continued)**

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Canada	5,510	156.0	7.1	153.8	7.7	4.2	0.7
Cape Verde	5	*	*	*	*	*	*
Cayman Islands	4	*	*	*	*	*	*
Central African Republic	2	*	*	*	*	*	*
Chad	12	*	*	*	*	*	*
Chile	463	149.7	6.7	153.8	8.2	3.0	0.7
China, People's Republic of	42,357	146.6	6.5	163.4	5.1	2.9	0.5
Colombia	1,294	148.6	6.7	150.2	7.7	3.0	0.7
Comoros	2	*	*	*	*	*	*
Congo Republic	28	*	*	*	*	*	*
Congo - DRC (formerly Zaire)	39	145.7	6.8	146.3	7.8	2.8	0.8
Costa Rica	175	150.9	6.7	151.7	7.7	3.4	0.6
Cote D'Ivoire (Ivory Coast)	73	146.2	7.0	148.4	6.4	2.8	0.6
Croatia	79	151.6	8.2	153.9	8.0	3.4	0.7
Cuba	59	146.6	7.6	145.8	8.2	2.9	0.8
Cyprus	108	147.6	7.3	153.7	8.3	3.5	0.6
Czech Republic	119	150.7	6.9	155.0	8.5	3.4	0.7
Denmark	119	153.5	6.9	152.2	8.0	3.7	0.7
Djibouti	1	*	*	*	*	*	*
Dominica, Commonwealth of	26	*	*	*	*	*	*
Dominican Republic	178	147.0	7.3	146.3	7.1	3.0	0.7
Ecuador	447	147.4	6.3	149.7	6.8	3.2	0.7
Egypt	960	145.1	6.8	153.5	7.4	3.1	0.7
El Salvador	114	149.4	6.9	148.2	8.1	3.4	0.7
Eritrea	106	151.2	7.4	158.5	7.4	3.1	0.6
Estonia	34	153.1	7.2	152.6	8.2	3.7	0.7
Ethiopia	331	144.3	6.2	151.2	6.9	3.1	0.6
Federated States of Micronesia	2	*	*	*	*	*	*
Fiji	11	*	*	*	*	*	*
Finland	160	152.7	6.8	151.7	7.4	3.6	0.7
France	1,269	153.7	6.7	156.9	8.0	3.4	0.6
Gabon	7	*	*	*	*	*	*
Gambia, The	23	*	*	*	*	*	*
Gaza	3	*	*	*	*	*	*

<sup>1</sup>Statistics are not reported for countries with fewer than 30 examinees.

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## GRE revised General Test Score Information, by Country of Citizenship<sup>1</sup>

**Table 29. GRE revised General Test Score Information, by Country of Citizenship<sup>1</sup> (continued)**

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Georgia	55	146.2	7.7	151.1	9.6	3.0	0.8
Germany	1,555	153.6	7.5	155.9	7.5	3.8	0.7
Ghana	1,225	145.9	6.3	146.8	6.8	3.1	0.6
Gibraltar	1	*	*	*	*	*	*
Greece	593	149.6	6.9	155.8	8.0	3.4	0.7
Greenland	2	*	*	*	*	*	*
Grenada	20	*	*	*	*	*	*
Guam	1	*	*	*	*	*	*
Guatemala	116	148.6	7.1	148.6	7.5	3.3	0.8
Guinea	21	*	*	*	*	*	*
Guinea-Bissau	2	*	*	*	*	*	*
Guyana	42	148.6	7.8	146.7	8.0	3.7	0.9
Haiti	152	143.6	6.1	143.4	7.1	2.9	0.6
Honduras	128	148.1	7.7	148.0	7.5	3.3	0.7
Hong Kong	702	149.1	7.1	160.5	6.8	3.3	0.7
Hungary	145	151.5	7.9	156.8	8.6	3.4	0.6
Iceland	103	149.4	8.5	154.1	8.1	3.4	0.8
India	56,782	144.7	7.7	154.3	8.2	2.9	0.7
Indonesia	807	146.1	7.2	153.8	8.6	3.0	0.7
Iran	6,326	142.4	5.6	157.4	7.2	2.9	0.6
Iraq	470	138.8	5.4	146.1	7.1	2.4	0.7
Ireland	176	158.4	7.2	153.2	8.3	4.2	0.7
Israel	459	152.1	8.2	156.5	8.0	3.4	0.7
Italy	957	153.1	7.2	154.4	8.3	3.2	0.7
Jamaica	336	149.7	7.2	147.1	7.2	3.6	0.7
Japan	1,374	145.1	7.0	156.6	7.6	3.0	0.7
Jordan	542	141.8	6.2	152.0	7.1	2.7	0.8
Kazakhstan	219	144.9	7.0	151.6	8.9	2.9	0.7
Kenya	749	147.0	6.5	146.1	6.6	3.3	0.7
Korea (DPR)	25	*	*	*	*	*	*
Korea (ROK)	4,870	148.3	7.4	158.8	7.1	3.1	0.7
Kuwait	296	141.7	7.2	147.3	8.2	2.8	0.8
Kyrgyzstan	64	145.4	7.6	151.8	10.2	3.0	0.8
Laos	2	*	*	*	*	*	*

<sup>1</sup>Statistics are not reported for countries with fewer than 30 examinees.

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## GRE revised General Test Score Information, by Country of Citizenship<sup>1</sup>

**Table 29. GRE revised General Test Score Information, by Country of Citizenship<sup>1</sup> (continued)**

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Latvia	38	150.5	7.8	154.6	9.3	3.5	0.8
Lebanon	985	145.9	6.9	153.1	7.7	3.2	0.7
Lesotho	3	*	*	*	*	*	*
Liberia	54	141.8	7.0	139.3	6.1	2.8	0.7
Libya	140	137.7	4.5	144.3	7.4	2.1	0.6
Liechtenstein	2	*	*	*	*	*	*
Lithuania	71	150.3	7.4	153.0	7.9	3.5	0.8
Luxembourg	17	*	*	*	*	*	*
Macau	44	145.8	5.9	158.5	6.9	3.0	0.5
Macedonia - Former Yugoslav Republic	45	148.9	8.2	151.4	6.8	3.5	0.9
Madagascar	25	*	*	*	*	*	*
Malawi	68	142.9	4.8	142.6	5.7	3.4	0.5
Malaysia	634	150.0	8.2	155.0	7.4	3.5	0.8
Maldives	4	*	*	*	*	*	*
Mali	29	*	*	*	*	*	*
Malta	5	*	*	*	*	*	*
Mauritania	6	*	*	*	*	*	*
Mauritius	39	153.6	6.3	156.2	7.0	3.9	0.6
Mexico	2,499	148.9	7.1	149.1	7.7	3.1	0.8
Moldova	54	149.1	7.2	152.1	8.9	3.5	0.7
Monaco	1	*	*	*	*	*	*
Mongolia	64	143.5	7.2	151.7	8.8	2.9	0.6
Montserrat	1	*	*	*	*	*	*
Morocco	156	147.4	6.9	152.0	8.6	3.2	0.7
Mozambique	25	*	*	*	*	*	*
Myanmar	97	146.7	7.3	152.3	7.9	3.2	0.6
Namibia	34	142.7	7.6	142.7	6.8	3.5	0.6
Nepal	1,556	145.5	6.5	154.8	6.6	3.0	0.6
Netherlands	306	155.6	6.9	156.3	7.7	3.9	0.7
Netherlands Antilles	6	*	*	*	*	*	*
New Zealand	185	158.1	8.2	155.9	7.8	4.4	0.8
Nicaragua	45	148.6	7.2	147.9	9.4	3.4	0.7
Niger	24	*	*	*	*	*	*
Nigeria	2,932	146.8	6.9	147.6	7.8	3.1	0.7

<sup>1</sup>Statistics are not reported for countries with fewer than 30 examinees.

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## GRE revised General Test Score Information, by Country of Citizenship<sup>1</sup>

**Table 29. GRE revised General Test Score Information, by Country of Citizenship<sup>1</sup> (continued)**

Country of Citizenship	N	Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
		Mean	SD	Mean	SD	Mean	SD
Niue	1	*	*	*	*	*	*
Northern Mariana Islands	2	*	*	*	*	*	*
Norway	158	153.2	7.7	151.4	8.7	3.8	0.7
Oman	73	141.5	6.0	145.0	6.4	2.8	0.6
Pakistan	1,955	148.7	8.0	153.5	7.7	3.4	0.7
Palau	2	*	*	*	*	*	*
Panama	93	147.8	6.9	149.2	7.8	3.2	0.7
Papua New Guinea	4	*	*	*	*	*	*
Paraguay	31	148.6	6.7	149.7	9.1	3.4	0.8
Peru	371	148.8	6.8	151.1	7.7	3.1	0.7
Philippines	521	150.2	7.6	149.8	8.3	3.5	0.8
Poland	270	150.7	7.5	153.2	8.7	3.5	0.7
Portugal	142	152.4	8.4	153.7	8.1	3.3	0.8
Puerto Rico	4	*	*	*	*	*	*
Qatar	51	140.4	7.1	147.5	6.8	2.6	0.6
Reunion	2	*	*	*	*	*	*
Romania	234	152.8	7.6	155.0	8.2	3.6	0.8
Russia	1,101	148.3	7.6	155.7	8.2	3.1	0.7
Rwanda	163	144.0	6.4	148.5	7.2	3.0	0.6
San Marino	1	*	*	*	*	*	*
São Tomé and Príncipe	2	*	*	*	*	*	*
Saudi Arabia	4,288	137.8	5.1	142.4	7.2	2.1	0.7
Senegal	56	146.0	6.4	145.7	7.4	3.0	0.7
Serbia	131	148.9	8.2	153.0	7.5	3.4	0.7
Seychelles	1	*	*	*	*	*	*
Sierra Leone	33	143.6	8.9	142.8	7.5	3.2	0.8
Singapore	855	157.6	7.0	160.1	6.9	4.2	0.8
Slovak Republic	58	151.9	8.9	155.4	9.4	3.6	0.8
Slovenia	32	151.9	8.0	155.6	7.2	3.4	0.6
Somalia	12	*	*	*	*	*	*
South Africa	261	153.8	7.3	151.0	8.7	3.9	0.7
Spain	788	151.1	6.6	153.5	8.1	3.2	0.6
Sri Lanka	570	143.7	7.2	155.0	6.5	3.2	0.7
St. Kitts and Nevis	8	*	*	*	*	*	*

<sup>1</sup>Statistics are not reported for countries with fewer than 30 examinees.

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## GRE revised General Test Score Information, by Country of Citizenship<sup>1</sup>

**Table 29. GRE revised General Test Score Information, by Country of Citizenship<sup>1</sup> (continued)**

		Verbal Reasoning		Quantitative Reasoning		Analytical Writing	
Country of Citizenship	N	Mean	SD	Mean	SD	Mean	SD
St. Lucia	46	148.6	6.1	148.2	6.6	3.8	0.6
St. Vincent and the Grenadines	14	*	*	*	*	*	*
Sudan	121	142.3	7.2	149.6	7.3	2.8	0.8
Suriname	10	*	*	*	*	*	*
Swaziland	11	*	*	*	*	*	*
Sweden	228	153.1	7.9	152.1	7.9	3.7	0.7
Switzerland	236	153.6	7.5	156.0	7.5	3.6	0.7
Syria	176	142.6	5.9	151.5	6.2	2.7	0.7
Taiwan	2,742	145.3	6.5	160.4	6.5	2.8	0.6
Tajikistan	24	*	*	*	*	*	*
Tanzania	114	142.2	6.8	144.9	7.4	2.9	0.8
Thailand	985	143.8	6.8	155.7	8.2	2.9	0.7
Togo	51	145.5	6.4	147.6	7.1	2.8	0.7
Tonga	5	*	*	*	*	*	*
Trinidad and Tobago	207	150.8	7.3	148.7	7.3	3.8	0.7
Tunisia	115	144.1	5.7	152.0	8.3	2.8	0.6
Turkey	2,713	144.5	7.0	158.5	7.2	2.9	0.7
Turkmenistan	33	144.2	7.1	151.0	9.6	3.1	0.6
Turks and Caicos Islands	1	*	*	*	*	*	*
Tuvalu	1	*	*	*	*	*	*
Uganda	206	145.4	6.3	145.3	7.1	3.2	0.6
Ukraine	378	147.8	6.8	154.8	8.1	3.1	0.7
United Arab Emirates	209	140.6	7.2	147.1	7.6	2.6	0.8
United Kingdom	1,559	157.2	8.1	153.1	8.1	4.3	0.8
United States of America	337,782	152.9	7.7	149.9	7.7	3.8	0.8
Uruguay	52	152.5	5.9	152.3	7.5	3.5	0.6
Uzbekistan	71	147.3	7.6	152.2	9.2	3.2	0.7
Venezuela	467	148.2	7.1	149.4	7.7	3.1	0.8
Vietnam	770	146.1	7.2	158.7	6.9	3.1	0.6
West Bank	1	*	*	*	*	*	*
Western Samoa	1	*	*	*	*	*	*
Yemen	57	139.8	5.7	149.0	7.2	2.4	0.7
Zambia	58	147.2	7.3	144.5	6.7	3.4	0.6
Zimbabwe	161	150.3	7.6	148.7	7.8	3.7	0.7

<sup>1</sup>Statistics are not reported for countries with fewer than 30 examinees.

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