



GRADUATE RECORD EXAMINATIONS[®] (GRE[®])

FACTORS THAT CAN INFLUENCE PERFORMANCE ON THE GRE GENERAL TEST

2006 – 2007

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Overview

The GRE® Board and Program have long been dedicated to the principles of fairness and equity. As part of its commitment in this area, the GRE Board developed a FAME (Fairness, Access, Multiculturalism, and Equity) initiative, a matrix that guides decisions about products and services.¹ The GRE Board also has a demonstrated commitment to communicating appropriate score use through many of its publications, such as the [*GRE Guide to the Use of Scores*](#) and [*Guidelines for the Use of GRE Scores*](#).

This document provides the following information and is intended to encourage appropriate score use, particularly in the evaluation of underrepresented examinees.

- [Section 1](#): Introduction to the GRE General Test, Fairness Activities, and Research on Validity
- [Section 2](#): Characteristics of Interest for the GRE Population
- [Section 3](#): Performance of the Total Group of Examinees
- [Section 4](#): Patterns Across Groups
- [Section 5](#): Characteristics of Gender Groups
- [Section 6](#): Characteristics of Ethnic Groups
- [Appendix A](#): The ETS Fairness Review Process
- [Appendix B](#): Differential Item Difficulty Statistics and Categories
- [Appendix C](#): Mean Score Data by Gender and Ethnic Group, Major Field, and Subgroup within Major Field
- [Appendix D](#): Examinee Characteristics: Intended Major Field, First-Generation College, Undergraduate GPA, Age
- [Index of Figures](#): Examinee Characteristics: Intended Major Field, First-Generation College, Undergraduate GPA, Age

Section 1: Introduction to the GRE General Test, Fairness Activities, and Research on Validity

History of GRE General Test

The Graduate Record Examinations® are an outgrowth of a project funded by The Carnegie Foundation for the Advancement of Teaching in the early 1930s to study the outcomes of college education. However, widespread use of the GRE began after World War II when a much larger and more diverse student body began to pursue graduate degrees. The test was used by institutions as a common, objective measure to evaluate the credentials of applicants from different, and often not widely known, undergraduate programs. To provide a better basis for evaluating students, test results were used to supplement other evidence of students' qualifications. Therefore, the test helped to promote greater fairness and equity than was likely through the existing admissions procedures. Today, use of the test continues to enhance equity, fairness, and access to graduate school.

¹ The FAME Report Series is available on the GRE website (www.ets.org/gre).

Role of GRE Board in Development of the Test and in Score Use

The GRE Board, which consists of graduate deans and other members of the graduate education community, defined the content of the GRE General Test as a measure of the knowledge and skills that the graduate community identified as important for graduate study. For example, the skills include the ability to read with comprehension, to perform basic mathematical operations, and to demonstrate analytical writing ability. The Technical Advisory Committee for the GRE General Test, which consists of faculty members and deans from various graduate institutions, works with Educational Testing Service® (ETS®) staff to make recommendations to the GRE Board concerning modifications of the test content. Test specialists at ETS are responsible for determining the content of specific questions.

In addition to its oversight of test development, the GRE Board endorses guidelines for the appropriate use of test scores. A major goal of the guidelines is to ensure a fair graduate application process. Within the context of appropriate test use, these guidelines emphasize that:

1. *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.*

No single measure, including the GRE General Test, assesses every discipline-related skill necessary for success in graduate work. Nor do the GRE Tests assess some factors important to academic and career success, such as motivation, creativity, and interpersonal skills. Therefore, all available pertinent information about an applicant should be considered in making admissions and funding decisions.

2. *A cut-off score should not be used as the sole criterion for denying admission.*

Because a breadth of information is relevant to judging success in graduate education, the GRE Board believes it is inadvisable to reject or accept an applicant solely on the basis of GRE scores. Differences across population groups on various measures also suggest caution in utilizing a single score for screening purposes.

3. *Decisions about applicants should not be based on small score differences, due to the inherent uncertainty in all forms of measurement.*

Because of psychometric limitations, only score differences of certain magnitudes are reliable indicators of real differences in ability. A person's test score is not a complete and perfect measure; it is an estimate of the level of that person's knowledge or ability in the area tested. The standard error of measurement is an index of the variation in scores to be expected because of imprecise measurement. (See the [GRE Guide to the Use of Scores](#), Table 6.) Small differences in the scores of two test takers may be due to measurement error and not to differences in the abilities of the test takers. Users of GRE test scores are thus cautioned not

to make decisions based on small score differences when comparing the scores of two or more test takers.

4. *Test scores should not be added together; the Verbal, Quantitative and Analytical Writing scores should be treated as three separate and independent pieces of information.*

An applicant with 300 on the Verbal measure and 800 on the Quantitative measure is very different from an applicant with 800 on Verbal and 300 on Quantitative. The latter applicant might have a high probability of success in an English department program, whereas the former might not. Summing test scores hides the differences between these applicants and conceals the fact that the number of examinees receiving a 300 on Quantitative is far fewer than those receiving a 300 on Verbal. It is important to note that the Analytical Writing scale is very different from the other two measures; this 0–6 scale is appropriate for a constructed-response measure.

5. *Departments using GRE scores should conduct a validity study within the department to determine the relationship of different score levels to success in the graduate program.*

Institutions using GRE scores are encouraged to examine the relationship between test scores and measures of performance in their academic programs. GRE Program staff will provide advice (without charge) on the design of appropriate validation studies.

The complete list of guidelines is included in the [*GRE Guide to the Use of Scores*](#). The purpose of these guidelines is to encourage institutions to evaluate each applicant on the variety of strengths that he/she might possess.

Steps that ETS Takes to Ensure Fairness

ETS has designed several procedures intended 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 multi-faceted 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 tests 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 institutions and different geographical areas. Members are drawn from 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 General Test. Another way that ETS involves external faculty members is through the ETS Visiting Scholars program, which provides faculty members from a variety of institutions an opportunity to

work on various item development and review activities. A third method that is used by the GRE Program is as question writers and reviewers in the test development process. 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. [Appendix A](#) provides a summary of the ETS fairness review process.

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 measuring a skill that is not well represented in the test as a whole. [Appendix B](#) provides a detailed description of the calculation of the DIF statistics. 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.

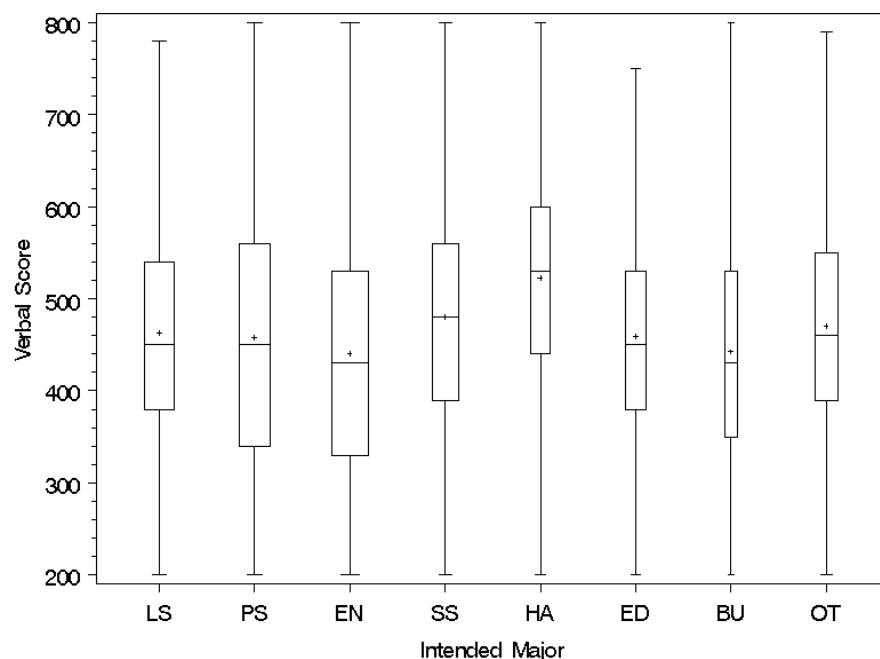
Research on Validity

ETS and the GRE Program have conducted research on the relationship between GRE General Test scores and graduate school performance. Since the main use of the GRE scores is to predict academic success in graduate school, research has tended to focus on the relationship between GRE General Test scores and graduate school grades. Although the sample sizes of minority groups are often not large enough to be definitive in these studies, the available data do not show evidence of bias. The data have shown that the scores generally predict about as well for test takers of one gender as for the other. The data also show that the test scores generally predict about as well for test takers who communicate better in English as for those who do not communicate better in English. Published predictive and concurrent validity studies are available on the GRE website (www.ets.org/gre). In addition, a meta-analysis has recently been conducted of studies of GRE tests. This meta-analysis showed: "...the GRE and UGPA are generalizably valid predictors of graduate grade point average, 1st-year graduate grade point average, comprehensive examination scores, publication citation counts, and faculty ratings."²

How to Interpret Displays of the Data

The information in this document is presented as a graph that is often called "box and whiskers plot," as shown below.³

Figure A. GRE General Test Verbal Score by Gender (Male) and Intended Major*



* LS = Life Science; PS = Physical Science; EN = Engineering; SS = Social Science; HA = Humanities and Arts; ED = Education; BU = Business; OT = Other

² Kuncel, N. R., Hezlett, S. A., and Ones, D. S. (2001) A comprehensive meta-analysis of the predictive validity of the Graduate Record Examinations: Implications for graduate student selection and performance. *Psychological Bulletin*, Volume 127, 162–181.

³ Data are not graphed if there are fewer than 25 examinees in a category.

In this type of graph, the median score for a group is indicated by a horizontal line near the center of the box; this score is the exact midpoint of the score distribution. The small plus sign (+) within the box shows the mean score for the group. For example, the mean Verbal score for men who intend to major in Life Science is 450. The 25th and 75th percentiles are shown by the lower and upper edges of the box, respectively. (For the Life Science group, the 25th percentile is a score of 380; the 75th percentile is a score of 540.) The full range of reported scores is shown by the “whiskers,” the lines extending below and above the box. The width of the box indicates the relative size of the sample; thus, there are more men in the Engineering group than in any of the other intended major fields.

Section 2: Characteristics of Interest for the GRE Population

The characteristics that will be graphed in this document are: a) intended graduate major field; b) first-generation college⁴; c) undergraduate grade point average (UGPA); and d) age. The information about these characteristics comes from the background information questionnaire that examinees are asked to complete. Since examinees are not required to answer these questions, the number of examinees responding to each of the background questions can vary. For example, more examinees complete the question about gender than the question about ethnic group membership.

Even though not all examinees provide background information, the size of the GRE population is sufficiently large to report on the demographic factors of primary interest. The four characteristics listed above are important pieces of information about examinees. In addition, each has been posited as having an effect on the likelihood of success in graduate school.

- Intended graduate major provides valuable information about the nature of the undergraduate training for many examinees. Although not all graduate students have an undergraduate major in their intended graduate field, this is often the case. Even when it is not, it is important to look at performance for a group likely to be considered for the same program from whom selections will have to be made for offers of admission. The intended graduate major will reveal the extent to which test performance is similar within, but not across, major fields.
- First-generation college has been hypothesized to be related to success in graduate school not only because college-educated parents are likely to have more financial resources to devote to a student, but also because such parents may be more likely to set expectations for graduate education for their children. Both of these factors can affect the performance level of examinees (e.g., students with limited financial support are more likely to have to work during their undergraduate schooling, which can limit their study time and affect their grades). To the extent that first-generation college students are far more prevalent in one group than in another, this could be a major influence on success in graduate school. It should be noted that the proportion of first-generation students varies across

⁴ First-generation college are those examinees for whom neither parent has completed a college degree.

groups: Asian/Pacific Americans have the lowest percentage and Mexican Americans have the largest percentage of first-generation students.

- Undergraduate grade point average (UGPA) has long been considered an important predictor of success in graduate school. Even though this information is self-reported on the GRE background questionnaire, these data may help to highlight differences across groups in their undergraduate preparation.
- With an increasing number of returning students, many institutions have become very interested in information about older students. The data in this document show how examinees at different age groups perform on the various General Test measures.

In addition to the characteristics named above, mean scores by gender and ethnic group, major field, and examinee group within major field are contained in [Appendix C](#). To the extent that there are differences in test scores both within and across ethnic groups, the differences can result from factors such as variation in course-taking patterns, interests, knowledge and skills, or different educational, economic, and social systems in which everyone does not receive equal opportunity. Descriptions of the sample in this report are contained in [Appendix C](#) and [Appendix D](#).

Section 3: Performance of the Total Group of Examinees

This section includes data about the total group of GRE examinees for the testing year 2006–2007. [Table C.1](#) presents data for U.S. citizens, non-U.S. citizens, and the total group of examinees on the Verbal, Quantitative, and Analytical Writing measures. [Table C.1](#) shows that non-U.S. citizens represent about 27 percent of the GRE population. This number represents a small increase from the 2005–2006 testing year in which this group represented about 25 percent of the test-taker population.

[Table C.1](#) also shows that the mean scores of non-U.S. citizens are substantially higher than the scores for U.S. citizens on the Quantitative measure. This score difference could be due to the fact that many of the international students are in highly quantitative fields. When compared to scores for U.S. citizens, the mean scores of non-U.S. citizens are lower on both the Verbal and the Analytical Writing measure.

In the total group, the mean score for men is substantially higher on the Quantitative measure than the mean score for women. On the Verbal measure and on the Analytical Writing measure, the scores are almost the same. The Quantitative difference may reflect the gender differences in the chosen field of study since men are more likely to pursue a quantitatively oriented graduate major.

Section 4: Patterns Across Groups

Before any discussion of specific characteristics, it may be wise to note some patterns that have emerged across both gender and ethnic groups for the background characteristics studied.

As might be expected, test scores show variability by intended major field. Examinees who intend to major in Humanities fields score higher on Verbal and Analytical Writing tests than do other majors ([Figure 1](#) and [Figure 3](#)). Examinees who intend to major in quantitative fields such as Engineering and Physical Science score higher than other majors on the Quantitative measure ([Figure 2](#)). Although the GRE tests do not measure content knowledge, they do reflect the nature of the cognitive area that is being assessed. Therefore, Humanities majors are more likely to have experience in various critical reading exercises and in persuasive and analytical writing, skills being assessed in the Verbal and Analytical Writing measures. This added experience could certainly account for their performance on these measures.

Another pattern is clear—examinees whose parents finished college have higher scores, on average, than examinees whose parents did not finish college ([Figures 4–6](#)). This result may be attributable to a number of factors such as:

- parents with college degrees may be more inclined to motivate their children to attain higher education degrees;
- parents with college degrees may have a higher standard of living which enables their children to attend better quality schools and to focus exclusively on their education without the need to work during schooling;
- parents with college degrees may provide extra educational resources in their home or in their recreational activities.

Undergraduate academic achievement, as measured by UGPA, is associated, on average, with higher GRE scores ([Figures 7–9](#)). Since the GRE General Test measures developed academic skills and abilities, the general relationship between UGPA and test scores is one that might be expected.

A further similarity across age groups is that there are far fewer high Quantitative scores as examinee age increases ([Figure 11](#)). This pattern might be expected if examinees are not using quantitative skills to any great extent in their careers or daily life. On the other hand, a similar decline does not appear in their Verbal scores ([Figure 10](#)), and only a modest decline occurs in their Analytical Writing scores ([Figure 12](#)).

Section 5: Characteristics of Gender Groups

Information in this section will be provided in the following order for gender and ethnic groups on each of the four background characteristics: a) intended graduate major field; b) first-generation college; c) undergraduate grade point average (UGPA); and d) age. The data on which the figures are based are contained in [Appendix D](#).

Gender Groups

Intended graduate major field:

[Figure 13](#) and [Figure 15](#) shows that male Humanities majors score higher on the Verbal and Analytical Writing measures, on average, than do men in other majors. [Figure 14](#) shows that male Engineering and Physical Science majors score substantially higher on the Quantitative measure, on average, than do men in other major fields. Such results are perhaps not surprising given the training provided in these various fields.

The score results for women are similar to those for men, as shown in [Figures 25–27](#). Humanities majors have the highest mean scores on the Verbal and Analytical Writing measures. Engineering and Physical Science majors have higher Quantitative mean scores than do other majors. The width of the boxes in the charts reveals that the volume by intended major is similar for men and women. The largest volumes for men are in Life Science and Social Science. The largest volume for women is Life Science, with substantial numbers also in Social Science and Education.

First-generation college:

The group of students who are first-generation college is much smaller for both men and women than the group whose parents finished college. As shown in [Figures 16–18](#) and [Figures 28–30](#), male and female examinees whose parents finished college tend to score higher on all three General Test measures than first-generation college examinees.

The difference between first-generation and college-educated parents is greatest on the Quantitative measure ([Figure 17](#) and [Figure 29](#)). It should be noted that there is only a small difference between men, and more women report that they are first-generation college examinees (43 percent versus 37 percent).

Undergraduate grade-point average:

The relationship of undergraduate grade point average (UGPA) and test score for men is shown in [Figures 19–21](#). These figures show that when men are divided into groups according to UGPA, those with higher UGPAs on all three measures have higher mean scores than those with lower UGPAs. On the UGPA scale, more male examinees report an A- than any other UGPA.

The data showing the relationship between UGPA and test score for female examinees are shown below in [Figures 31–33](#). As for male examinees, female examinees with higher UGPAs generally score better on all three General Test measures than do female examinees with lower UGPAs. Similar to men, a UGPA of A or A- is more common than any other UGPA. Additionally, the overall distribution is somewhat lower for women on the Quantitative measure than it is for men, as could be expected given the gender group differences in mean scores.

Age:

Examinees were sorted into nine age clusters: under 23; 23–25; 26–30; 31–35; 36–40; 41–45; 46–50; 51–55; and 56–60.

For most male age groups, there is little difference in Verbal and Analytical Writing scores ([Figure 22](#) and [Figure 24](#)). The exception is the under 23 age group who has the highest mean scores on the Quantitative and Analytical Writing measures, and the 46–50 age group who has the highest Verbal mean score. Older male examinees have lower average scores on the Quantitative measure than do examinees at lower ages ([Figure 23](#)). This result may be due to the fact that older examinees use quantitative reasoning skills less frequently than examinees more recently in college. Perhaps not surprisingly, there are more male examinees in the under 25 age groups than any other groups.

The data for the relationship between age and test score for women are shown in [Figures 34–36](#). On the Verbal measure, the average test score is about the same across all age groups ([Figure 34](#)), with the over 56 groups scoring slightly higher than the other groups. However, on the Quantitative measure there are far fewer high scores, on average, as age increases ([Figure 35](#)). Moreover, the overall distribution is somewhat lower for women on the Quantitative measure than it is for men, which may reflect gender differences in intended major field as well as use of quantitative skills after college.

On the Analytical Writing measure, [Figure 36](#) shows that younger women perform slightly better, on average, than older women. As for men, there are more female examinees in the under 25 age groups than in any other age group.

Section 6: Characteristics of Ethnic Groups

Ethnic group data will be reported for each of the following groups of examinees in the following order: American Indian; Asian/Pacific American; Black/African American; Mexican American; Puerto Rican; Other Hispanic; and White. Although data were also collected for a group of examinees that described themselves as having an ethnicity of “Other,” results for this group will not be discussed since there is no way of determining the exact composition of this group. However, the tables in [Appendix C](#) include information about this group.

Before presenting results by individual group, it is appropriate to point out the major similarities in performance across ethnic groups.

- For all groups, Humanities majors outperform other majors on the Verbal and Analytical Writing measures. On the Quantitative measure, Engineering and Physical Science majors outperform other majors.
- Though the proportion of first-generation college students varies in different ethnic groups, students whose parents have graduated from college have higher mean scores on all three measures than first-generation students.
- There is a strong relationship between UGPA and test score; higher UGPAs have higher mean scores on all measures.
- Older examinees generally score less well on the Quantitative measure than younger examinees, a decline not necessarily found on the other two measures.

American Indian Examinees

The number of American Indian examinees is small, especially when they are disaggregated into many categories such as UGPA. Therefore, the results for this group should be interpreted with caution.

Intended graduate major field:

[Figure 37](#) shows that American Indian Humanities majors score higher on the Verbal measure, on average, than do American Indians in other majors. [Figure 38](#) shows that American Indian Engineering and Physical Science majors score substantially higher on the Quantitative measure, on average, than do American Indian examinees in other major fields. American Indian Humanities majors score higher, on average, on the Analytical Writing measure ([Figure 39](#)). All of these results mirror findings of the total examinee group. The largest intended major for American Indian examinees is Life Science with a significant number also intending to study Social Science.

First-generation college:

The group of students who are first-generation college is slightly smaller for American Indian examinees than the group whose parents finished college. As shown in [Figures 40–42](#), examinees whose parents finished college score higher on the Verbal and Quantitative measures than first-generation college examinees. This finding is also similar to the results for the total examinee group. The difference between first-generation and college-educated parents is greatest on the Quantitative measure ([Figure 41](#)).

Undergraduate grade-point average:

[Figures 43–45](#) show that when American Indian examinees are divided into groups according to undergraduate grade point average (UGPA), those with higher UGPAs score higher on all three measures than those with lower UGPAs. At the lower UGPA levels,

the numbers of examinees are too low for reliable data. On the GPA scale, more American Indian examinees report a B average than any other UGPA.

Age:

American Indian examinees aged 26-30 score higher on the Verbal measure than other age groups ([Figure 46](#)). As the age of American Indian examinees increases, mean scores on the Quantitative measure generally decrease ([Figure 47](#)). Scores on the Analytical Writing measure do not show a consistent pattern ([Figure 48](#)). There are more American Indian examinees in the 23–25 age group than in any other group.

Black/African American Examinees

Intended graduate major field:

[Figure 49](#) shows that Black/African American Humanities majors score higher on the Verbal measure and the Analytical Writing measure, on average, than do Black/African American examinees in other majors. [Figure 50](#) shows that Black/African American Engineering and Physical Science majors score substantially higher on the Quantitative measure, on average, than do Black/African American examinees in other major fields. The largest intended major for Black/African American examinees is Life Science with significant volumes also found for Education.

First-generation college:

The group of students who are first-generation college is slightly smaller for Black/African American examinees than the group whose parents finished college. As shown in [Figures 52–54](#), examinees whose parents finished college tend to score higher on all three General Test measures than first-generation college examinees. The difference between first-generation and college-educated parents is greatest on the Quantitative measure ([Figure 53](#)).

Undergraduate grade-point average:

[Figures 55–57](#) show that Black/African American examinees with higher UGPAs generally score higher on all three measures than those with lower UGPAs, a finding typical of all groups. At the lowest UGPA level, the number of examinees is small. On the GPA scale, more Black/African American examinees report a B average than any other average.

Age:

Black/African American examinees under age 23 score higher on each of the three General Test measures than other age groups ([Figures 58–60](#)). As the age of Black/African American examinees increases, the scores on each of the three General Test measures tend to decrease. There are more Black/African American examinees in the under 25 age groups than in any other group.

Mexican American Examinees

Intended graduate major field:

[Figure 61](#) shows that Mexican American Humanities majors score higher on the Verbal measure, on average, than do Mexican American examinees in other majors. [Figure 62](#) shows that Mexican American Physical Science and Engineering majors score substantially higher on the Quantitative measure, on average, than do Mexican American examinees in other major fields. Mexican American Humanities majors have slightly higher mean scores than other majors on the Analytical Writing measure ([Figure 63](#)). These results are similar to those of other ethnic groups. The largest intended majors for Mexican American examinees are Social Science, Education, and Life Science.

First-generation college:

The group of students who are first-generation college is larger for Mexican American examinees than the group whose parents finished college. As shown in [Figures 64–66](#), examinees whose parents finished college tend to score higher on all three General Test measures than first-generation college examinees. The difference between first-generation and college-educated parents is noticeable on all measures ([Figures 64–66](#)), though the difference is smallest on the Analytical Writing measure.

Undergraduate grade-point average:

[Figures 67–69](#) show that Mexican American examinees with higher UGPAs score higher on all three measures than those with lower UGPAs. At the lowest UGPA level, the number of examinees is small and data may not be reliable. On the GPA scale, more Mexican American examinees report a B average than any other average.

Age:

Mexican American examinees under age 23 score higher on each of the three General Test measures than other age groups ([Figures 70–72](#)). As the age of Mexican American examinees increases, the scores on the Quantitative and Analytical Writing measures decrease. There are more Mexican American examinees in the 23–25 age group than in any other group.

Asian/Pacific American Examinees

Intended graduate major field:

As with other groups, [Figure 73](#) shows that Asian/Pacific American Humanities majors score higher on the Verbal measure, on average, than do Asian/Pacific American examinees in other majors. [Figure 74](#) shows that Asian/Pacific American Physical Science and Engineering majors score substantially higher on the Quantitative measure, on average, than do Asian/Pacific American examinees in other major fields. Asian/Pacific American Humanities majors score higher on the Analytical Writing measure ([Figure 75](#)), on average, than other majors. The largest intended major for Asian/Pacific American examinees is Life Science.

First-generation college:

The group of students who are first-generation college is much smaller for Asian/Pacific American examinees than the group whose parents finished college. As shown in [Figures 76–78](#), examinees whose parents finished college tend to score higher on all three General Test measures than first-generation college examinees. The difference between first-generation and college-educated parents is greatest on the Verbal measure ([Figure 76](#)).

Undergraduate grade-point average:

[Figures 79–81](#) show that Asian/Pacific American examinees with higher UGPAs score higher on all three measures, on average, than those with lower UGPAs. At the lowest UGPA level, the number of examinees is small and data may not be reliable. On the GPA scale, more Asian/Pacific American examinees report a B average than any other average.

Age:

Asian/Pacific American examinees under age 23 score higher on each of the three General Test measures than other age groups ([Figures 82–84](#)). As the age of Asian/Pacific American examinees increases, the scores on all three General Test measures tend to decrease. There are more Asian/Pacific American examinees in the under 23 age group than in any other group.

Puerto Rican Examinees

Intended graduate major field:

[Figure 85](#) shows that Puerto Rican Humanities majors score higher on the Verbal measure, on average, than do Puerto Rican examinees in other majors. [Figure 86](#) shows that Puerto Rican Engineering majors score higher on the Quantitative measure, on average, than do Puerto Rican examinees in other major fields. The highest mean score on the Analytical Writing measure is achieved by Puerto Rican Humanities majors ([Figure 87](#)). The largest intended major for Puerto Rican examinees is Life Science.

First-generation college:

The group of students who are first-generation college is smaller for Puerto Rican examinees than the group whose parents finished college. As shown in [Figures 88–89](#), examinees whose parents finished college have higher mean scores on the Verbal and Quantitative measures than first-generation college examinees. There is no difference between first-generation and college-educated parents on the Analytical Writing measure ([Figure 90](#)).

Undergraduate grade-point average:

[Figures 91–93](#) shows that Puerto Rican examinees who reported a UGPA of A- had the highest mean score on the Verbal, Quantitative, and Analytical Writing measures. [Figure 92](#) shows that those examinees with higher UGPAs score higher on the Quantitative measure than those with lower UGPAs. For the Analytical Writing measure ([Figure 93](#)), there were only slight differences in mean performance across UGPA groups. On the GPA scale, more Puerto Rican examinees report a B average than any other average.

Age:

Like other ethnic groups, examinees most recently out of college have the highest mean score on the Verbal measure ([Figure 94](#)). This pattern is also true for the Quantitative measure ([Figure 95](#)) and the Analytical Writing measure ([Figure 96](#)). There are more Puerto Rican examinees in the 23–25 age group than in any other group.

Other Hispanic Examinees

Intended graduate major field:

[Figure 97](#) and [Figure 99](#) show that Other Hispanic Humanities majors score higher on the Verbal and Analytical Writing measures, on average, than do Other Hispanic examinees in other majors. [Figure 98](#) shows that Other Hispanic Engineering and Physical Science majors score substantially higher on the Quantitative measure, on average, than do Other Hispanic examinees in other major fields. The largest intended majors for Other Hispanic examinees are Social Science and Life Science.

First-generation college:

The group of students who are first-generation college is smaller for Other Hispanic examinees than the group whose parents finished college. As shown in [Figures 100–102](#), examinees whose parents finished college score higher on all three General Test measures than first-generation college examinees.

Undergraduate grade-point average:

[Figures 103–105](#) show that Other Hispanic examinees with higher UGPAs generally score higher on all three General Test measures than those with lower UGPAs. On the GPA scale, more Other Hispanic examinees report a B average than any other average.

Age:

Other Hispanic examinees in the under 23 age group score higher on all three of the General Test measures than other age groups ([Figures 106–108](#)). As the age of Other Hispanic examinees increases, scores on all three measures generally decrease. There are more Other Hispanic examinees in the 23–25 age group than in any other group.

White Examinees

Intended graduate major field:

As with other ethnic groups, [Figures 109–111](#) show that White Humanities majors score higher on the Verbal and Analytical Writing measures, on average, than do White examinees in other majors. [Figure 110](#) shows that White Engineering and Physical Science majors score substantially higher on the Quantitative measure, on average, than do White examinees in other major fields. The largest intended major for White examinees is Life Science.

First-generation college:

The group of students who are first-generation college is much smaller for White examinees than the group whose parents finished college. As shown in [Figures 112–114](#), examinees whose parents finished college score higher on all three General Test measures than first-generation college examinees. The difference between first-generation and college-educated parents is greatest on the Quantitative measures ([Figure 113](#)).

Undergraduate grade-point average:

[Figures 115–117](#) show that White examinees with higher UGPAs have higher scores on all three General Test measures than those with lower UGPAs. On the GPA scale, more White examinees report an A- average than any other average.

Age:

[Figure 118](#) shows that as the age of White examinees increases, their scores on the Verbal measure generally increase. This is in contrast to the pattern for the Quantitative measure ([Figure 119](#)) where mean scores decrease significantly, and to the pattern for the Analytical Writing measure ([Figure 120](#)), where mean scores decrease slightly. There are more White examinees in the <23 age group than in any other group.

Appendix A

The ETS Fairness Review Process

Reviewers

Reviews of ETS publications are conducted by ETS staff members who are specifically trained in fairness issues at one-day workshops. These workshops are supplemented with periodic refresher courses and the advice of experienced mentors. All staff who write, review, produce test assessments and publications, or who conduct research, receive this training. In addition, non-ETS staff members who review test questions and test forms are trained in fairness issues.

Test Fairness Review Procedures

The test fairness review process has three components—an optional preliminary review (required by some testing programs), a mandatory final review, and an arbitration process. A preliminary review is an excellent means of identifying potential problems early, when modification can easily be made. The mandatory review occurs when the document or assessment is in final form. If a writer and the fairness reviewer disagree about the material, and the disagreement cannot be resolved to mutual satisfaction, an arbitration process occurs in which a panel of staff members who are not involved with the material makes a final determination about what is acceptable.

Review Criteria

The fairness review training sessions teach reviewers to evaluate material in light of specific criteria.

1. *Stereotyping.* All ETS publications are reviewed to ensure that their language and illustrations reflect a fair and unbiased attitude toward all people and are free of material that might reinforce stereotypes.
2. *Examinee perspective.* Test fairness reviewers have a particular concern that does not apply often to reviewers of other kinds of publications. They must evaluate all questions from the perspective of test takers, who do not necessarily know the correct answers. If an examinee must know the correct answer in order to prevent a question from reinforcing negative attitudes or stereotypes, the question may be in violation of the guidelines.
3. *Underlying assumptions.* Whereas stereotypes are often blatant, underlying assumptions can be extremely subtle. Underlying assumptions may lead one to mistake aspects of Western culture for universal norms or to misunderstand a particular group. For instance, a publication that refers to an “afflicted” person “suffering from” cerebral palsy reflects the writer’s underlying assumptions about what it is like to have this physical condition.

4. *Controversial material.* Highly controversial material, such as abortion, is to be included in tests only when it is relevant to what is being tested. For example, a test for doctors or nurses may have to contain questions on abortion, but a test of reading ability should not include a reading passage on this controversial subject. The reason for this exclusion is that controversial material may distract some examinees, thereby reducing their performance on the test.

5. *Contextual considerations.* Sometimes the use of potentially sensitive material is unavoidable. There are four main areas in which this may occur.

- *Historical domain:* To measure an individual's knowledge of history, it may sometimes be necessary to quote from material written during a period when social values differed markedly from today's. For example, an older passage describing members of the African American community may use the term "colored." While it is desirable to avoid such material when possible, the material must be judged in the overall context in which it appears.
- *Literary domain:* Material that is designed to measure an individual's knowledge of literature or quotes from works of literature often contains similar problems. For example, a passage may use the so-called "generic he" in referring to men and women. Again, such material must be evaluated in light of the overall purpose of the test.
- *Legal domain:* Material drawn from legal sources may sometimes deal with sensitive issues. For example, a law test question on the detention of citizens may refer to the incarceration of Japanese Americans during World War II.
- *Health domain:* Certain examinations in the health professions require knowledge that may be considered sensitive in other contexts. For example, it may be necessary to test nursing candidates' knowledge of Tay-Sachs disease in Jewish families.

Inclusion of potentially sensitive material depends on the content of the entire test or publication. Given an appropriate context, use of certain material may be justifiable.

6. *Elitism, ethnocentricity, and related problems.* To eliminate concepts, words, phrases, or examples that may upset or otherwise disadvantage a test taker, ETS makes every effort not to include expressions that might be more familiar to members of a particular social class or ethnic group than the general population, such as "soul food" and "trust fund," unless the terms are defined or knowledge of them is relevant to the purpose of the test. Words and sentence constructions that could have different meanings for different ethnic or geographic groups are avoided. Care is also taken to assess the appropriateness of dialect or slang.

[Return to Text](#)

Appendix B

Differential Item Difficulty Statistics and Categories

Overview

This appendix provides more detailed descriptions of the calculations of the Mantel-Haenszel and Standardized P-Difference statistics and of the assignment of questions to categories than were provided in the body of the document. The descriptions of the calculations are designed for readers who are not specialists in statistics. Readers with training in statistics may prefer the level of detail to be found in the following publications:

Dorans, N. "Two new approaches to assessing differential item functioning: standardization and the Mantel-Haenszel method." *Applied Measurement in Education*, 2, no. 3, 1989, pp. 217–233.

Holland, P. and Thayer, D. "Differential item performance and the Mantel-Haenszel procedure." In Wainer, H., and Braun, H. (Eds.) *Test Validity*. Hillsdale, NJ: Erlbaum, 1988.

Mantel, N., and Haenszel, W. "Statistical aspects of the analysis of data from retrospective studies of disease." *Journal of the National Cancer Institute*, 22, 1959, pp. 719–748.

The DIF Process

The DIF analysis is based on a comparison between groups of test takers of the same overall ability, as determined by their performance on the test as a whole. A DIF statistic is computed for each question, indicating the extent to which members of the focal group perform differently from members of the reference group who have similar ability levels. On the basis of this type of analysis, any questions that members of one group miss substantially more often than members of the other group are deleted from the criterion used to match the two groups on ability. Then the DIF analysis is repeated to see if this improved criterion reveals any additional questions that are particularly difficult for members of either the reference or focal group. When questions are pretested and sample sizes permit, DIF analyses are performed before the questions are selected for the operational test. A question showing a large DIF value will not be included in the test, unless the question is considered essential for the test's content coverage.

Mantel-Haenszel Statistic

In its use with tests, the Mantel-Haenszel statistic is based on a comparison of the odds of answering a question correctly for matched people in the groups being compared. In operational use of indices of differential item difficulty at ETS, people are matched on the basis of ability as estimated by performance on tests and subtests. These ability estimates have been shown to be reliable and valid, and they are obtained under standardized conditions for all examinees. Even though people with the same

performance level are not identical, they are likely to be reasonably well matched in terms of the knowledge and skill measured by the test.

The procedure looks within each cluster of people at a single ability level and calculates the odds that members of the two groups being compared will answer the question correctly. For example, if there are 20 women at a particular ability level and 16 of them answer correctly, the odds are 16/4 or 4 to 1 that a woman at that ability level will answer correctly. If 12 out of 18 men answer the questions correctly, the odds are 12/6 or 2 to 1 that a man at that ability level will answer the question correctly.

After each ability level has been analyzed, there is a calculation of the ratio of the two odds to obtain an indication of the relative advantage within the ability level of one group over the other. For example, the ratio is 4/1 (the women's odds) divided by 2/1 (the men's odds), which equals 2. This indicates that the women's odds of answering the question correctly in that particular ability level are twice as great as the men's odds. The "odds ratios" are then averaged across all of the ability levels using statistically optimal weights. See Holland and Thayer (1988) for a full description of the weighting procedure.

The Mantel-Haenszel statistic can be defined as the average factor by which the odds that members of one group will answer a question correctly exceed the corresponding odds for *comparable* members of the other group. The Mantel-Haenszel statistic is, therefore, in the form of an odds ratio. To obtain a statistic that is more meaningful to ETS test developers, the odds ratios are transformed to an index that can be interpreted directly in terms of differences in the difficulty of questions. The DIF statistic is expressed as *differences* on the delta scale that is commonly used by test developers at ETS to indicate the difficulty of test questions.⁵ For that statistic, known as MH D-DIF, a value of 1.00 means that one of the two groups being analyzed found the question to be one delta point harder than did *comparable* members of the other group.

Standardized P-Difference

The other DIF statistic in routine use at ETS is called the Standardized P-Difference. To compute this statistic, all the examinees in each of the two groups being compared are classified according to their ability levels. At each ability level, the proportion of examinees answering the question correctly in each of the two groups being compared (male and female examinees, Black and White examinees, etc.) is computed. The difference between these two proportions at each ability level is computed. Then the data for all the ability levels are combined in the following way: (1) the difference between groups at each ability level is multiplied by the percentage of the focal group scoring at that level; and (2) these weighted differences are combined to get a weighted average difference. This weighted average difference between the two groups is the Standardized P-Difference. A concise way to describe this procedure is to say that the difference between groups is computed separately at each ability level, using all available focal

⁵ The delta scale is an inverse normal transformation of percent correct to a linear scale with a mean of 13 and standard deviation of 4.

group and reference group examinees. Then the differences over all the ability levels are averaged using the frequency distribution of scores in the focal group as weights. Computing a weighted average with weights based on the relative frequency of scores in the focal group has the effect of emphasizing the differences at those ability levels with the greatest concentration of focal group members.

[Return to Text](#)

Appendix C

Mean Score Data by Gender and Ethnic Group, Major Field, and Subgroup within Major Field

Table C.1

GRE General Test Score Information by Citizenship Status and Gender: 2006-07

GRE General Test Score Information								
Examinees			Verbal		Quantitative		Analytical Writing	
Group	Number	Percent*	Mean	SD	Mean	SD	Mean	SD
U.S. Citizens	333,200	73	481	111	548	144	4.2	0.84
Men	114,762	25	502	113	599	141	4.3	0.86
Women	218,438	48	470	109	521	138	4.2	0.82
Non-U.S. Citizens	125,552	27	418	125	667	136	3.5	0.86
Men	73,249	16	414	126	687	127	3.5	0.86
Women	52,303	11	424	123	640	144	3.6	0.86
Total	458,752	100	464	118	580	152	4.0	0.90
Men	188,011	41	468	125	633	142	4.0	0.95
Women	270,741	59	461	113	544	147	4.1	0.86

[Return to Section 3](#)

[Return to Section 6](#)

[Return to Text](#)

Note: A total of 504,391 examinees took the GRE General Test in 2006-07 and 91 percent responded to questions in this table.

*Percentages in this table are based on the column total.

Table C.2

*GRE General Test Score Information by Ethnic Group and Gender: 2006-07
(U.S. Citizens Only)*

GRE General Test Score Information								
Group ¹	Examinees		Verbal		Quantitative		Analytical Writing	
	Number	Percent ²	Mean	SD	Mean	SD	Mean	SD
American Indian	1,978	1	446	109	497	141	3.9	0.92
Men	683	<1	457	118	536	145	3.9	1.03
Women	1,295	<1	440	103	476	135	4.0	0.86
Asian/Pacific	18,294	6	485	121	617	138	4.2	0.85
Men	6,961	2	493	123	661	128	4.2	0.89
Women	11,333	3	480	120	590	137	4.2	0.82
Black/African	29,432	9	395	95	419	139	3.6	0.83
Men	7,467	2	405	100	456	151	3.6	0.86
Women	21,965	7	392	93	406	132	3.6	0.82
Mexican American	8,447	3	431	102	485	143	4.0	0.79
Men	2,935	1	447	104	530	147	4.0	0.81
Women	5,512	2	423	99	460	134	4.0	0.78
Puerto Rican	3,329	1	411	106	469	144	3.6	0.95
Men	1,109	<1	429	112	513	146	3.7	1.00
Women	2,220	1	402	102	447	137	3.6	0.92
Other Hispanic	8,653	3	444	109	498	147	4.0	0.85
Men	2,791	1	466	112	553	146	4.0	0.87
Women	5,862	2	434	106	472	139	3.9	0.84
White	246,671	75	493	106	562	135	4.3	0.79
Men	86,367	26	514	107	610	131	4.4	0.81
Women	160,304	49	482	104	537	129	4.3	0.78
Other	13,142	4	501	117	554	147	4.3	0.85
Men	4,968	2	522	118	602	142	4.4	0.87
Women	8,174	2	489	115	524	142	4.3	0.84
Total	329,946	100	481	111	547	144	4.2	0.83
Men	113,281	34	502	112	598	141	4.3	0.85
Women	216,665	66	469	109	521	138	4.2	0.82

[Return to Text](#)

Note: A total of 333,200 U.S. citizens took the GRE General Test in 2006-07 and 99 percent responded to questions in this table.

¹ Ethnic groups are defined as follows: American Indian: American Indian or Alaskan Native; Asian/Pacific: Asian, Asian American, or Pacific Islander; Black/African: Black or African American; Mexican American: Mexican, Mexican American, or Chicano; Puerto Rican-same; Other Hispanic: Other Hispanic or Latin American; White-White (non-Hispanic); Other-same.

² Percentages in this table are based on the column total.

Table C.3*Mean GRE General Test Verbal Scores by Intended Graduate Major Field and Gender: 2006-07*

Graduate Major		Men	Women	No Response	Total
Business	N	5,011	4,993	66	10,070
	Mean	455	433	401	444
	SD	119	108	99	114
Education	N	12,796	39,780	281	52,857
	Mean	459	440	426	445
	SD	107	101	108	103
Engineering	N	31,396	8,825	421	40,642
	Mean	448	450	401	448
	SD	123	122	122	123
Humanities and Arts	N	15,010	20,395	170	35,575
	Mean	552	532	497	541
	SD	115	118	137	118
Life Science	N	27,470	75,527	560	103,557
	Mean	458	450	424	452
	SD	110	102	116	104
Physical Science	N	25,988	12,862	370	39,220
	Mean	468	459	400	464
	SD	130	127	123	129
Social Science	N	24,199	47,557	293	72,049
	Mean	503	477	460	486
	SD	118	111	125	114
Other Fields	N	16,653	32,336	270	49,259
	Mean	482	466	455	472
	SD	119	114	125	116
No Response	N	42,831	37,025	21,306	101,162
	Mean	405	430	396	412
	SD	128	124	125	127
Total	N	201,354	279,300	23,737	504,391
	Mean	461	459	400	457
	SD	127	114	125	121

[Return to Text](#)

Table C.4*Mean GRE General Test Quantitative Scores by Intended Graduate Major Field and Gender: 2006-07*

Graduate Major		Men	Women	No Response	Total
Business	N	5,011	4,993	66	10,070
	Mean	622	552	561	587
	SD	149	159	166	158
Education	N	12,796	39,780	281	52,857
	Mean	534	487	457	498
	SD	144	137	142	140
Engineering	N	31,396	8,825	421	40,642
	Mean	710	691	675	705
	SD	97	104	112	99
Humanities and Arts	N	15,010	20,395	170	35,575
	Mean	573	531	512	549
	SD	139	137	160	140
Life Science	N	27,470	75,527	560	103,557
	Mean	610	546	563	563
	SD	131	134	148	136
Physical Science	N	25,988	12,862	370	39,220
	Mean	698	652	648	682
	SD	111	126	133	119
Social Science	N	24,199	47,557	293	72,049
	Mean	600	534	533	556
	SD	143	142	162	145
Other Fields	N	16,653	32,336	270	49,259
	Mean	565	509	504	528
	SD	143	143	160	145
No Response	N	42,831	37,025	21,306	101,162
	Mean	657	600	636	632
	SD	143	161	147	153
Total	N	201,354	279,300	23,737	504,391
	Mean	635	547	629	586
	SD	142	148	150	152

[Return to Text](#)

Table C.5*Mean GRE General Test Analytical Writing Scores by Intended Graduate Major Field and Gender: 2006-07*

Graduate Major		Men	Women	No Response	Total
Business	N	5,011	4,993	66	10,070
	Mean	3.9	3.9	3.7	3.9
	SD	0.90	0.85	0.77	0.87
Education	N	12,796	39,780	281	52,857
	Mean	4.1	4.0	3.8	4.0
	SD	0.87	0.83	0.83	0.84
Engineering	N	31,396	8,825	421	40,642
	Mean	3.8	3.9	3.4	3.8
	SD	0.90	0.87	0.85	0.89
Humanities and Arts	N	15,010	20,395	170	35,575
	Mean	4.5	4.5	4.1	4.5
	SD	0.87	0.86	0.97	0.86
Life Science	N	27,470	75,527	560	103,557
	Mean	3.9	4.0	3.6	4.0
	SD	0.86	0.79	0.85	0.82
Physical Science	N	25,988	12,862	370	39,220
	Mean	3.9	3.9	3.4	3.9
	SD	0.92	0.90	0.85	0.92
Social Science	N	24,199	47,557	293	72,049
	Mean	4.3	4.3	4.0	4.3
	SD	0.89	0.83	0.85	0.85
Other Fields	N	16,653	32,336	270	49,259
	Mean	4.1	4.1	4.0	4.1
	SD	0.90	0.84	0.93	0.86
No Response	N	42,831	37,025	21,306	101,162
	Mean	3.3	3.7	3.3	3.4
	SD	0.93	0.91	0.91	0.93
Total	N	201,354	279,300	23,737	504,391
	Mean	3.9	4.1	3.3	4.0
	SD	0.97	0.87	0.91	0.92

[Return to Text](#)

Table C.6

Mean GRE General Test Verbal Scores by Intended Graduate Major Field and Ethnic Group: 2006-07
(U.S. Citizens Only)

Graduate Major		American Indian	Asian/Pacific American	Black/African American	Mexican American	Puerto Rican	Hispanic Latin American	White	Other	No Response	Total
Business	N	45	390	899	164	109	254	4,144	200	23	6,228
	Mean	436	482	384	413	380	421	470	470	454	453
	SD	106	124	91	95	100	96	97	116	120	104
Education	N	262	1,506	6,265	1,566	339	1,195	36,965	1,266	178	49,542
	Mean	426	465	381	404	401	414	461	459	465	447
	SD	99	111	85	90	94	103	99	107	123	102
Engineering	N	69	2,238	933	382	274	441	11,622	648	137	16,744
	Mean	444	495	421	443	408	444	514	499	534	500
	SD	115	120	95	92	97	103	95	118	120	104
Humanities and Arts.	N	179	1,054	1,353	700	242	714	24,829	1,643	273	30,987
	Mean	527	551	456	483	484	500	560	561	590	552
	SD	114	123	114	117	124	119	104	108	115	109
Life Science	N	485	5,363	6,492	1,815	849	2,029	66,189	2,822	330	86,374
	Mean	430	462	395	426	392	434	466	477	517	459
	SD	91	111	87	93	96	99	97	111	122	100
Physical Science.	N	90	1,474	1,055	398	261	393	14,972	743	226	19,612
	Mean	465	499	406	453	392	472	530	529	562	517
	SD	103	134	102	97	110	119	103	118	121	112
Social Science	N	395	2,816	5,402	1,675	603	1,868	43,014	2,790	348	58,911
	Mean	467	507	404	443	431	456	506	510	554	493
	SD	105	119	100	101	103	109	104	112	110	110
Other Fields	N	270	1,931	4,706	1,235	449	1,170	30,820	1,752	230	42,563
	Mean	442	480	391	423	410	441	495	501	538	479
	SD	106	117	96	104	108	106	107	117	120	113
No Response	N	183	1,522	2,327	512	203	589	14,116	1,278	1,509	22,239
	Mean	392	477	378	421	405	430	499	490	483	478
	SD	122	132	95	114	107	117	113	130	137	122
Total	N	1,978	18,294	29,432	8,447	3,329	8,653	246,671	13,142	3,254	333,200
	Mean	446	485	395	431	411	444	493	501	513	481
	SD	109	121	95	102	106	109	106	117	133	111

[Return to Text](#)

Table C.7

Mean GRE General Test Quantitative Scores by Intended Graduate Major Field and Ethnic Group: 2006-07
(U.S. Citizens Only)

Graduate Major	American Indian				Asian/Pacific American		Black/African American		Mexican American		Other Hispanic Latin American		Total
Business	N	45	390	899	164	109	254	4,144	200	23	6,228		
	Mean	473	619	414	462	435	493	560	539	580	534		
	SD	145	145	133	144	128	141	132	152	163	146		
Education	N	262	1,506	6,265	1,566	339	1,195	36,965	1,266	178	49,542		
	Mean	449	565	394	438	427	443	513	494	493	494		
	SD	123	138	126	130	130	136	130	145	159	138		
Engineering	N	69	2,238	933	382	274	441	11,622	648	137	16,744		
	Mean	643	721	586	635	602	643	707	685	725	696		
	SD	119	86	133	111	129	118	85	107	75	98		
Humanities and Arts.	N	179	1,054	1,353	700	242	714	24,829	1,643	273	30,987		
	Mean	515	593	426	475	455	493	554	543	596	546		
	SD	142	131	138	141	144	144	131	143	133	137		
Life Science	N	485	5,363	6,492	1,815	849	2,029	66,189	2,822	330	86,374		
	Mean	507	598	438	509	473	508	559	558	619	549		
	SD	129	130	131	130	131	137	124	136	135	131		
Physical Science.	N	90	1,474	1,055	398	261	393	14,972	743	226	19,612		
	Mean	596	695	528	606	526	619	675	669	720	664		
	SD	112	112	149	130	152	134	109	118	97	120		
Social Science	N	395	2,816	5,402	1,675	603	1,868	43,014	2,790	348	58,911		
	Mean	487	598	409	482	452	489	557	546	604	540		
	SD	141	135	135	133	138	139	130	138	143	140		
Other Fields	N	270	1,931	4,706	1,235	449	1,170	30,820	1,752	230	42,563		
	Mean	451	572	395	447	430	471	538	527	578	517		
	SD	132	140	130	139	129	140	130	140	144	140		
No Response	N	183	1,522	2,327	512	203	589	14,116	1,278	1,509	22,239		
	Mean	511	613	388	454	445	478	554	536	567	535		
	SD	161	150	140	150	155	154	141	160	161	156		
Total	N	1,978	18,294	29,432	8,447	3,329	8,653	246,671	13,142	3,254	333,200		
	Mean	497	617	419	485	469	498	562	554	593	548		
	SD	141	138	139	143	144	147	135	147	156	144		

[Return to Text](#)

Table C.8

Mean GRE General Test Analytical Writing Scores by Intended Graduate Major Field and Ethnic Group: 2006-07
(U.S. Citizens Only)

Graduate Major	Other									
	American Indian	Asian/Pacific American	Black/African American	Mexican American	Puerto Rican	Hispanic Latin American	White	Other	No Response	Total
Business	N	45	390	899	164	109	254	4,144	200	23
	Mean	3.9	4.2	3.5	3.8	3.4	3.8	4.2	4.0	4.2
	SD	0.76	0.85	0.86	0.80	0.97	0.96	0.81	0.98	0.85
Education	N	262	1,506	6,265	1,566	339	1,195	36,965	1,266	178
	Mean	3.9	4.2	3.5	3.8	3.6	3.8	4.1	4.1	4.1
	SD	0.92	0.82	0.81	0.79	0.88	0.87	0.80	0.86	0.90
Engineering	N	69	2,238	933	382	274	441	11,622	648	137
	Mean	3.7	4.2	3.8	4.0	3.6	4.0	4.4	4.2	4.4
	SD	0.95	0.85	0.78	0.71	0.81	0.83	0.74	0.88	0.81
Humanities and Arts	N	179	1,054	1,353	700	242	714	24,829	1,643	273
	Mean	4.5	4.5	4.0	4.3	4.1	4.3	4.6	4.6	4.8
	SD	0.79	0.84	0.85	0.91	0.95	0.88	0.78	0.81	0.77
Life Science	N	485	5,363	6,492	1,815	849	2,029	66,189	2,822	330
	Mean	3.9	4.1	3.6	4.0	3.4	3.9	4.2	4.2	4.3
	SD	0.78	0.78	0.76	0.72	0.90	0.80	0.76	0.79	0.77
Physical Science	N	90	1,474	1,055	398	261	393	14,972	743	226
	Mean	4.0	4.2	3.6	4.0	3.3	4.0	4.4	4.3	4.5
	SD	0.94	0.90	0.82	0.76	0.99	0.83	0.76	0.82	0.92
Social Science	N	395	2,816	5,402	1,675	603	1,868	43,014	2,790	348
	Mean	4.1	4.4	3.7	4.1	3.9	4.1	4.4	4.4	4.6
	SD	0.79	0.82	0.86	0.77	0.91	0.81	0.78	0.82	0.88
Other Fields	N	270	1,931	4,706	1,235	449	1,170	30,820	1,752	230
	Mean	4.0	4.2	3.6	3.9	3.7	4.0	4.3	4.4	4.5
	SD	0.92	0.84	0.83	0.81	0.97	0.86	0.79	0.83	0.84
No Response	N	183	1,522	2,327	512	203	589	14,116	1,278	1,509
	Mean	3.2	4.0	3.4	3.8	3.4	3.8	4.3	4.1	4.0
	SD	1.17	0.98	0.89	0.82	1.01	0.88	0.83	0.98	1.09
Total	N	1,978	18,294	29,432	8,447	3,329	8,653	246,671	13,142	3,254
	Mean	3.9	4.2	3.6	4.0	3.6	4.0	4.3	4.3	4.3
	SD	0.92	0.85	0.83	0.79	0.95	0.85	0.79	0.85	0.99

[Return to Text](#)

Appendix D

U.S. Examinee Characteristics: Intended Major Field, First-Generation College, Undergraduate GPA, Age

Data are not presented for subgroups containing fewer than 25 test takers.

All Examinees: Intended Graduate Major Field

**Table D.1. GRE General Test Verbal Scores by Intended Graduate Major Field: 2006-07
(U.S. Citizens Only)**

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	86,328	459	530	380
Physical Science	19,596	517	590	440
Engineering	16,735	500	570	430
Social Science	58,856	493	570	410
Humanities	30,938	552	630	480
Education	49,499	447	520	370
Business	6,223	453	520	370
Other	42,529	479	560	390

[Return to Text](#)

**Table D.2. GRE General Test Quantitative Scores by Intended Graduate Major Field: 2006-07
(U.S. Citizens Only)**

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	86,328	549	650	460
Physical Science	19,596	664	760	600
Engineering	16,735	696	770	650
Social Science	58,856	540	650	440
Humanities	30,938	546	650	460
Education	49,499	494	590	390
Business	6,223	534	640	430
Other	42,529	517	620	420

[Return to Text](#)

**Table D.3. GRE General Test Analytical Writing Scores by Intended Graduate Major Field: 2006-07
(U.S. Citizens Only)**

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	86,328	4.1	4.5	3.5
Physical Science	19,596	4.3	5.0	4.0
Engineering	16,735	4.3	5.0	4.0
Social Science	58,856	4.4	5.0	4.0
Humanities	30,938	4.6	5.0	4.0
Education	49,499	4.0	4.5	3.5
Business	6,223	4.0	4.5	3.5
Other	42,529	4.2	5.0	3.5

[Return to Text](#)

Table D.4. GRE General Test Verbal Scores by First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	230,646	496	570	410
Yes	93,398	445	510	370

[Return to Text](#)

Table D.5. GRE General Test Quantitative Scores by First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	230,646	569	680	480
Yes	93,398	498	610	390

[Return to Text](#)

Table D.6. GRE General Test Analytical Writing Scores by First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	230,646	4.3	5.0	4.0
Yes	93,398	4.0	4.5	3.5

[Return to Text](#)

Table D.7. GRE General Test Verbal Scores by Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
<=D	53	414	540	310
C-	632	421	490	340
C	9,349	425	490	350
B-	24,735	437	500	360
B	8,7004	454	530	380
A-	102,340	491	570	410
A	95,529	513	590	430

[Return to Text](#)

**Table D.8. GRE General Test Quantitative Scores by Undergraduate GPA: 2006-07
(U.S. Citizens Only)**

UGPA	N	Mean Score	75th Percentile	25th Percentile
<=D	53	528	660	390
C-	632	484	610	350
C	9,349	495	610	380
B-	24,735	513	630	400
B	87,004	523	630	420
A-	102,340	560	670	470
A	95,529	576	680	480

[Return to Text](#)

**Table D.9. GRE General Test Analytical Writing Scores by Undergraduate GPA: 2006-07
(U.S. Citizens Only)**

UGPA	N	Mean Score	75th Percentile	25th Percentile
<=D	53	3.2	4.0	3.0
C-	632	3.7	4.5	3.0
C	9,349	3.8	4.5	3.0
B-	24,735	3.9	4.5	3.5
B	87,004	4.0	4.5	3.5
A-	102,340	4.3	5.0	4.0
A	95,529	4.4	5.0	4.0

[Return to Text](#)

All Examinees: Age Group

Table D.10. GRE General Test Verbal Scores by Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	109,675	481	550	400
23-25	100,404	477	550	390
26-30	59,899	487	570	400
31-35	24,228	482	570	390
36-40	14,959	478	560	380
41-45	9,801	476	570	380
46-50	7,410	482	570	390
51-55	4,502	492	580	390
56-60	1,710	502	600	390
>60	323	493	610	380

[Return to Text](#)

Table D.11. GRE General Test Quantitative Scores by Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	109,675	585	690	500
23-25	100,404	555	660	460
26-30	59,899	536	650	430
31-35	24,228	504	610	390
36-40	14,959	480	590	370
41-45	9,801	465	570	350
46-50	7,410	459	570	350
51-55	4,502	453	550	340
56-60	1,710	452	560	340
>60	323	433	550	310

[Return to Text](#)

Table D.12. GRE General Test Analytical Writing Scores by Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	109,675	4.4	5.0	4.0
23-25	100,404	4.2	5.0	3.5
26-30	59,899	4.2	4.5	3.5
31-35	24,228	4.1	4.5	3.5
36-40	14,959	4.0	4.5	3.5
41-45	9,801	3.9	4.5	3.5
46-50	7,410	3.9	4.5	3.5
51-55	4,502	3.9	4.5	3.5
56-60	1,710	3.9	4.5	3.5
>60	323	3.9	4.5	3.5

[Return to Text](#)

Male Examinees: Intended Graduate Major Field

Table D.13. GRE General Test Verbal Scores by Gender (Male) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	20,280	474	540	400
Physical Science	12,492	525	600	450
Engineering	12,991	502	570	430
Social Science	18,539	517	590	440
Humanities	13,334	561	640	490
Education	11,934	463	540	380
Business	2,929	468	550	390
Other	13,974	493	570	410

[Return to Text](#)

Table D.14. GRE General Test Quantitative Scores by Gender (Male) and Intended Graduate Major Field: 2006-07 (U.S Citizens Only)

Intended Major	N	Mean Score	75th Percentile	25th Percentile
Life Science	20,280	593	690	510
Physical Science	12,492	685	770	630
Engineering	12,991	703	770	660
Social Science	18,539	581	690	490
Humanities	13,334	572	680	490
Education	11,934	532	640	430
Business	2,929	574	690	480
Other	13,974	556	660	470

[Return to Text](#)

Table D.15. GRE General Test Analytical Writing Scores by Gender (Male) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	20,280	4.1	4.5	3.5
Physical Science	12,492	4.3	5.0	4.0
Engineering	12,991	4.3	5.0	4.0
Social Science	18,539	4.4	5.0	4.0
Humanities	13,334	4.6	5.0	4.0
Education	11,934	4.1	4.5	3.5
Business	2,929	4.1	4.5	3.5
Other	13,974	4.2	5.0	3.5

[Return to Text](#)

Male Examinees: First Generation College Student Status

Table D.16. GRE General Test Verbal Scores by Gender (Male) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	81,560	517	590	430
Yes	29,797	465	540	380

[Return to Text](#)

Table D.17. GRE General Test Quantitative Scores by Gender (Male) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	81,560	618	730	530
Yes	29,797	550	660	450

[Return to Text](#)

Table D.18. GRE General Test Analytical Writing Scores by Gender (Male) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	81,560	4.4	5.0	4.0
Yes	29,797	4.0	4.5	3.5

[Return to Text](#)

Male Examinees: Undergraduate GPA

Table D.19. GRE General Test Verbal Scores by Gender (Male) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75th Percentile	25th Percentile
<=D	28	444	580	305
C-	243	444	530	350
C	3,650	446	520	360
B-	9,343	458	530	380
B	30,872	475	550	400
A-	36,084	513	590	430
A	30,210	540	620	460

[Return to Text](#)

Table D.20. GRE General Test Quantitative Scores by Gender (Male) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
<=D	28	541	690	440
C-	243	539	660	430
C	3,650	542	660	440
B-	9,343	561	680	460
B	30,872	573	690	480
A-	36,084	611	720	520
A	30,210	633	740	550

[Return to Text](#)

Table D.21. GRE General Test Analytical Writing Scores by Gender (Male) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75th Percentile	25th Percentile
<=D	28	3.3	4.25	2.5
C-	243	3.8	4.50	3.5
C	3,650	3.8	4.50	3.5
B-	9,343	4.0	4.50	3.5
B	30,872	4.1	4.50	3.5
A-	36,084	4.4	5.00	4.0
A	30,210	4.5	5.00	4.0

[Return to Text](#)

Table D.22. GRE General Test Verbal Scores by Gender (Male) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	32,246	509	580	430
23-25	36,304	494	570	410
26-30	23,618	506	590	420
31-35	9,744	502	590	410
36-40	5,543	500	590	410
41-45	3,042	500	590	400
46-50	2,119	502	590	400
51-55	1,286	509	610	410
56-60	620	512	610	410
>60	133	500	600	390

[Return to Text](#)

Table D.23. GRE General Test Quantitative Scores by Gender (Male) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	32,246	650	750	580
23-25	36,304	605	710	520
26-30	23,618	583	690	490
31-35	9,744	550	660	450
36-40	5,543	526	640	420
41-45	3,042	513	630	400
46-50	2,119	515	630	400
51-55	1,286	502	620	390
56-60	620	503	620	385
>60	133	495	630	370

[Return to Text](#)

Table D.24. GRE General Test Analytical Writing Scores by Gender (Male) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	32,246	4.4	5.0	4.0
23-25	36,304	4.3	5.0	3.5
26-30	23,618	4.2	5.0	3.5
31-35	9,744	4.1	4.5	3.5
36-40	5,543	4.1	4.5	3.5
41-45	3,042	4.0	4.5	3.5
46-50	2,119	4.0	4.5	3.5
51-55	1,286	3.9	4.5	3.5
56-60	620	3.9	4.5	3.5
>60	133	3.9	4.5	3.5

[Return to Text](#)

Table D.25. GRE General Test Verbal Scores by Gender (Female) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	66,048	454	520	380
Physical Science	7,104	501	580	420
Engineering	3,744	495	570	420
Social Science	40,317	481	560	400
Humanities	17,604	544	620	470
Education	37,565	442	510	370
Business	3,294	439	510	360
Other	28,555	472	550	390

[Return to Text](#)

Table D.26. GRE General Test Quantitative Scores by Gender (Female) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	66,048	535	630	450
Physical Science	7,104	627	730	550
Engineering	3,744	672	750	620
Social Science	40,317	521	620	420
Humanities	17,604	526	630	430
Education	37,565	482	580	380
Business	3,294	499	600	400
Other	28,555	498	600	400

[Return to Text](#)

Table D.27. GRE General Test Analytical Writing Scores by Gender (Female) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	66,048	4.1	4.5	3.5
Physical Science	7,104	4.3	5.0	4.0
Engineering	3,744	4.3	5.0	4.0
Social Science	40,317	4.3	5.0	4.0
Humanities	17,604	4.6	5.0	4.0
Education	37,565	4.0	4.5	3.5
Business	3,294	4.0	4.5	3.5
Other	28,555	4.2	5.0	3.5

[Return to Text](#)

Female Examinees: First Generation College Student Status

Table D.28. GRE General Test Verbal Scores by Gender (Female) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	149,086	485	560	400
Yes	63,601	435	500	360

[Return to Text](#)

Table D.29. GRE General Test Quantitative Scores by Gender (Female) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	149,086	543	640	450
Yes	63,601	474	570	370

[Return to Text](#)

Table D.30. GRE General Test Analytical Writing Scores by Gender (Female) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	149,086	4.3	5.0	4.0
Yes	63,601	4.0	4.5	3.5

[Return to Text](#)

Female Examinees: Undergraduate GPA

Table D.31. GRE General Test Verbal Scores by Gender (Female) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
<=D	25	381	440	310
C-	389	406	460	330
C	5,699	412	470	340
B-	15,392	424	480	350
B	56,132	442	510	370
A-	66,256	480	550	400
A	65,319	501	580	420

[Return to Text](#)

Table D.32. GRE General Test Quantitative Scores by Gender (Female) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
<=D	25	514	630	380
C-	389	449	570	330
C	5,699	464	570	360
B-	15,392	484	590	380
B	56,132	496	600	390
A-	66,256	533	630	440
A	65,319	550	650	460

[Return to Text](#)

Table D.33. GRE General Test Analytical Writing Scores by Gender (Female) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
<=D	25	3.2	4.0	3.0
C-	389	3.7	4.0	3.0
C	5,699	3.7	4.0	3.0
B-	15,392	3.9	4.5	3.5
B	56,132	4.0	4.5	3.5
A-	66,256	4.3	5.0	4.0
A	65,319	4.4	5.0	4.0

[Return to Text](#)

Female Examinees: Age Group

Table D.34. GRE General Test Verbal Scores by Gender (Female) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	77,429	470	540	390
23-25	64,100	467	540	380
26-30	36,281	474	550	390
31-35	14,484	468	550	380
36-40	9,416	465	550	370
41-45	6,759	465	550	370
46-50	5,291	474	570	380
51-55	3,216	485	570	390
56-60	1,090	496	590	380
>60	190	488	610	360

[Return to Text](#)

Table D.35. GRE General Test Quantitative Scores by Gender (Female) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	77,429	558	650	470
23-25	64,100	527	630	430
26-30	36,281	506	610	410
31-35	14,484	473	570	370
36-40	9,416	454	550	350
41-45	6,759	443	540	340
46-50	5,291	437	540	330
51-55	3,216	433	530	330
56-60	1,090	423	510	320
>60	190	389	470	290

[Return to Text](#)

Table D.36. GRE General Test Analytical Writing Scores by Gender (Female) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	77,429	4.3	5.0	4.0
23-25	64,100	4.2	4.5	3.5
26-30	36,281	4.1	4.5	3.5
31-35	14,484	4.0	4.5	3.5
36-40	9,416	3.9	4.5	3.5
41-45	6,759	3.9	4.5	3.5
46-50	5,291	3.9	4.5	3.5
51-55	3,216	3.9	4.5	3.5
56-60	1,090	3.9	4.5	3.5
>60	190	3.9	4.5	3.5

[Return to Text](#)

American Indian Examinees: Intended Graduate Major Field

Table D.37. GRE General Test Verbal Scores by Ethnic Group (American Indian) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	485	430	490	370
Physical Science	90	465	540	410
Engineering	69	444	530	330
Social Science	394	467	530	390
Humanities	179	527	620	440
Education	260	428	500	355
Business	45	436	500	370
Other	270	442	520	370

[Return to Text](#)

Table D.38. GRE General Test Quantitative Scores by Ethnic Group (American Indian) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	485	507	610	420
Physical Science	90	596	670	530
Engineering	69	643	730	580
Social Science	394	488	590	390
Humanities	179	515	630	420
Education	260	450	540	350
Business	45	473	550	370
Other	270	451	540	350

[Return to Text](#)

Table D.39. GRE General Test Analytical Writing Scores by Ethnic Group (American Indian) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	485	3.9	4.5	3.5
Physical Science	90	4.0	4.5	3.5
Engineering	69	3.7	4.5	3.5
Social Science	394	4.1	4.5	3.5
Humanities	179	4.5	5.0	4.0
Education	260	3.9	4.5	3.5
Business	45	3.9	4.5	3.5
Other	270	4.0	4.5	3.5

[Return to Text](#)

American Indian Examinees: First Generation College Student Status

Table D.40. GRE General Test Verbal Scores by Ethnic Group (American Indian) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	1,098	466	540	390
Yes	780	429	500	350

[Return to Text](#)

Table D.41. GRE General Test Quantitative Scores by Ethnic Group (American Indian) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	1,098	516	620	420
Yes	780	471	570	360

[Return to Text](#)

Table D.42. GRE General Test Analytical Writing Scores by Ethnic Group (American Indian) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	1,098	4.1	4.5	3.5
Yes	780	3.8	4.5	3.5

[Return to Text](#)

American Indian Examinees: Undergraduate GPA

Table D.43. GRE General Test Verbal Scores by Ethnic Group (American Indian) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C	88	403	480	330
B-	171	428	490	360
B	563	435	500	370
A-	533	457	530	380
A	497	478	560	390

[Return to Text](#)

Table D.44. GRE General Test Quantitative Scores by Ethnic Group (American Indian) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C	88	444	535	350
B-	171	475	580	370
B	563	484	580	380
A-	533	503	600	410
A	497	524	630	420

[Return to Text](#)

Table D.45. GRE General Test Analytical Writing Scores by Ethnic Group (American Indian) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C	88	3.6	4.0	3.0
B-	171	3.8	4.5	3.0
B	563	3.9	4.5	3.5
A-	533	4.0	4.5	3.5
A	497	4.2	5.0	4.0

[Return to Text](#)

Table D.46. GRE General Test Verbal Scores by Ethnic Group (American Indian) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	483	437	520	350
23-25	534	451	510	380
26-30	375	455	530	380
31-35	233	440	510	370
36-40	122	443	520	360
41-45	97	446	530	360
46-50	67	448	540	360
51-55	44	462	530	390

[Return to Text](#)

Table D.47. GRE General Test Quantitative Scores by Ethnic Group (American Indian) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	483	549	650	460
23-25	534	523	620	430
26-30	375	486	590	380
31-35	233	462	550	360
36-40	122	431	520	330
41-45	97	415	490	330
46-50	67	423	510	310
51-55	44	427	540	320

[Return to Text](#)

Table D.48. GRE General Test Analytical Writing Scores by Ethnic Group (American Indian) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	483	3.9	4.5	3.5
23-25	534	4.0	4.5	3.5
26-30	375	4.1	4.5	3.5
31-35	233	3.8	4.5	3.0
36-40	122	3.9	4.5	3.5
41-45	97	3.8	4.5	3.5
46-50	67	3.9	4.5	3.5
51-55	44	3.7	4.0	3.5

[Return to Text](#)

Table D.49. GRE General Test Verbal Scores by Ethnic Group (African American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	6,491	395	450	330
Physical Science	1,055	406	460	330
Engineering	933	421	480	350
Social Science	5,395	404	470	330
Humanities	1,352	456	540	370
Education	6,254	381	430	320
Business	897	384	430	320
Other	4,702	391	450	320

[Return to Text](#)**Table D.50. GRE General Test Quantitative Scores by Ethnic Group (African American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	6,491	438	530	330
Physical Science	1,055	528	640	410
Engineering	933	586	690	500
Social Science	5,395	409	500	300
Humanities	1,352	426	530	310
Education	6,254	394	480	290
Business	897	414	500	310
Other	4,702	395	490	290

[Return to Text](#)**Table D.51. GRE General Test Analytical Writing Scores by Ethnic Group (African American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	6,491	3.6	4.0	3.0
Physical Science	1,055	3.6	4.0	3.0
Engineering	933	3.8	4.5	3.0
Social Science	5,395	3.7	4.5	3.0
Humanities	1,352	4.0	4.5	3.5
Education	6,254	3.5	4.0	3.0
Business	897	3.5	4.0	3.0
Other	4,702	3.6	4.0	3.0

[Return to Text](#)

Table D.52. GRE General Test Verbal Scores by Ethnic Group (African American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	15,292	412	470	340
Yes	1,2462	377	430	310

[Return to Text](#)

Table D.53. GRE General Test Quantitative Scores by Ethnic Group (African American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	15,292	445	550	330
Yes	12,462	391	480	290

[Return to Text](#)

Table D.54. GRE General Test Analytical Writing Scores by Ethnic Group (African American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	15,292	3.8	4.5	3
Yes	12,462	3.5	4.0	3

[Return to Text](#)

Table D.55. GRE General Test Verbal Scores by Ethnic Group (African American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	165	368	410	310
C	2,236	375	420	320
B-	4,310	381	430	320
B	10,530	388	440	320
A-	6,339	412	470	340
A	4,230	419	490	340

[Return to Text](#)

Table D.56. GRE General Test Quantitative Scores by Ethnic Group (African American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	165	391	470	290
C	2,236	409	500	300
B-	4,310	410	510	300
B	10,530	411	510	300
A-	6,339	437	540	320
A	4,230	439	540	320

[Return to Text](#)

Table D.57. GRE General Test Analytical Writing Scores by Ethnic Group (African American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	165	3.4	4.0	3.0
C	2,236	3.4	4.0	3.0
B-	4,310	3.5	4.0	3.0
B	10,530	3.6	4.0	3.0
A-	6,339	3.8	4.5	3.0
A	4,230	3.9	4.5	3.5

[Return to Text](#)

African American Examinees: Age Group

Table D.58. GRE General Test Verbal Scores by Ethnic Group (African American) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	6,716	409	470	340
23-25	8,006	392	440	320
26-30	5,753	397	450	320
31-35	3,378	399	460	330
36-40	2,253	387	440	320
41-45	1,383	377	430	310
46-50	1,027	374	430	300
51-55	611	385	460	310
56-60	225	377	440	310
>60	48	383	445	310

[Return to Text](#)

Table D.59. GRE General Test Quantitative Scores by Ethnic Group (African American) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	6,716	473	580	370
23-25	8,006	431	530	320
26-30	5,753	415	510	310
31-35	3,378	398	490	300
36-40	2,253	374	450	280
41-45	1,383	352	420	260
46-50	1,027	335	400	240
51-55	611	333	400	240
56-60	225	330	390	250
>60	48	317	365	220

[Return to Text](#)

Table D.60. GRE General Test Analytical Writing Scores by Ethnic Group (African American) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	6,716	3.9	4.5	3.5
23-25	8,006	3.6	4.0	3.0
26-30	5,753	3.6	4.0	3.0
31-35	3,378	3.6	4.0	3.0
36-40	2,253	3.5	4.0	3.0
41-45	1,383	3.4	4.0	3.0
46-50	1,027	3.3	4.0	2.5
51-55	611	3.4	4.0	3.0
56-60	225	3.3	4.0	3.0
>60	48	3.2	4.0	2.5

[Return to Text](#)

Mexican American Examinees: Intended Graduate Major Field

Table D.61. GRE General Test Verbal Scores by Ethnic Group (Mexican American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	1,815	426	490	360
Physical Science	398	453	520	380
Engineering	382	443	510	370
Social Science	1,673	443	510	360
Humanities	700	483	570	390
Education	1,566	404	460	330
Business	164	413	465	340
Other	1,235	423	500	340

[Return to Text](#)

Table D.62. GRE General Test Quantitative Scores by Ethnic Group (Mexican American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	1,815	509	610	420
Physical Science	398	606	710	520
Engineering	382	635	720	570
Social Science	1,673	483	580	380
Humanities	700	475	580	370
Education	1,566	438	530	340
Business	164	462	575	345
Other	1,235	447	560	340

[Return to Text](#)

Table D.63. GRE General Test Analytical Writing Scores by Ethnic Group (Mexican American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	1,815	4.0	4.5	3.5
Physical Science	398	4.0	4.5	3.5
Engineering	382	4.0	4.5	3.5
Social Science	1,673	4.1	4.5	3.5
Humanities	700	4.3	5.0	3.5
Education	1,566	3.8	4.5	3.0
Business	164	3.8	4.5	3.5
Other	1,235	3.9	4.5	3.5

[Return to Text](#)

Mexican American Examinees: First Generation College Student Status

Table D.64. GRE General Test Verbal Scores by Ethnic Group (Mexican American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	3,365	462	540	380
Yes	4,875	410	470	340

[Return to Text](#)

Table D.65. GRE General Test Quantitative Scores by Ethnic Group (Mexican American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	3,365	524	630	420
Yes	4,875	459	560	350

[Return to Text](#)

Table D.66. GRE General Test Analytical Writing Scores by Ethnic Group (Mexican American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	3,365	4.1	4.5	3.5
Yes	4,875	3.9	4.5	3.5

[Return to Text](#)

Mexican American Examinees: Undergraduate GPA

Table D.67. GRE General Test Verbal Scores by Ethnic Group (Mexican American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	26	388	430	350
C	413	407	470	340
B-	954	404	460	340
B	2,715	418	480	340
A-	2,269	444	520	360
A	1,684	460	530	380

[Return to Text](#)

Table D.68. GRE General Test Quantitative Scores by Ethnic Group (Mexican American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	26	433	540	300
C	413	473	580	360
B-	954	470	590	360
B	2,715	477	580	370
A-	2,269	495	600	400
A	1,684	507	620	400

[Return to Text](#)

Table D.69. GRE General Test Analytical Writing Scores by Ethnic Group (Mexican American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	26	3.8	4.5	3.0
C	413	3.8	4.0	3.5
B-	954	3.8	4.5	3.5
B	2,715	3.9	4.5	3.5
A-	2,269	4.1	4.5	3.5
A	1,684	4.2	5.0	3.5

[Return to Text](#)

Table D.70. GRE General Test Verbal Scores by Ethnic Group (Mexican American) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	2,009	446	510	370
23-25	2,687	429	490	350
26-30	1,848	432	500	350
31-35	884	422	490	340
36-40	512	414	480	330
41-45	262	410	470	330
46-50	133	428	500	350
51-55	74	409	490	320
56-60	29	419	490	330

[Return to Text](#)

Table D.71. GRE General Test Quantitative Scores by Ethnic Group (Mexican American) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	2,009	538	640	440
23-25	2,687	501	600	400
26-30	1,848	471	570	360
31-35	884	439	540	330
36-40	512	414	505	310
41-45	262	400	490	300
46-50	133	395	490	300
51-55	74	373	430	290
56-60	29	360	430	270

[Return to Text](#)

Table D.72. GRE General Test Analytical Writing Scores by Ethnic Group (Mexican American) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	2,009	4.2	4.5	3.5
23-25	2,687	4.1	4.5	3.5
26-30	1,848	3.9	4.5	3.5
31-35	884	3.8	4.5	3.0
36-40	512	3.7	4.0	3.0
41-45	262	3.6	4.0	3.0
46-50	133	3.5	4.0	3.0
51-55	74	3.6	4.0	3.0
56-60	29	3.4	4.0	3.0

[Return to Text](#)

Table D.73. GRE General Test Verbal Scores by Ethnic Group (Asian American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	5,357	462	540	380
Physical Science	1,474	499	600	400
Engineering	2,236	494	580	410
Social Science	2,809	507	590	420
Humanities	1,053	551	640	460
Education	1,503	465	550	380
Business	390	482	570	370
Other	1,928	480	570	390

[Return to Text](#)

Table D.74. GRE General Test Quantitative Scores by Ethnic Group (Asian American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	5,357	598	700	510
Physical Science	1,474	695	790	640
Engineering	2,236	721	790	680
Social Science	2,809	598	710	510
Humanities	1,053	593	700	510
Education	1,503	566	670	470
Business	390	619	740	520
Other	1,928	572	680	470

[Return to Text](#)

Table D.75. GRE General Test Analytical Writing Scores by Ethnic Group (Asian American) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	5,357	4.1	4.5	3.5
Physical Science	1,474	4.2	5.0	3.5
Engineering	2,236	4.2	5.0	3.5
Social Science	2,809	4.4	5.0	4.0
Humanities	1,053	4.5	5.0	4.0
Education	1,503	4.2	5.0	3.5
Business	390	4.2	5.0	3.5
Other	1,928	4.2	4.5	3.5

[Return to Text](#)

Table D.76. GRE General Test Verbal Scores by Ethnic Group (Asian American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	12,826	505	590	410
Yes	4,992	437	520	350

[Return to Text](#)

Table D.77. GRE General Test Quantitative Scores by Ethnic Group (Asian American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	12,826	634	740	560
Yes	4,992	576	690	480

[Return to Text](#)

Table D.78. GRE General Test Analytical Writing Scores by Ethnic Group (Asian American) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	12,826	4.3	5.0	4.0
Yes	4,992	4.0	4.5	3.5

[Return to Text](#)

Table D.79. GRE General Test Verbal Scores by Ethnic Group (Asian American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	81	451	530	380
C	835	435	520	350
B-	2,008	450	530	370
B	5,577	466	550	380
A-	5,166	501	590	410
A	3,650	527	620	430

[Return to Text](#)

Table D.80. GRE General Test Quantitative Scores by Ethnic Group (Asian American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	81	592	710	520
C	835	571	680	470
B-	2,008	600	700	510
B	5,577	604	710	520
A-	5,166	630	740	550
A	3,650	643	760	560

[Return to Text](#)

Table D.81. GRE General Test Analytical Writing Scores by Ethnic Group (Asian American) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	81	3.8	4.5	3.5
C	835	3.9	4.5	3.5
B-	2,008	4.0	4.5	3.5
B	5,577	4.1	4.5	3.5
A-	5,166	4.3	5.0	4.0
A	3,650	4.4	5.0	4.0

[Return to Text](#)

Asian American Examinees: Age Group

Table D.82. GRE General Test Verbal Scores by Ethnic Group (Asian American) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	6,642	502	580	410
23-25	6,240	478	570	390
26-30	3,181	483	570	390
31-35	1,064	479	580	370
36-40	529	454	550	340
41-45	285	424	510	320
46-50	184	421	535	320
51-55	91	410	530	300
56-60	46	414	510	310

[Return to Text](#)

Table D.83. GRE General Test Quantitative Scores by Ethnic Group (Asian American) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	6,642	655	760	580
23-25	6,240	616	720	540
26-30	3,181	592	700	500
31-35	1,064	561	680	460
36-40	529	539	660	420
41-45	285	511	650	380
46-50	184	492	595	380
51-55	91	505	660	390
56-60	46	479	610	350

[Return to Text](#)

Table D.84. GRE General Test Analytical Writing Scores by Ethnic Group (Asian American) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	6,642	4.4	5.0	4.0
23-25	6,240	4.2	5.0	3.5
26-30	3,181	4.1	4.5	3.5
31-35	1,064	4.0	4.5	3.5
36-40	529	3.8	4.5	3.0
41-45	285	3.6	4.0	3.0
46-50	184	3.5	4.0	3.0
51-55	91	3.4	4.0	2.5
56-60	46	3.5	4.0	3.0

[Return to Text](#)

Puerto Rican Examinees: Intended Graduate Major Field

Table D.85. GRE General Test Verbal Scores by Ethnic Group (Puerto Rican) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	848	392	450	320
Physical Science	260	392	470	305
Engineering	274	408	480	330
Social Science	603	431	500	350
Humanities	242	484	580	380
Education	339	401	450	330
Business	109	380	430	310
Other	449	410	480	330

[Return to Text](#)

Table D.86. GRE General Test Quantitative Scores by Ethnic Group (Puerto Rican) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	848	473	565	380
Physical Science	260	526	640	405
Engineering	274	602	700	540
Social Science	603	452	550	340
Humanities	242	455	570	330
Education	339	427	520	320
Business	109	435	520	340
Other	449	430	510	340

[Return to Text](#)

Table D.87. GRE General Test Analytical Writing Scores by Ethnic Group (Puerto Rican) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	848	3.4	4.0	3.0
Physical Science	260	3.3	4.0	2.5
Engineering	274	3.6	4.0	3.0
Social Science	603	3.9	4.5	3.5
Humanities	242	4.1	4.5	3.5
Education	339	3.6	4.0	3.0
Business	109	3.4	4.0	2.5
Other	449	3.7	4.5	3.0

[Return to Text](#)

Puerto Rican Examinees: First Generation College Student Status

Table D.88. GRE General Test Verbal Scores by Ethnic Group (Puerto Rican) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	2,128	414	490	330
Yes	1,103	405	470	320

[Return to Text](#)

Table D.89. GRE General Test Quantitative Scores by Ethnic Group (Puerto Rican) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	2,128	484	590	370
Yes	1,103	441	540	330

[Return to Text](#)

Table D.90. GRE General Test Analytical Writing Scores by Ethnic Group (Puerto Rican) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	2,128	3.6	4.5	3.0
Yes	1,103	3.6	4.0	3.0

[Return to Text](#)

Puerto Rican Examinees: Undergraduate GPA

Table D.91. GRE General Test Verbal Scores by Ethnic Group (Puerto Rican) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C	112	395	460	320
B-	287	396	460	320
B	977	395	460	320
A-	835	429	500	350
A	978	419	500	330

[Return to Text](#)

Table D.92. GRE General Test Quantitative Scores by Ethnic Group (Puerto Rican) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C	112	463	580	350
B-	287	457	550	350
B	977	460	560	350
A-	835	480	590	370
A	978	482	600	370

[Return to Text](#)

Table D.93. GRE General Test Analytical Writing Scores by Ethnic Group (Puerto Rican) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C	112	3.6	4.0	3.0
B-	287	3.5	4.0	3.0
B	977	3.5	4.0	3.0
A-	835	3.8	4.5	3.0
A	978	3.7	4.5	3.0

[Return to Text](#)

Table D.94. GRE General Test Verbal Scores by Ethnic Group (Puerto Rican) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	980	420	480	340
23-25	1,061	404	470	320
26-30	670	410	490	330
31-35	254	420	490	330
36-40	168	416	490	330
41-45	113	383	460	290
46-50	46	414	520	310
51-55	27	382	460	300

[Return to Text](#)

Table D.95. GRE General Test Quantitative Scores by Ethnic Group (Puerto Rican) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	980	507	610	400
23-25	1,061	476	580	370
26-30	670	464	570	360
31-35	254	438	540	330
36-40	168	397	480	300
41-45	113	372	480	280
46-50	46	350	420	240
51-55	27	334	380	240

[Return to Text](#)

Table D.96. GRE General Test Analytical Writing Scores by Ethnic Group (Puerto Rican) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	980	3.8	4.5	3.0
23-25	1,061	3.6	4.5	3.0
26-30	670	3.6	4.0	3.0
31-35	254	3.6	4.0	3.0
36-40	168	3.5	4.0	3.0
41-45	113	3.3	4.0	2.5
46-50	46	3.2	4.0	2.5
51-55	27	3.3	3.5	2.5

[Return to Text](#)

Table D.97. GRE General Test Verbal Scores by Ethnic Group (Other Hispanic) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	2,029	434	500	360
Physical Science	393	472	550	380
Engineering	441	444	510	360
Social Science	1,866	456	530	370
Humanities	713	500	580	420
Education	1,195	414	480	340
Business	254	421	490	350
Other	1,166	441	520	360

[Return to Text](#)

Table D.98. GRE General Test Quantitative Scores by Ethnic Group (Other Hispanic) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	2,029	508	610	400
Physical Science	393	619	730	540
Engineering	441	643	730	570
Social Science	1,866	489	600	380
Humanities	713	493	600	380
Education	1,195	443	530	340
Business	254	493	600	390
Other	1,166	471	580	360

[Return to Text](#)

Table D.99. GRE General Test Analytical Writing Scores by Ethnic Group (Other Hispanic) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	2,029	3.9	4.5	3.5
Physical Science	393	4.0	4.5	3.5
Engineering	441	4.0	4.5	3.5
Social Science	1,866	4.1	4.5	3.5
Humanities	713	4.3	5.0	3.5
Education	1,195	3.8	4.5	3.0
Business	254	3.8	4.5	3.0
Other	1,166	4.0	4.5	3.5

[Return to Text](#)

Other Hispanic Examinees: First Generation College Student Status

Table D.100. GRE General Test Verbal Scores by Ethnic Group (Other Hispanic) and First Generation College Student Status 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	4,777	469	550	380
Yes	3,604	414	480	340

[Return to Text](#)

Table D.101. GRE General Test Quantitative Scores by Ethnic Group (Other Hispanic) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	4,777	532	640	430
Yes	3,604	455	560	350

[Return to Text](#)

Table D.102. GRE General Test Analytical Writing Scores by Ethnic Group (Other Hispanic) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	4,777	4.1	4.5	3.5
Yes	3,604	3.8	4.5	3.0

[Return to Text](#)

Other Hispanic Examinees: Undergraduate GPA

Table D.103. GRE General Test Verbal Scores by Ethnic Group (Other Hispanic) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	28	379	445	305
C	361	400	460	330
B-	860	411	470	330
B	2,646	429	500	350
A-	2,500	457	540	370
A	1,837	478	560	390

[Return to Text](#)

Table D.104. GRE General Test Quantitative Scores by Ethnic Group (Other Hispanic) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	28	426	505	315
C	361	470	570	360
B-	860	468	570	360
B	2,646	487	600	370
A-	2,500	510	620	400
A	1,837	527	640	420

[Return to Text](#)

Table D.105. GRE General Test Analytical Writing Scores by Ethnic Group (Other Hispanic) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	28	3.3	4.0	3.0
C	361	3.6	4.0	3.0
B-	860	3.8	4.5	3.5
B	2,646	3.9	4.5	3.5
A-	2,500	4.1	4.5	3.5
A	1,837	4.2	5.0	3.5

[Return to Text](#)

Other Hispanic Examinees: Age Group

Table D.106. GRE General Test Verbal Scores by Ethnic Group (Other Hispanic) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	2,381	459	540	380
23-25	2,680	442	510	360
26-30	1,806	445	520	360
31-35	786	435	520	340
36-40	425	424	520	330
41-45	252	422	500	330
46-50	189	415	500	330
51-55	89	409	490	320
56-60	29	390	490	290

[Return to Text](#)

Table D.107. GRE General Test Quantitative Scores by Ethnic Group (Other Hispanic) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	2,381	550	650	460
23-25	2,680	509	610	410
26-30	1,806	483	590	370
31-35	786	448	550	340
36-40	425	434	540	310
41-45	252	407	500	300
46-50	189	395	480	290
51-55	89	385	460	290
56-60	29	400	570	280

[Return to Text](#)

Table D.108. GRE General Test Analytical Writing Scores by Ethnic Group (Other Hispanic) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	2,381	4.2	4.5	3.5
23-25	2,680	4.0	4.5	3.5
26-30	1,806	3.9	4.5	3.5
31-35	786	3.8	4.5	3.0
36-40	425	3.6	4.0	3.0
41-45	252	3.5	4.0	3.0
46-50	189	3.5	4.0	3.0
51-55	89	3.4	4.0	3.0
56-60	29	3.3	4.0	2.5

[Return to Text](#)

White Examinees: Intended Graduate Major Field

Table D.109. GRE General Test Verbal Scores by Ethnic Group (White) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	66,153	466	530	390
Physical Science	14,957	530	600	460
Engineering	11,616	514	580	450
Social Science	42,980	506	580	430
Humanities	24,786	560	630	490
Education	36,938	461	530	390
Business	4,141	470	540	400
Other	30,797	495	570	410

[Return to Text](#)

Table D.110. GRE General Test Quantitative Scores by Ethnic Group (White) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	66,153	559	650	480
Physical Science	14,957	675	760	610
Engineering	11,616	707	770	670
Social Science	42,980	557	650	470
Humanities	24,786	554	650	470
Education	36,938	513	610	420
Business	4,141	560	660	470
Other	30,797	538	630	450

[Return to Text](#)

Table D.111. GRE General Test Analytical Writing Scores by Ethnic Group (White) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	66,153	4.2	4.5	3.5
Physical Science	14,957	4.4	5.0	4.0
Engineering	11,616	4.4	5.0	4.0
Social Science	42,980	4.4	5.0	4.0
Humanities	24,786	4.6	5.0	4.0
Education	36,938	4.1	4.5	3.5
Business	4,141	4.2	4.5	3.5
Other	30,797	4.3	5.0	4.0

[Return to Text](#)

White Examinees: First Generation College Student Status

Table D.112. GRE General Test Verbal Scores by Ethnic Group (White) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	180,270	504	580	420
Yes	61,984	463	530	390

[Return to Text](#)

Table D.113. GRE General Test Quantitative Scores by Ethnic Group (White) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	180,270	578	680	490
Yes	61,984	520	620	420

[Return to Text](#)

Table D.114. GRE General Test Analytical Writing Scores by Ethnic Group (White) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	180,270	4.4	5.0	4.0
Yes	61,984	4.1	4.5	3.5

[Return to Text](#)

White Examinees: Undergraduate GPA

Table D.115. GRE General Test Verbal Scores by Ethnic Group (White) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	283	449	520	360
C	4,922	450	520	380
B-	15,047	455	520	380
B	60,399	467	540	390
A-	79,916	499	570	420
A	78,388	519	590	440

[Return to Text](#)

Table D.116. GRE General Test Quantitative Scores by Ethnic Group (White) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	283	519	620	420
C	4,922	525	630	430
B-	15,047	537	640	440
B	60,399	540	640	440
A-	79,916	569	670	480
A	78,388	584	690	500

[Return to Text](#)

Table D.117. GRE General Test Analytical Writing Scores by Ethnic Group (White) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	283	3.9	4.5	3.5
C	4,922	3.9	4.5	3.5
B-	15,047	4.0	4.5	3.5
B	60,399	4.1	4.5	3.5
A-	79,916	4.3	5.0	4.0
A	78,388	4.5	5.0	4.0

[Return to Text](#)

Table D.118. GRE General Test Verbal Scores by Ethnic Group (White) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	85,494	486	550	410
23-25	73,799	488	560	410
26-30	42,916	503	580	420
31-35	16,474	505	580	420
36-40	10,358	505	580	420
41-45	7,025	503	580	420
46-50	5,484	509	590	430
51-55	3,403	518	600	430
56-60	1,284	531	620	440
>60	232	533	630	445

[Return to Text](#)

Table D.119. GRE General Test Quantitative Scores by Ethnic Group (White) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	85,494	591	690	510
23-25	73,799	567	670	480
26-30	42,916	555	660	460
31-35	16,474	529	630	430
36-40	10,358	507	610	410
41-45	7,025	491	590	390
46-50	5,484	487	590	380
51-55	3,403	477	570	380
56-60	1,284	476	570	370
>60	232	467	580	360

[Return to Text](#)

Table D.120. GRE General Test Analytical Writing Scores by Ethnic Group (White) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	85,494	4.4	5.0	4.0
23-25	73,799	4.3	5.0	4.0
26-30	42,916	4.3	5.0	4.0
31-35	16,474	4.2	4.5	3.5
36-40	10,358	4.1	4.5	3.5
41-45	7,025	4.1	4.5	3.5
46-50	5,484	4.1	4.5	3.5
51-55	3,403	4.1	4.5	3.5
56-60	1,284	4.1	4.5	3.5
>60	232	4.2	4.5	3.5

[Return to Text](#)

Table D.121. GRE General Test Verbal Scores by Ethnic Group (Other) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	2,820	478	560	390
Physical Science	743	529	610	450
Engineering	647	499	590	420
Social Science	2,788	510	590	430
Humanities	1,640	561	640	490
Education	1,266	459	540	380
Business	200	470	550	380
Other	1,752	501	590	410

[Return to Text](#)

Table D.122. GRE General Test Quantitative Scores by Ethnic Group (Other) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	2,820	558	660	470
Physical Science	743	669	760	610
Engineering	647	685	760	640
Social Science	2,788	546	650	455
Humanities	1,640	543	650	450
Education	1,266	494	610	380
Business	200	539	650	420
Other	1,752	527	630	430

[Return to Text](#)

Table D.123. GRE General Test Analytical Writing Scores by Ethnic Group (Other) and Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)

Intended Major	N	Mean Score	75 th Percentile	25 th Percentile
Life Science	2,820	4.2	4.5	3.5
Physical Science	743	4.3	5.0	3.5
Engineering	647	4.2	5.0	4.0
Social Science	2,788	4.4	5.0	4.0
Humanities	1,640	4.6	5.0	4.0
Education	1,266	4.1	4.5	3.5
Business	200	4.0	4.5	3.5
Other	1,752	4.4	5.0	4.0

[Return to Text](#)

Table D.124. GRE General Test Verbal Scores by Ethnic Group (Other) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	9,387	516	600	430
Yes	3,219	460	540	370

[Return to Text](#)

Table D.125. GRE General Test Quantitative Scores by Ethnic Group (Other) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	9,387	573	680	480
Yes	3,219	501	610	390

[Return to Text](#)

Table D.126. GRE General Test Analytical Writing Scores by Ethnic Group (Other) and First Generation College Student Status: 2006-07 (U.S. Citizens Only)

First Generation College	N	Mean Score	75 th Percentile	25 th Percentile
No	9,387	4.4	5.0	4.0
Yes	3,219	4.1	4.5	3.5

[Return to Text](#)

Table D.127. GRE General Test Verbal Scores by Ethnic Group (Other) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	29	458	490	390
C	352	431	505	350
B-	1,007	446	520	370
B	3,283	470	550	380
A-	4,172	516	600	430
A	3,561	538	620	460

[Return to Text](#)

Table D.128. GRE General Test Quantitative Scores by Ethnic Group (Other) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	29	476	630	350
C	352	514	630	410
B-	1,007	526	640	420
B	3,283	530	640	420
A-	4,172	567	680	470
A	3,561	575	680	480

[Return to Text](#)

Table D.129. GRE General Test Analytical Writing Scores by Ethnic Group (Other) and Undergraduate GPA: 2006-07 (U.S. Citizens Only)

UGPA	N	Mean Score	75 th Percentile	25 th Percentile
C-	29	4.1	4.5	3.5
C	352	3.8	4.5	3.5
B-	1,007	4.0	4.5	3.5
B	3,283	4.1	4.5	3.5
A-	4,172	4.4	5.0	4.0
A	3,561	4.5	5.0	4.0

[Return to Text](#)

Other Ethnicity Examinees: Age Group

Table D.130. GRE General Test Verbal Scores by Ethnic Group (Other) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	3,827	504	580	420
23-25	4,442	500	580	410
26-30	2,752	502	590	410
31-35	935	497	590	390
36-40	478	498	600	390
41-45	290	500	610	390
46-50	214	484	600	360
51-55	128	516	610	395
56-60	56	528	610	425

[Return to Text](#)

Table D.131. GRE General Test Quantitative Scores by Ethnic Group (Other) and Age Group: 2006-07 (U.S. Citizens Only)

Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	3,827	590	700	500
23-25	4,442	560	670	470
26-30	2,752	540	650	440
31-35	935	512	630	400
36-40	478	493	610	380
41-45	290	478	610	350
46-50	214	458	590	320
51-55	128	463	560	360
56-60	56	469	590	345

[Return to Text](#)

Table D.132. GRE General Test Analytical Writing Scores by Ethnic Group (Other) and Age Group: 2006-07 (U.S. Citizens Only)

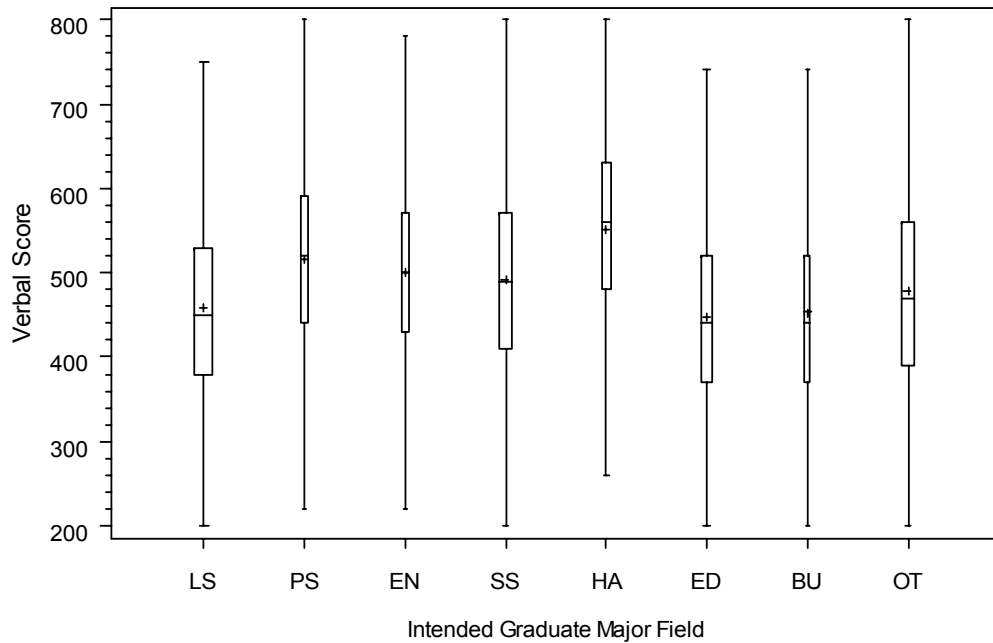
Age Group	N	Mean Score	75 th Percentile	25 th Percentile
<23	3,827	4.4	5.00	4.0
23-25	4,442	4.3	5.00	4.0
26-30	2,752	4.2	5.00	3.5
31-35	935	4.1	4.50	3.5
36-40	478	4.1	5.00	3.5
41-45	290	4.0	4.50	3.5
46-50	214	3.8	4.50	3.0
51-55	128	4.1	4.50	3.5
56-60	56	4.0	4.75	3.5

[Return to Text](#)

Index of Figures

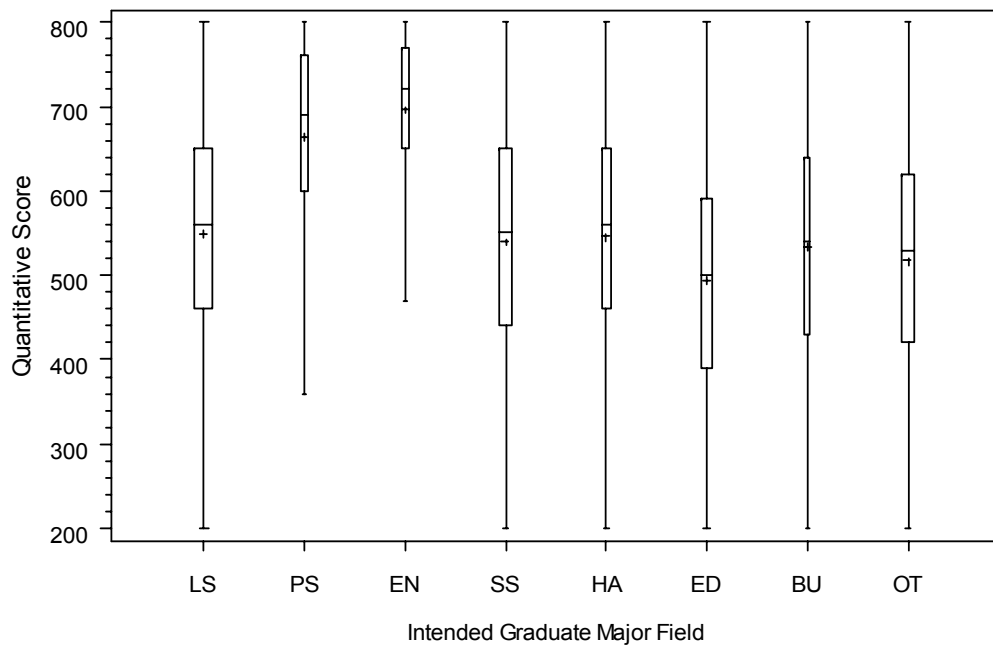
Examinee Characteristics: Intended Major Field, First-Generation College,
Undergraduate GPA, Age
July 1, 2006 – June 30, 2007
Data is not graphed for subgroups containing fewer than 25 test takers.

**Figure 1. GRE General Test Verbal Scores by Intended Graduate Major Field: 2006-07
(U.S. Citizens Only)**

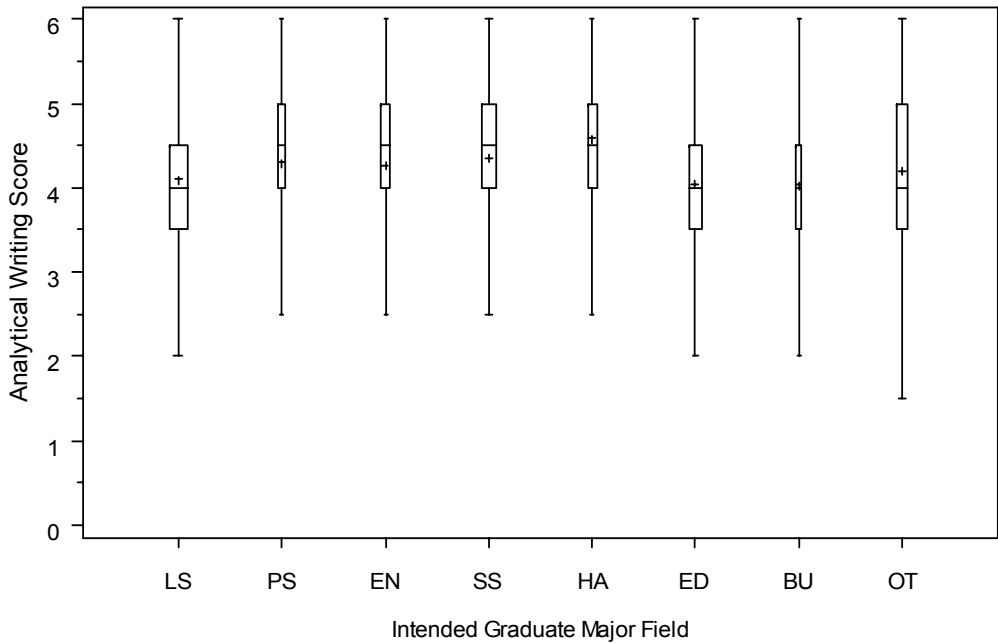


[Return to Text](#)

**Figure 2. GRE General Test Quantitative Scores by Intended Graduate Major Field: 2006-07
(U.S. Citizens Only)**

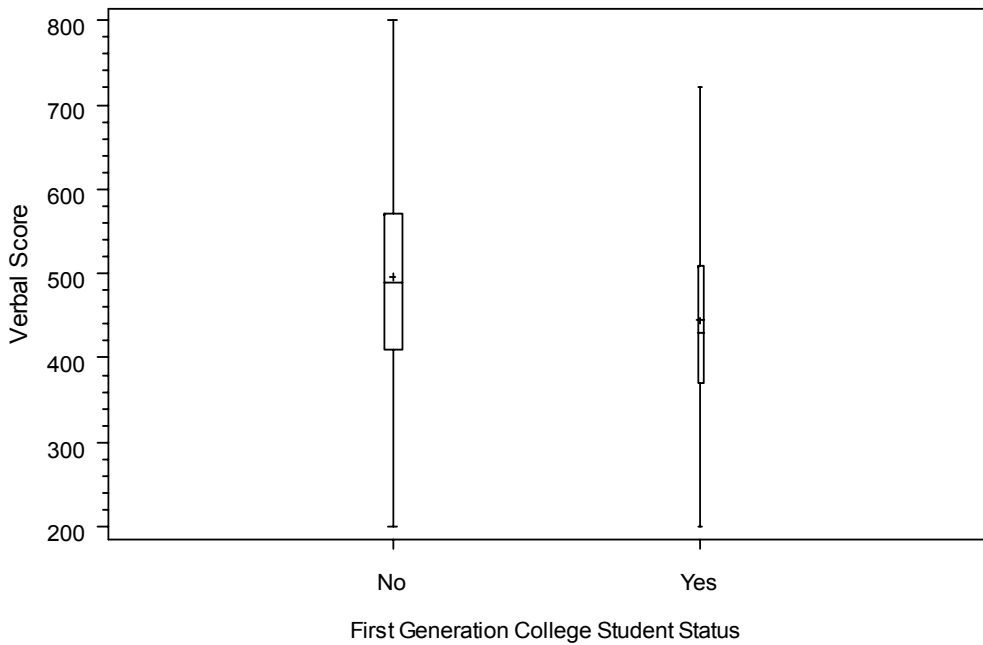


**Figure 3. GRE General Test Analytical Writing Scores by Intended Graduate Major Field: 2006-07
(U.S. Citizens Only)**



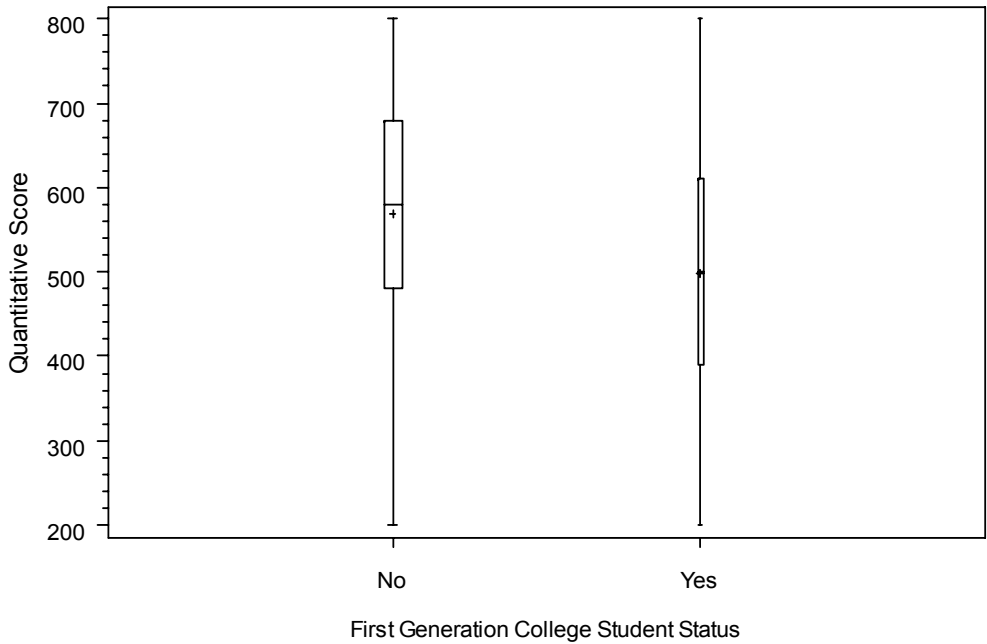
[Return to Text](#)

**Figure 4. GRE General Test Verbal Scores by First Generation College Student Status: 2006-07
(U.S. Citizens Only)**



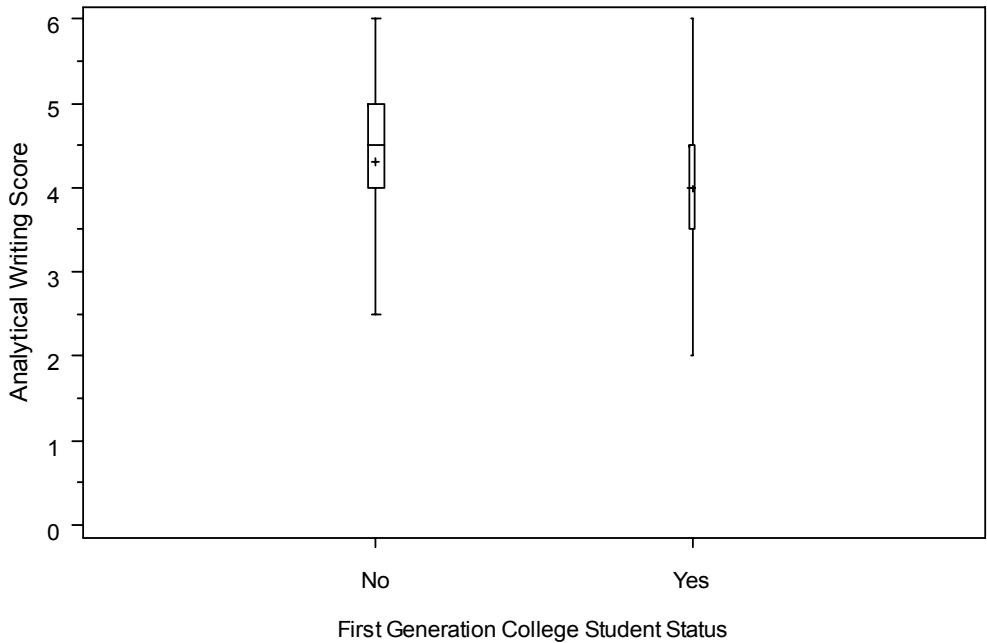
[Return to Text](#)

**Figure 5. GRE General Test Quantitative Scores by First Generation College Student Status: 2006-07
(U.S. Citizens Only)**



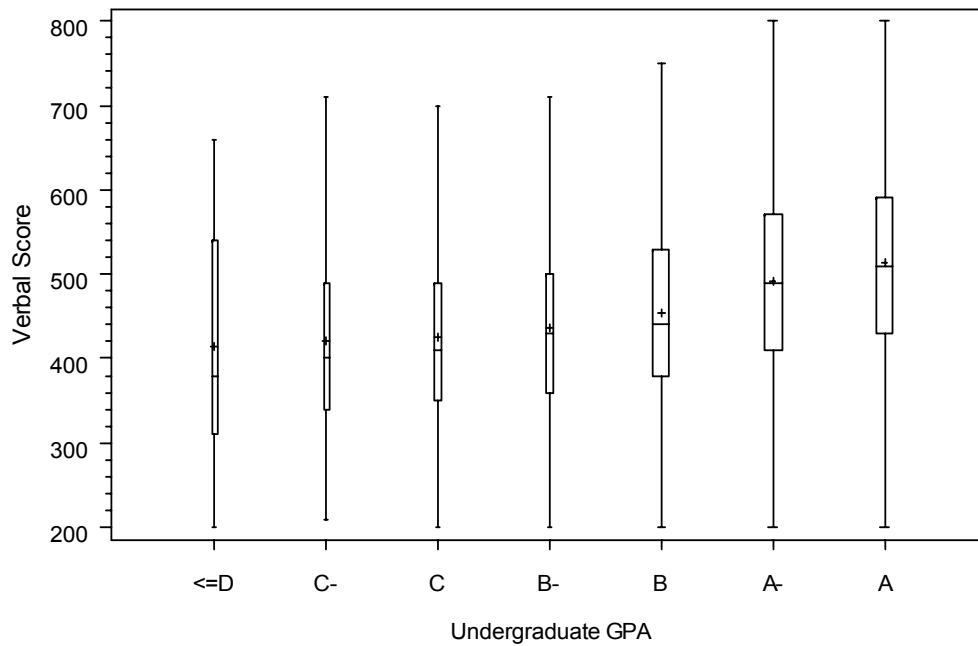
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**Figure 6. GRE General Test Analytical Writing Scores by First Generation College Student Status: 2006-07
(U.S. Citizens Only)**



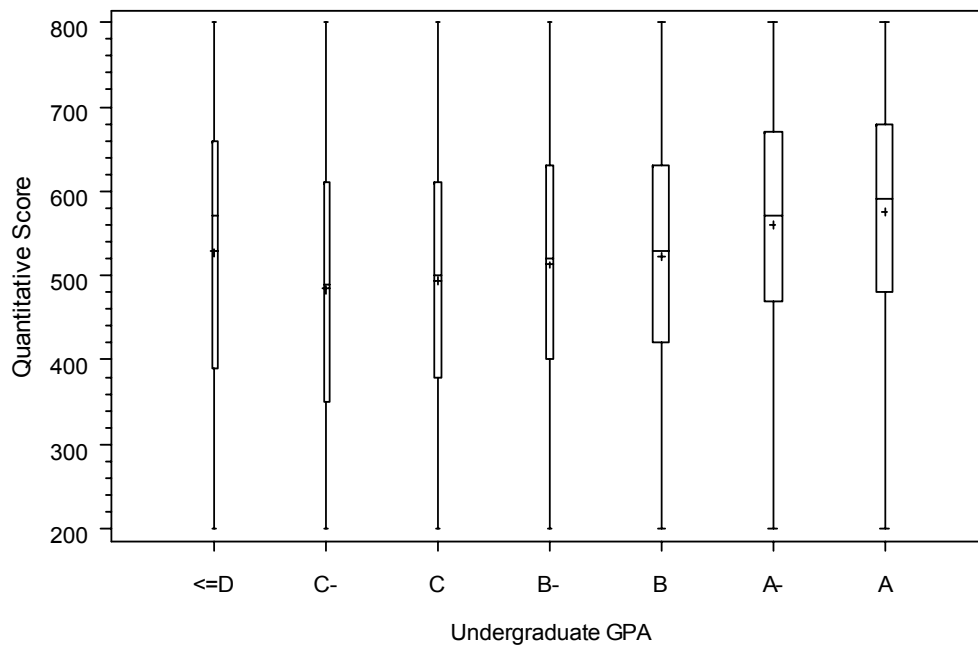
[Return to Text](#)

**Figure 7. GRE General Test Verbal Scores by Undergraduate GPA: 2006-07
(U.S. Citizens Only)**



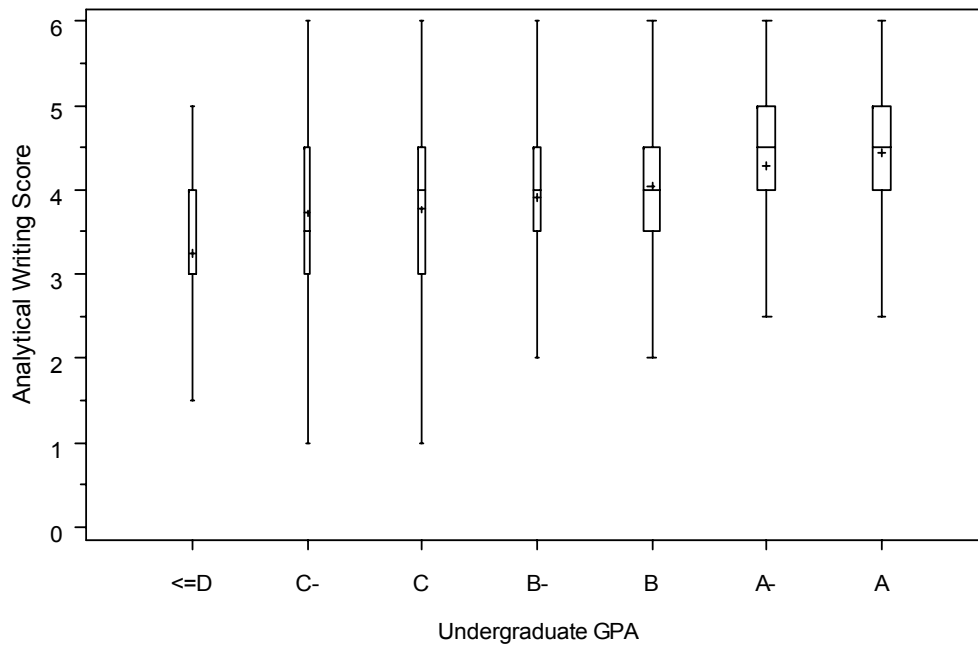
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**Figure 8. GRE General Test Quantitative Scores by Undergraduate GPA: 2006-07
(U.S. Citizens Only)**



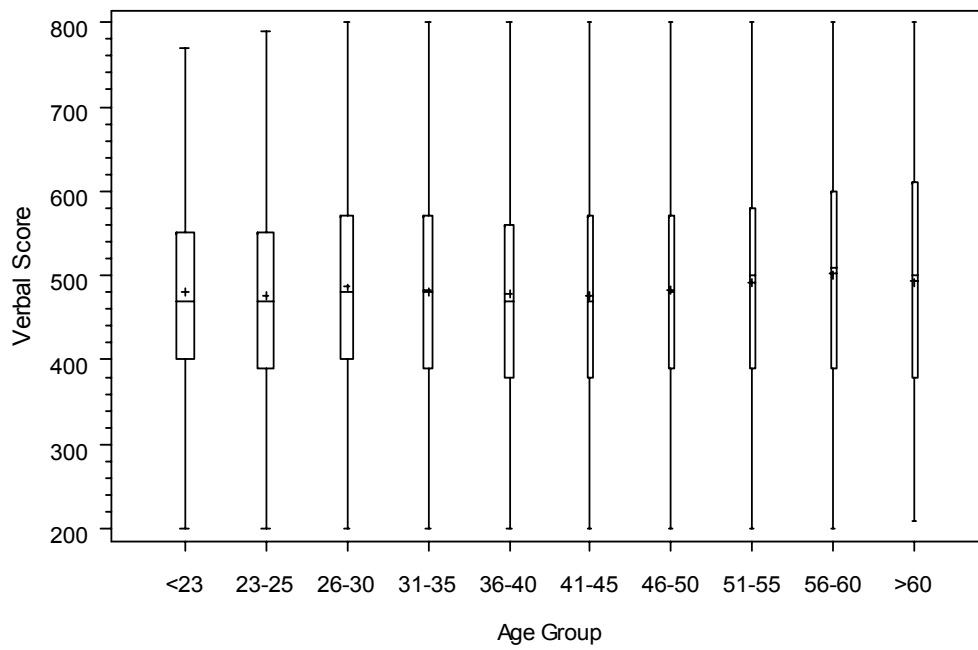
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**Figure 9. GRE General Test Analytical Writing Scores by Undergraduate GPA: 2006-07
(U.S. Citizens Only)**



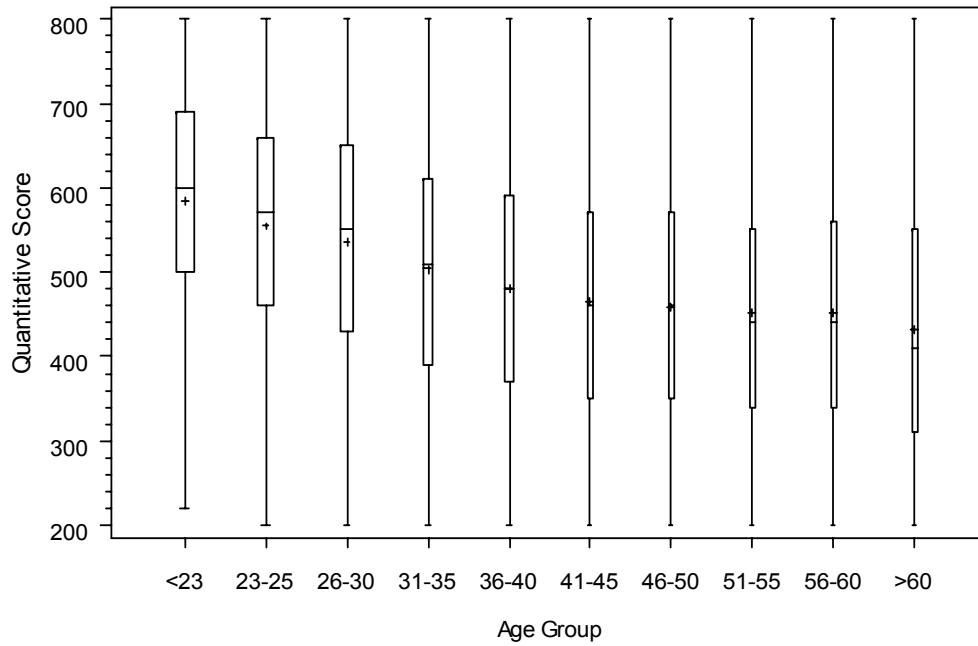
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**Figure 10. GRE General Test Verbal Scores by Age Group: 2006-07
(U.S. Citizens Only)**



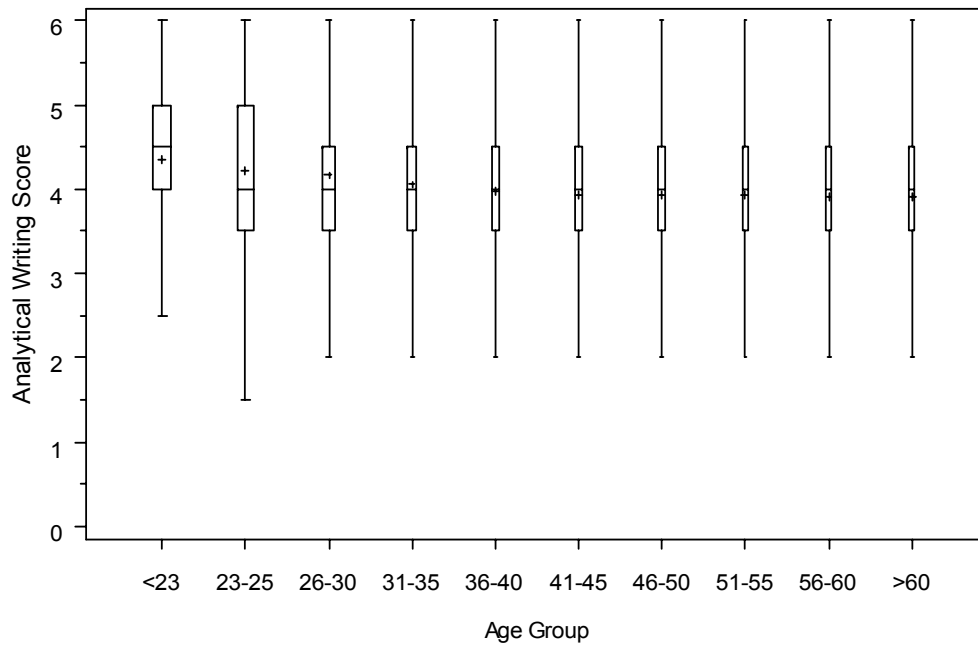
[Return to Text](#)

**Figure 11. GRE General Test Quantitative Scores by Age Group: 2006-07
(U.S. Citizens Only)**



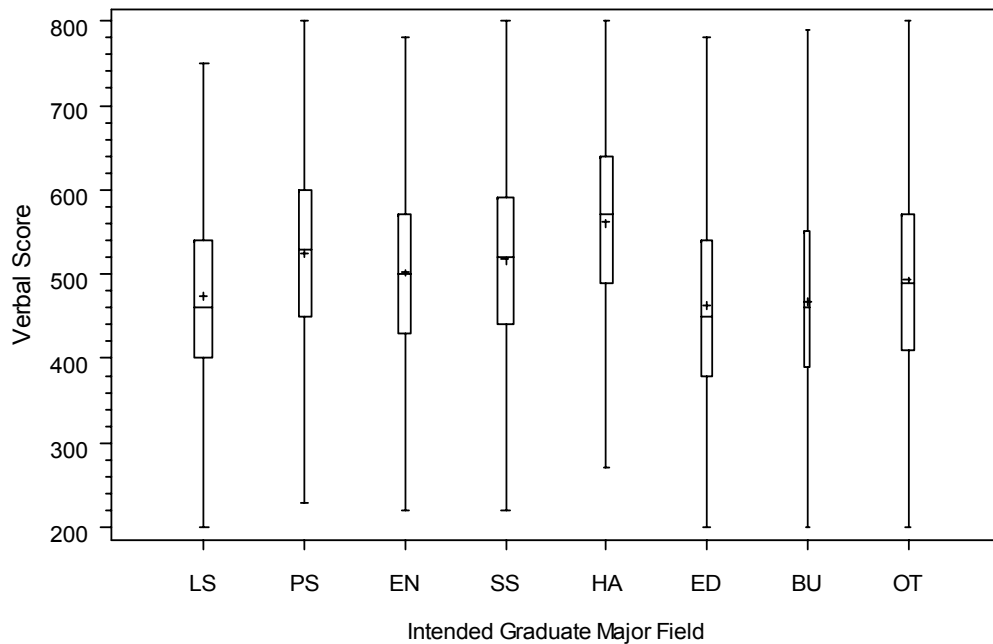
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**Figure 12. GRE General Test Analytical Writing Scores by Age Group: 2006-07
(U.S. Citizens Only)**



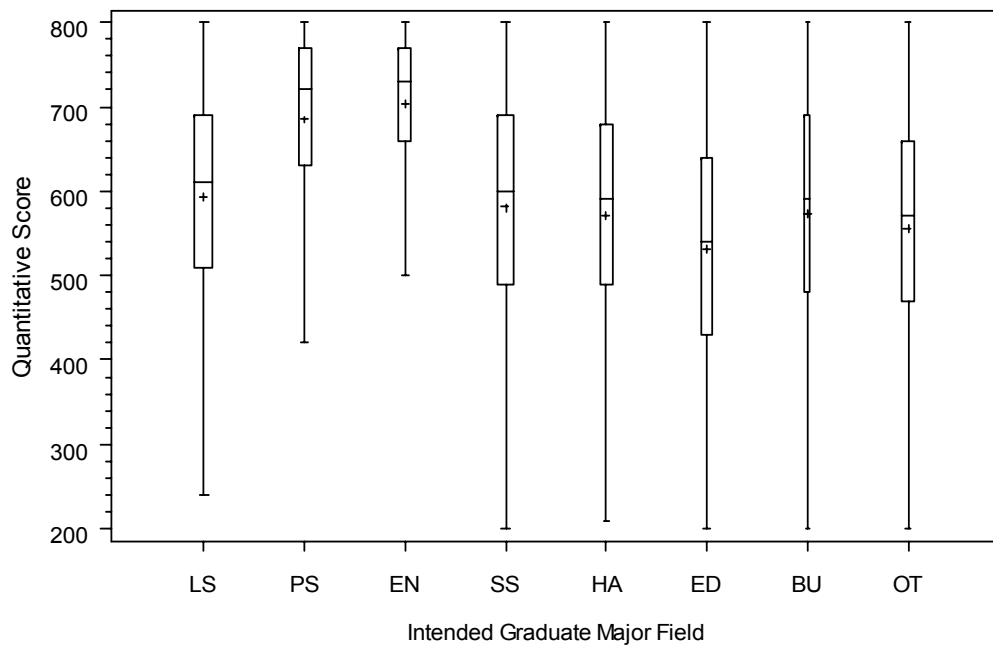
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**Figure 13. GRE General Test Verbal Scores by Sex (Male)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



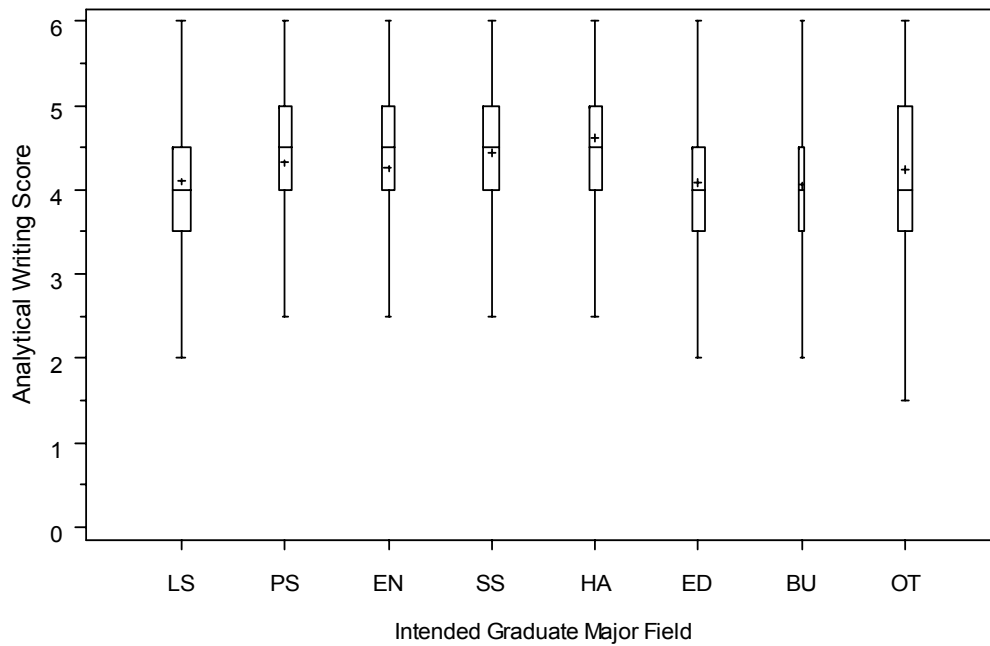
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**Figure 14. GRE General Test Quantitative Scores by Sex (Male)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



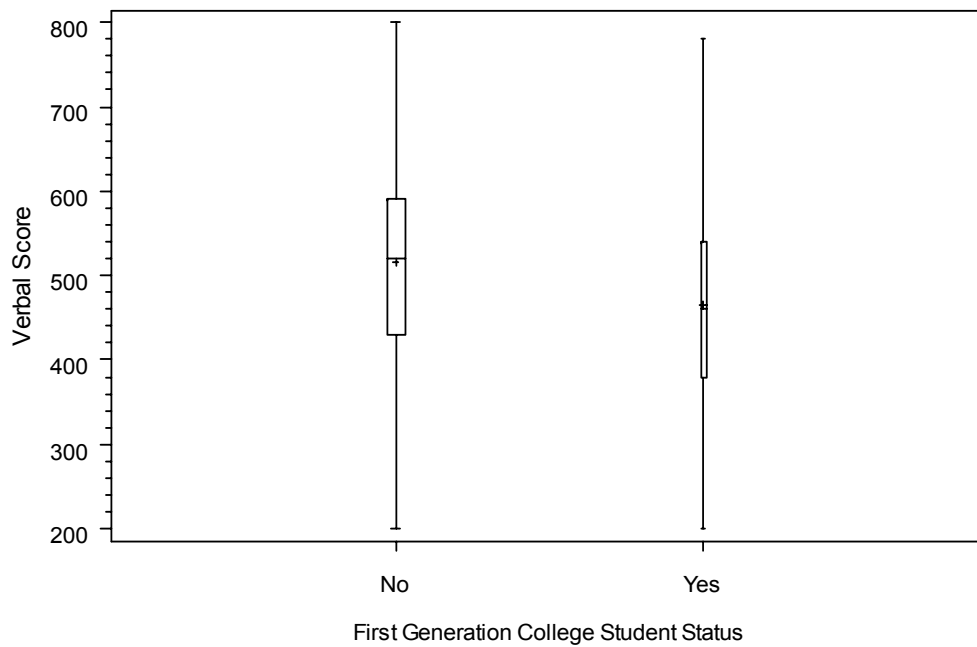
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**Figure 15. GRE General Test Analytical Writing Scores by Sex (Male)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



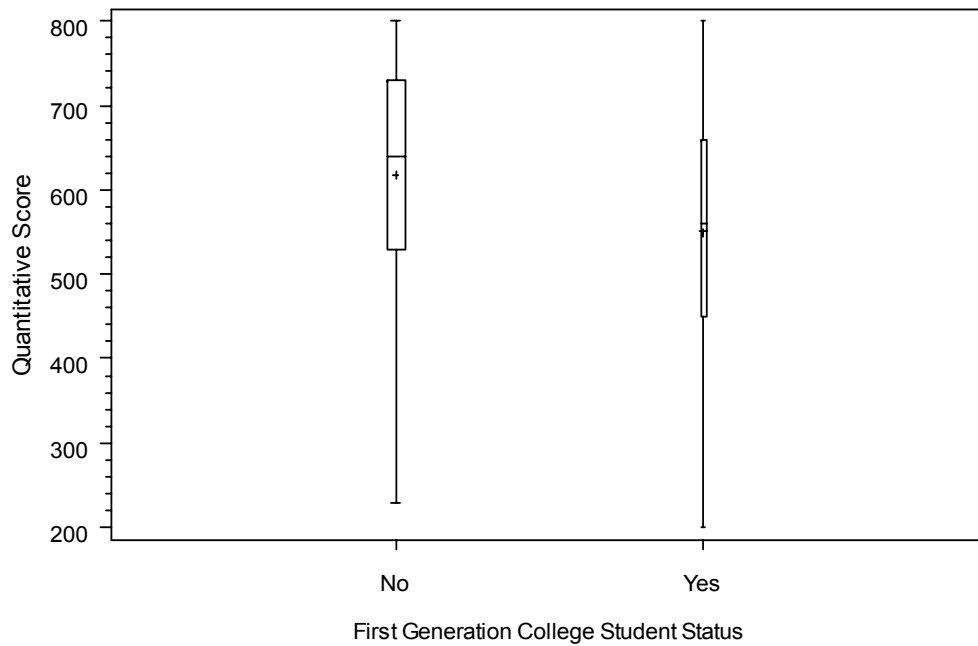
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**Figure 16. GRE General Test Verbal Scores by Sex (Male)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



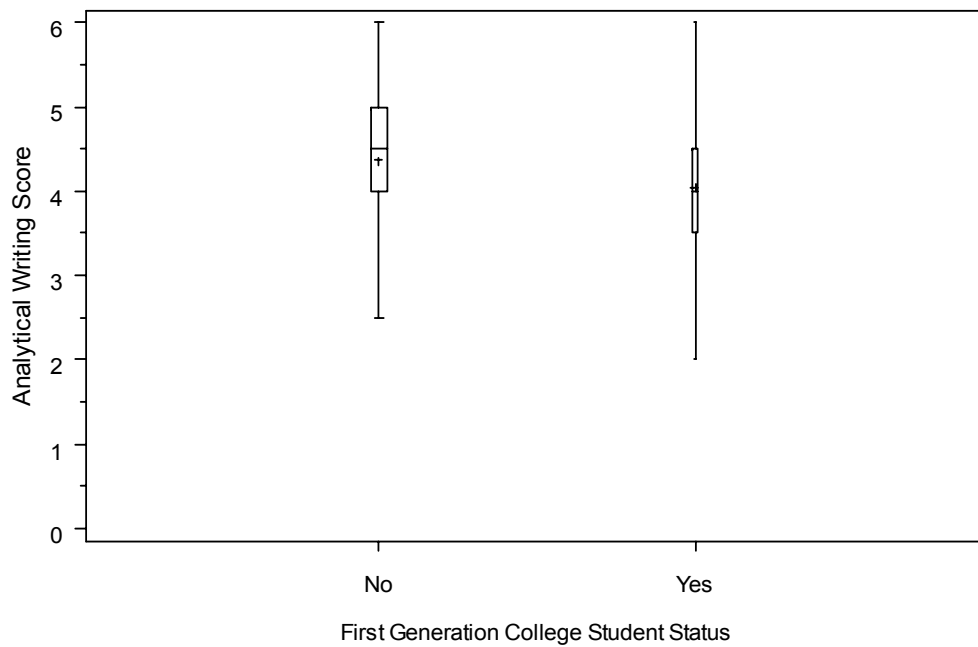
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**Figure 17. GRE General Test Quantitative Scores by Sex (Male)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



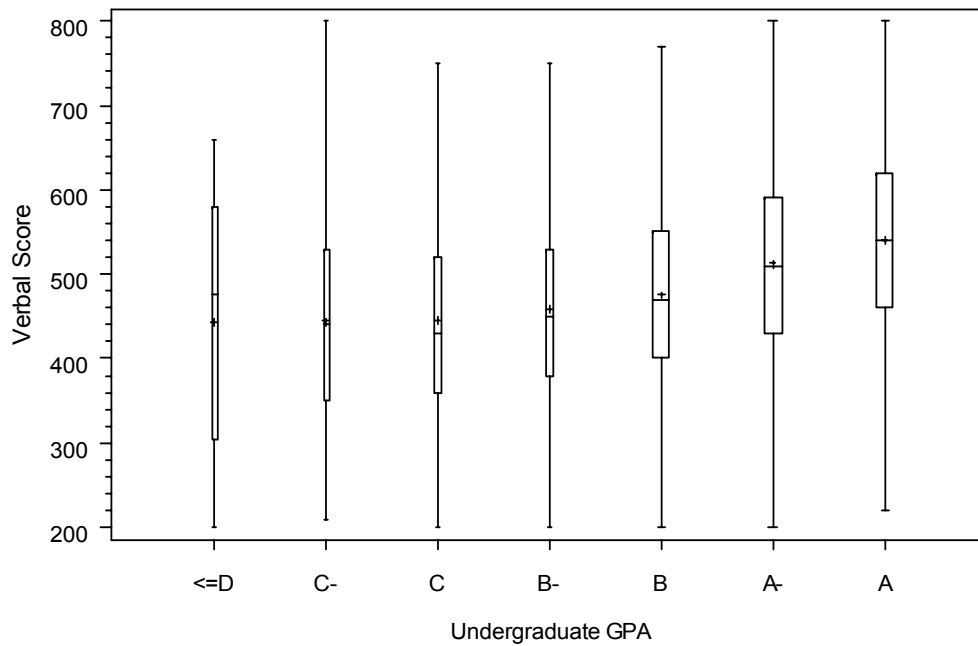
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**Figure 18. GRE General Test Analytical Writing Scores by Sex (Male)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



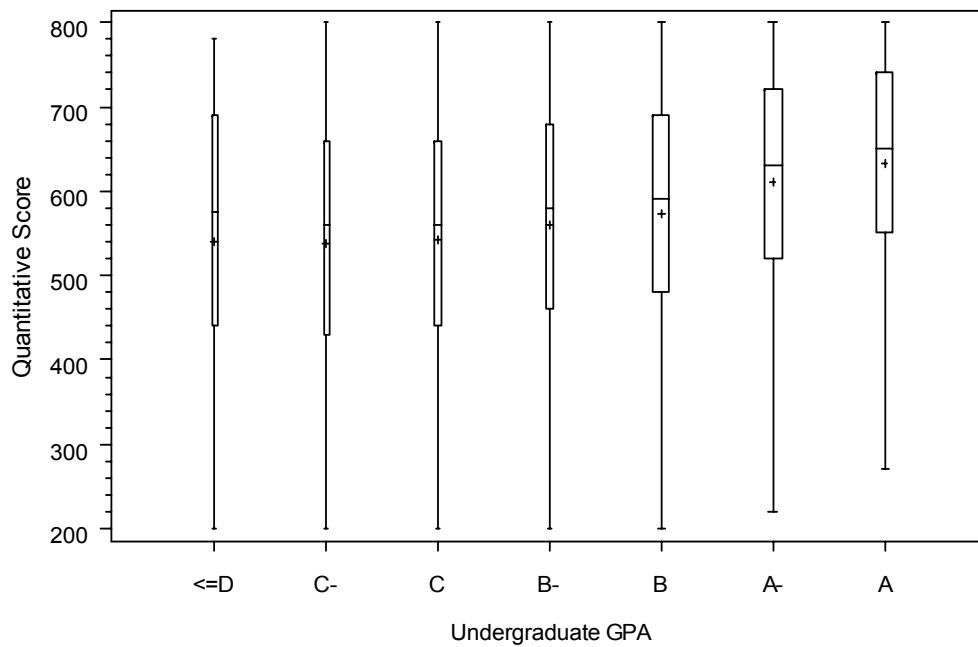
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**Figure 19. GRE General Test Verbal Scores by Sex (Male)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



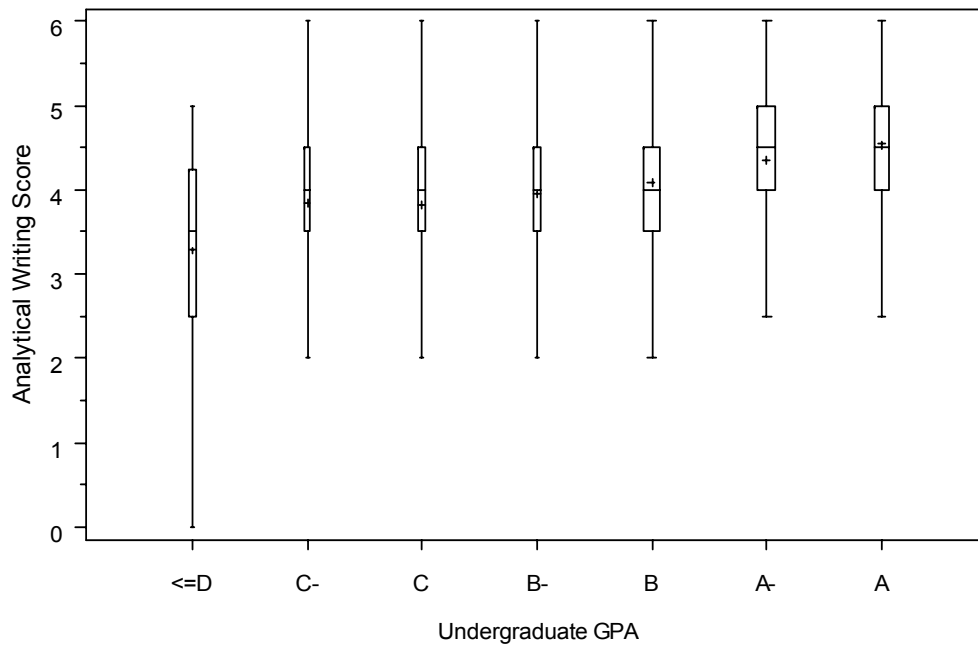
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**Figure 20. GRE General Test Quantitative Scores by Sex (Male)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



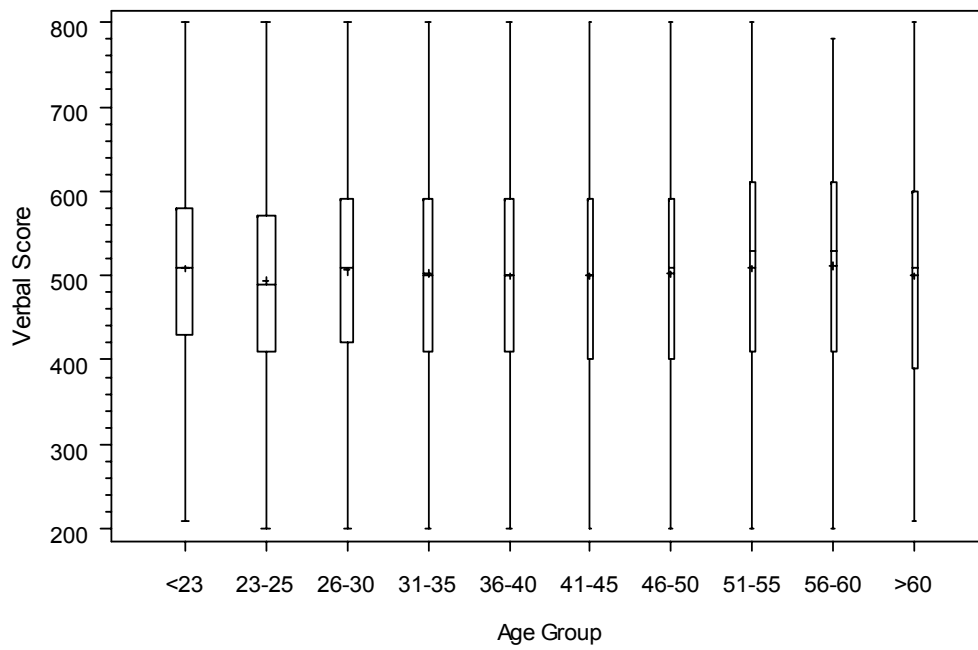
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**Figure 21. GRE General Test Analytical Writing Scores by Sex (Male)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



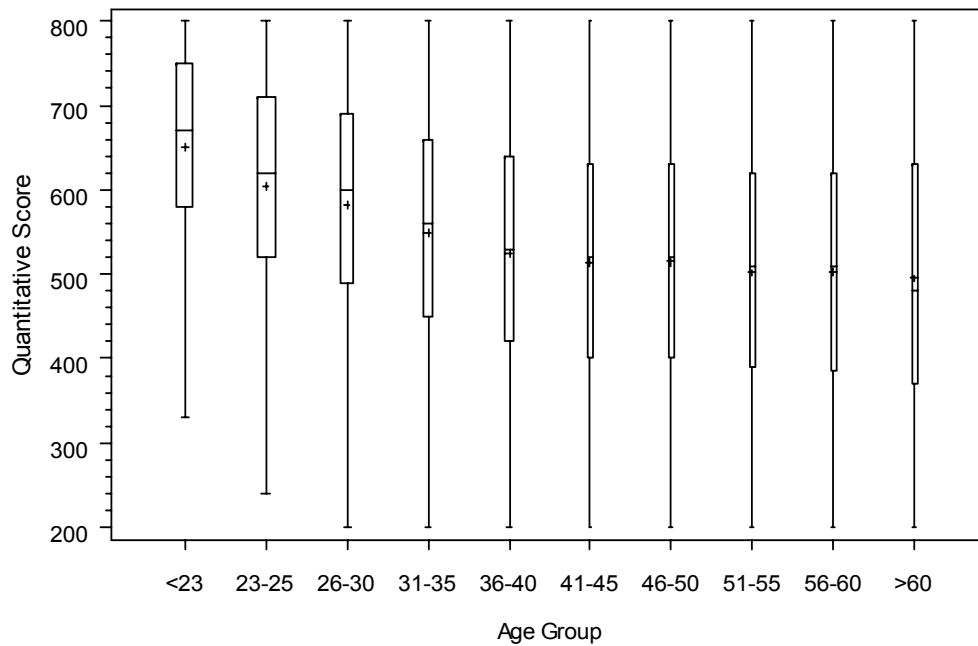
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**Figure 22. GRE General Test Verbal Scores by Sex (Male)
And Age Group: 2006-07 (U.S. Citizens Only)**



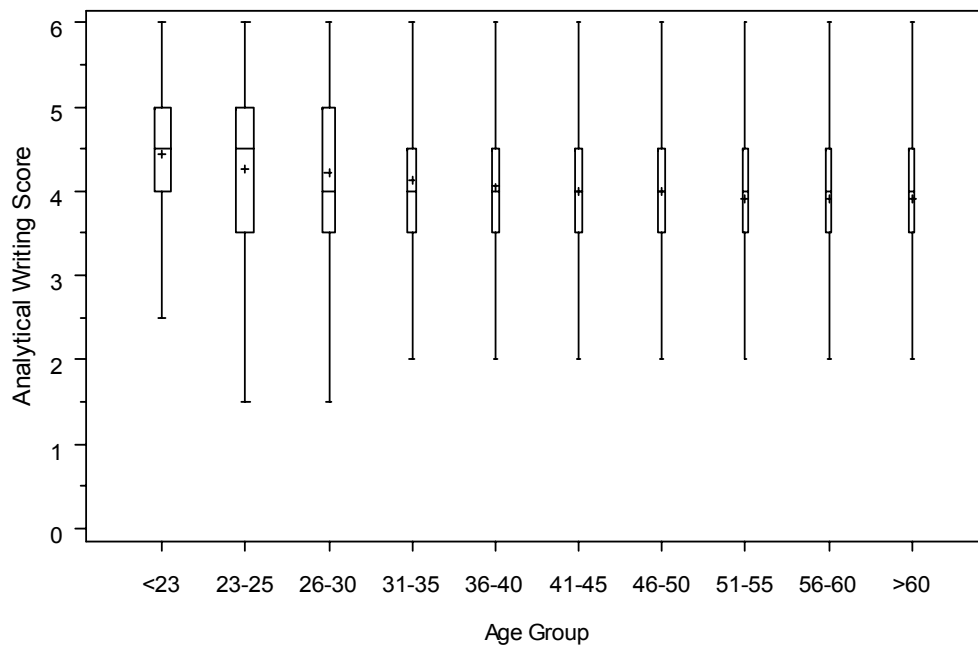
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**Figure 23. GRE General Test Quantitative Scores by Sex (Male)
And Age Group: 2006-07 (U.S. Citizens Only)**



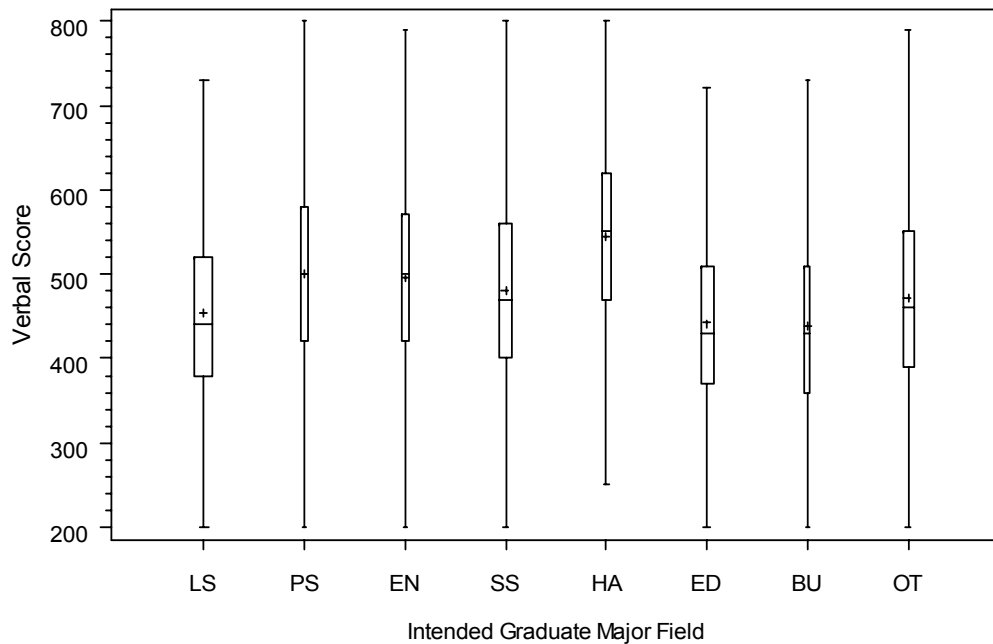
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**Figure 24. GRE General Test Analytical Writing Scores by Sex (Male)
And Age Group: 2006-07 (U.S. Citizens Only)**



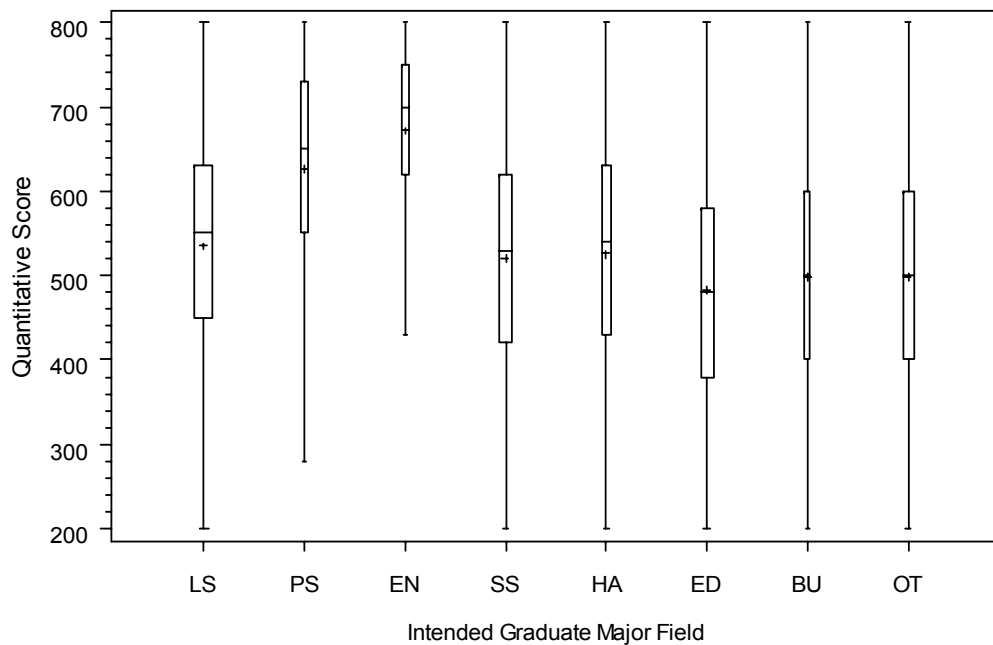
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**Figure 25. GRE General Test Verbal Scores by Sex (Female)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



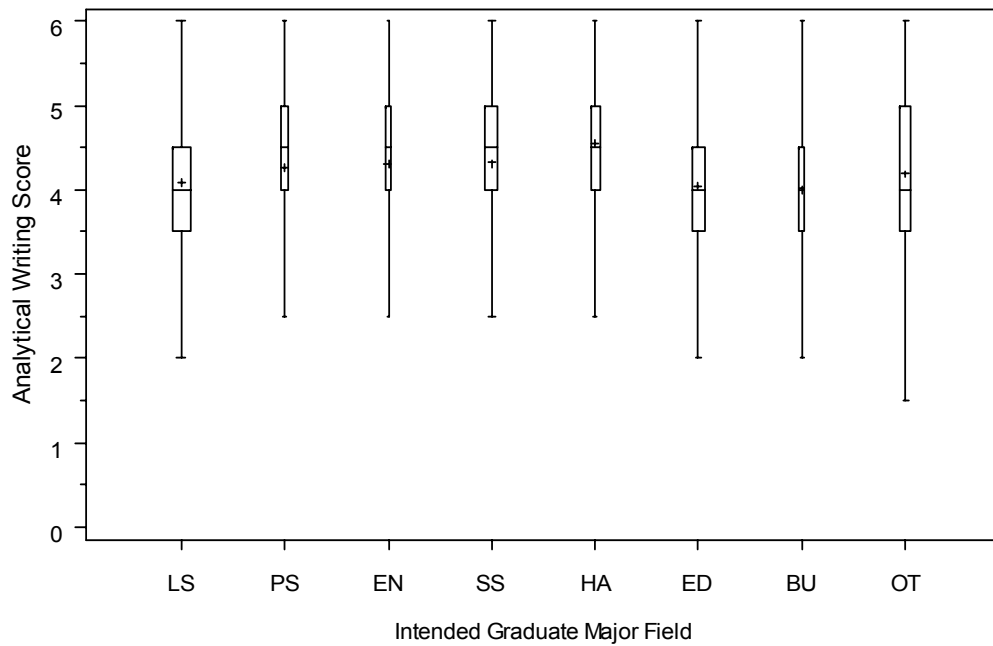
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**Figure 26. GRE General Test Quantitative Scores by Sex (Female)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



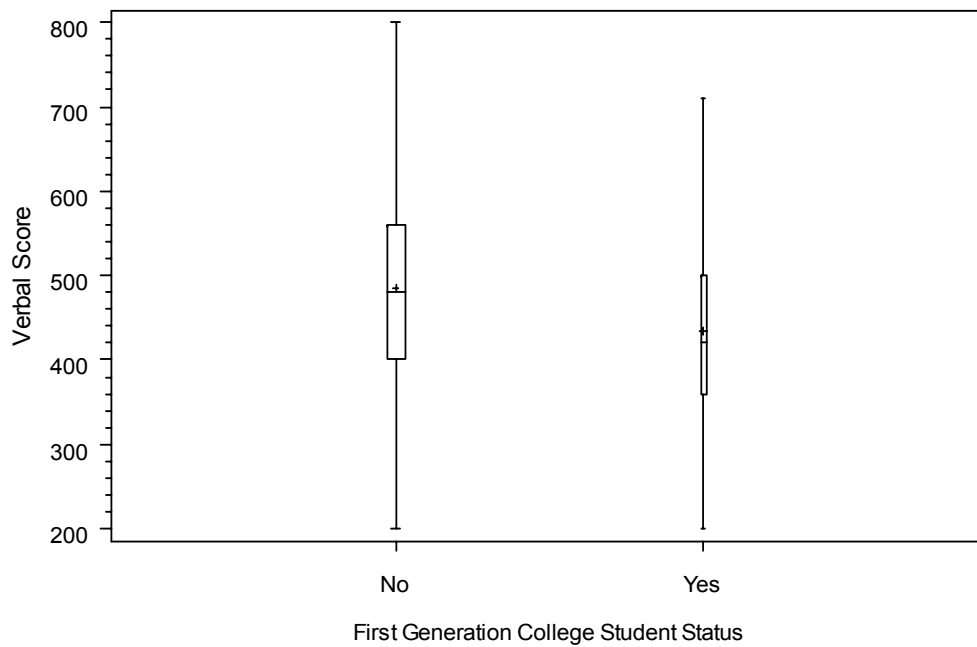
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**Figure 27. GRE General Test Analytical Writing Scores by Sex (Female)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



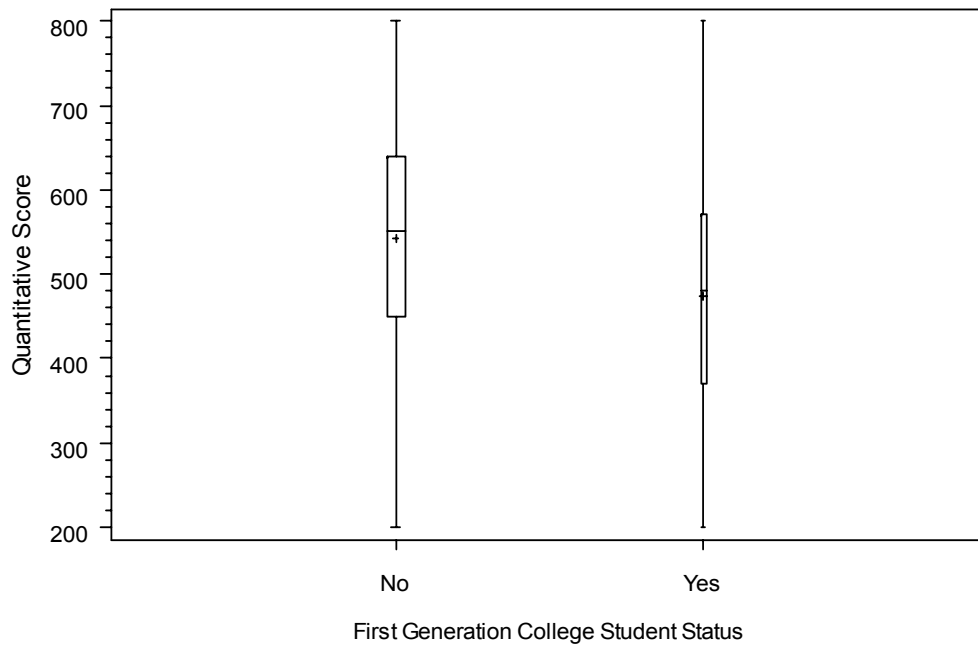
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**Figure 28. GRE General Test Verbal Scores by Sex (Female)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



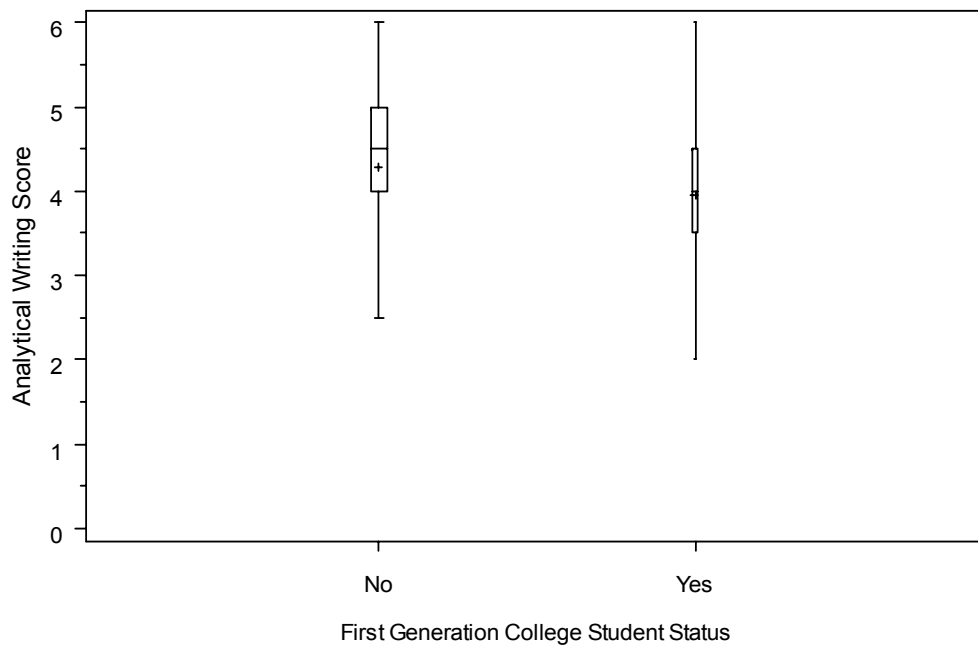
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**Figure 29. GRE General Test Quantitative Scores by Sex (Female)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



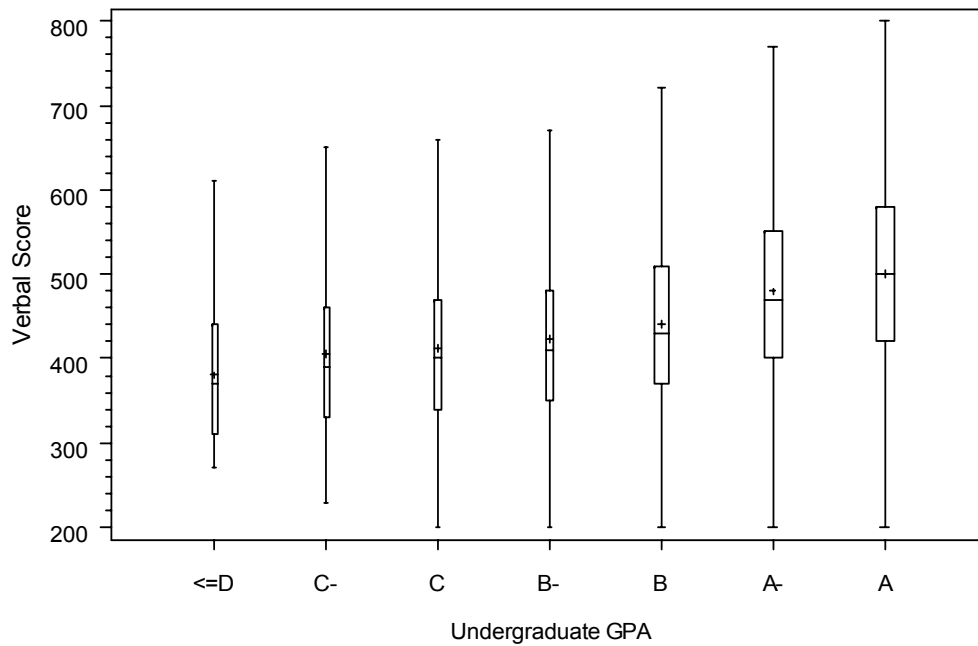
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**Figure 30. GRE General Test Analytical Writing Scores by Sex (Female)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



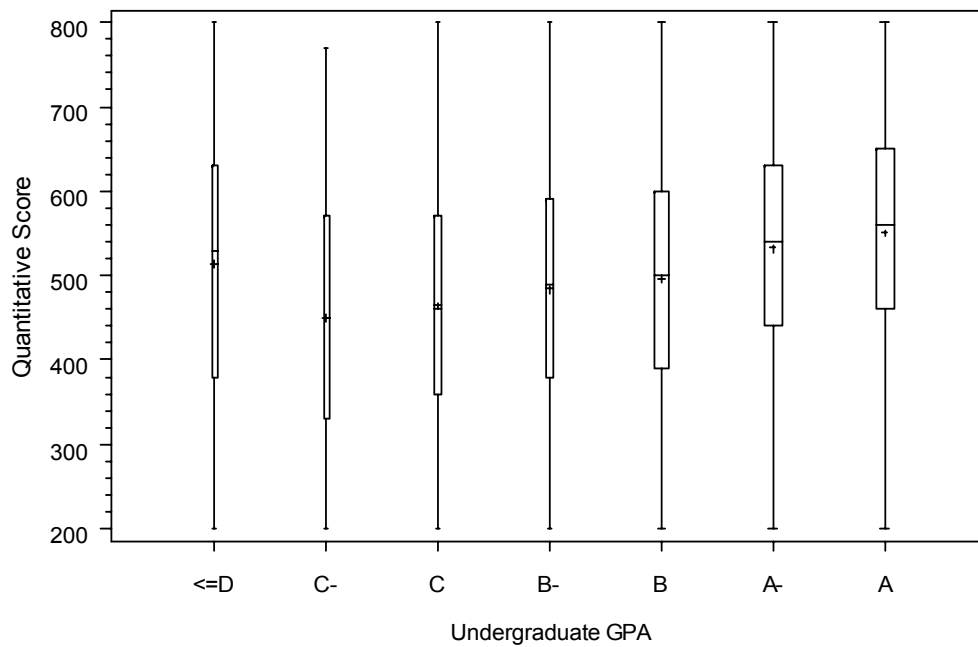
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**Figure 31. GRE General Test Verbal Scores by Sex (Female)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



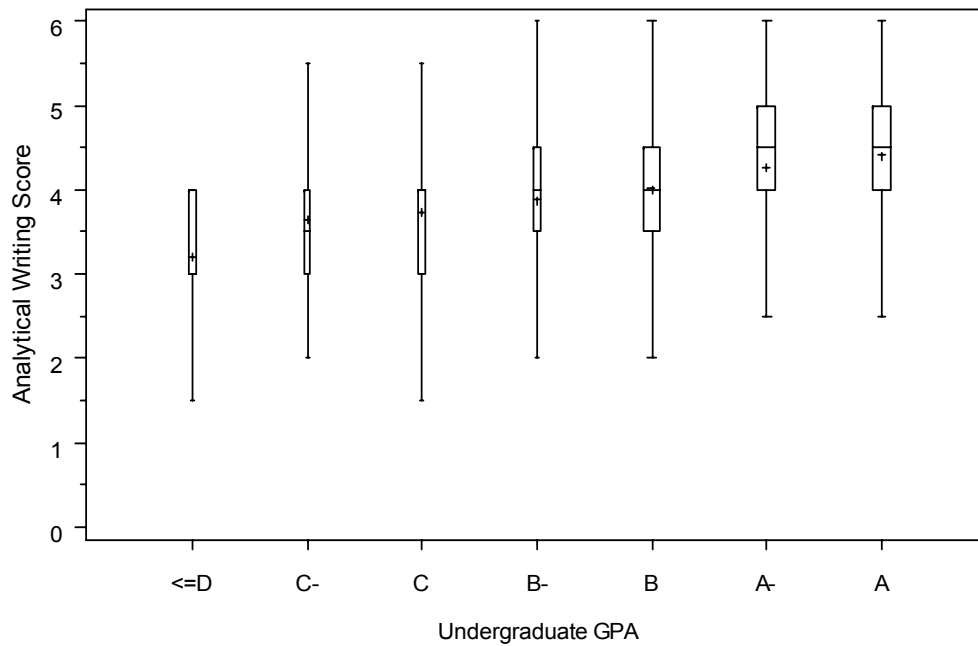
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**Figure 32. GRE General Test Quantitative Scores by Sex (Female)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



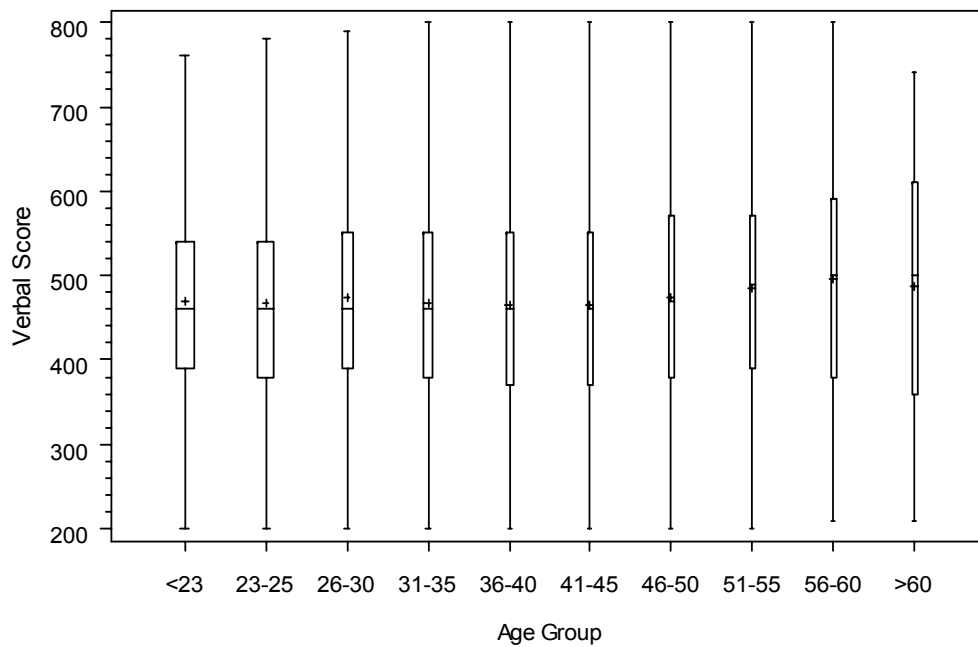
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**Figure 33. GRE General Test Analytical Writing Scores by Sex (Female)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



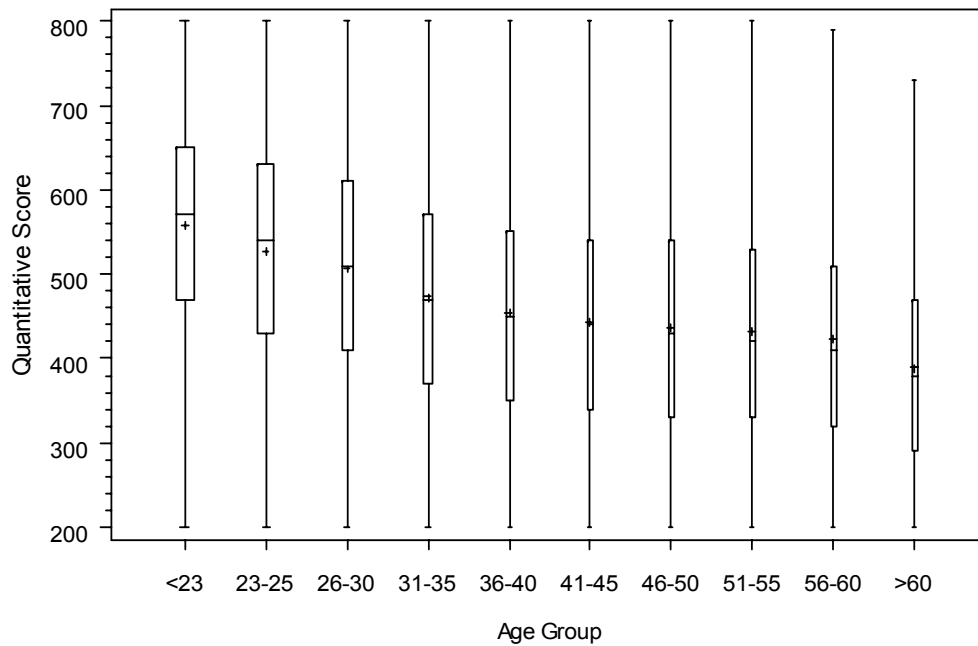
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**Figure 34. GRE General Test Verbal Scores by Sex (Female)
And Age Group: 2006-07 (U.S. Citizens Only)**



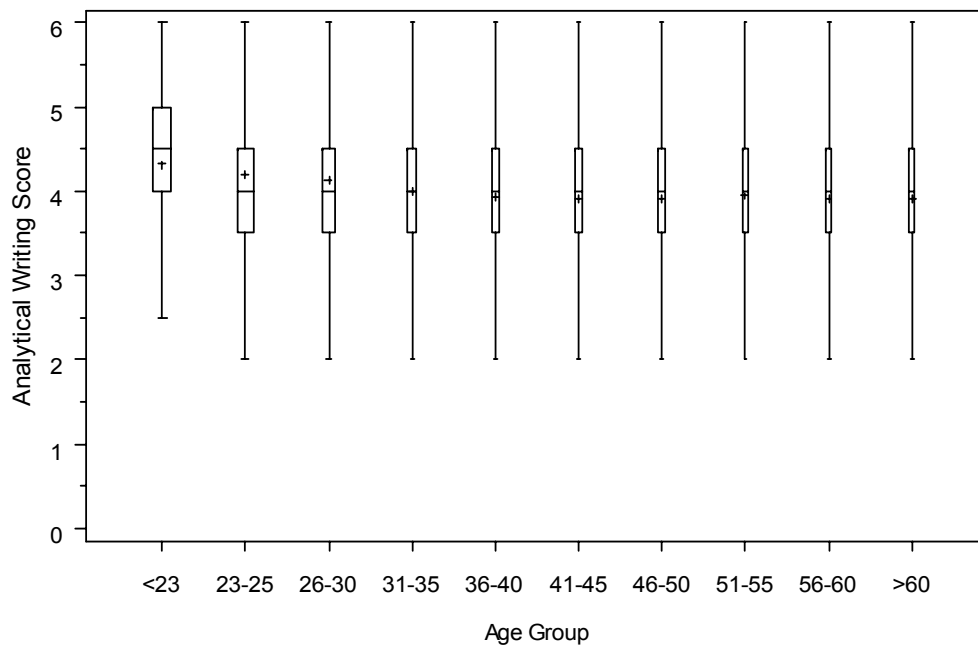
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**Figure 35. GRE General Test Quantitative Scores by Sex (Female)
And Age Group: 2006-07 (U.S. Citizens Only)**



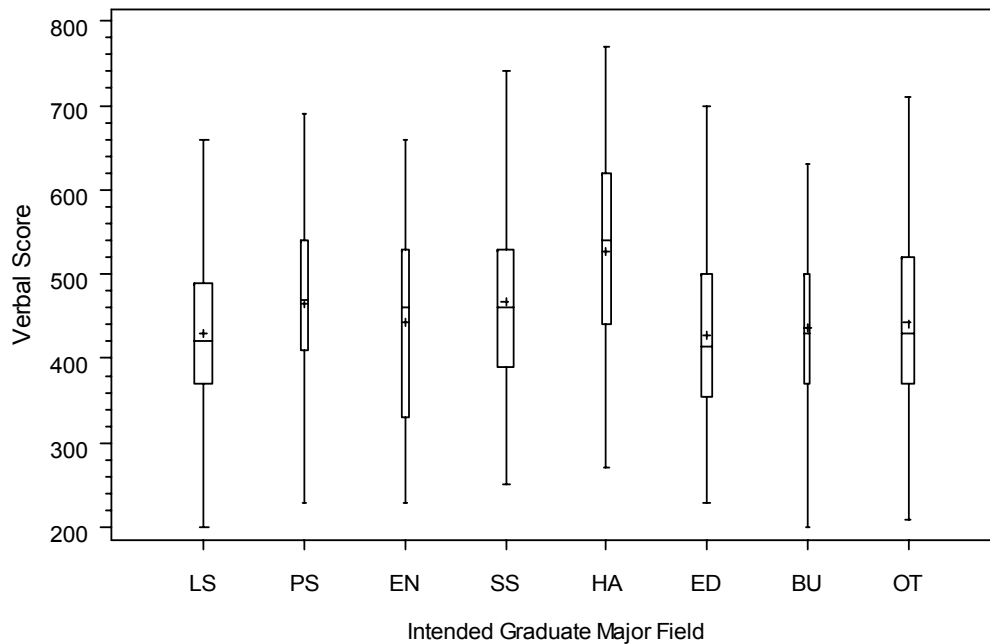
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**Figure 36. GRE General Test Analytical Writing Scores by Sex (Female)
And Age Group: 2006-07 (U.S. Citizens Only)**



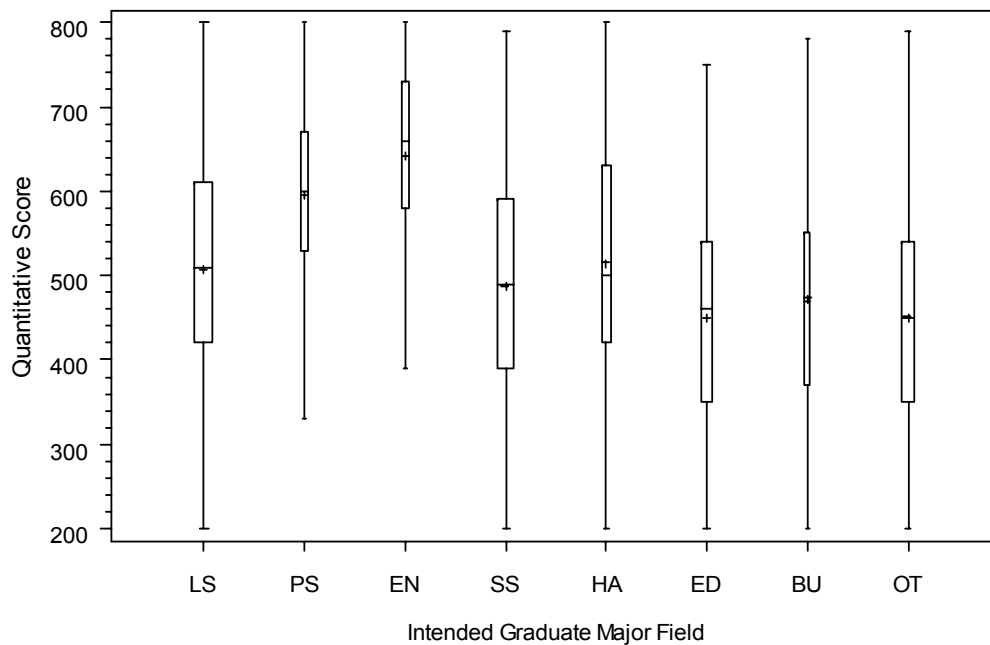
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**Figure 37. GRE General Test Verbal Scores by Ethnic Group (American Indian)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



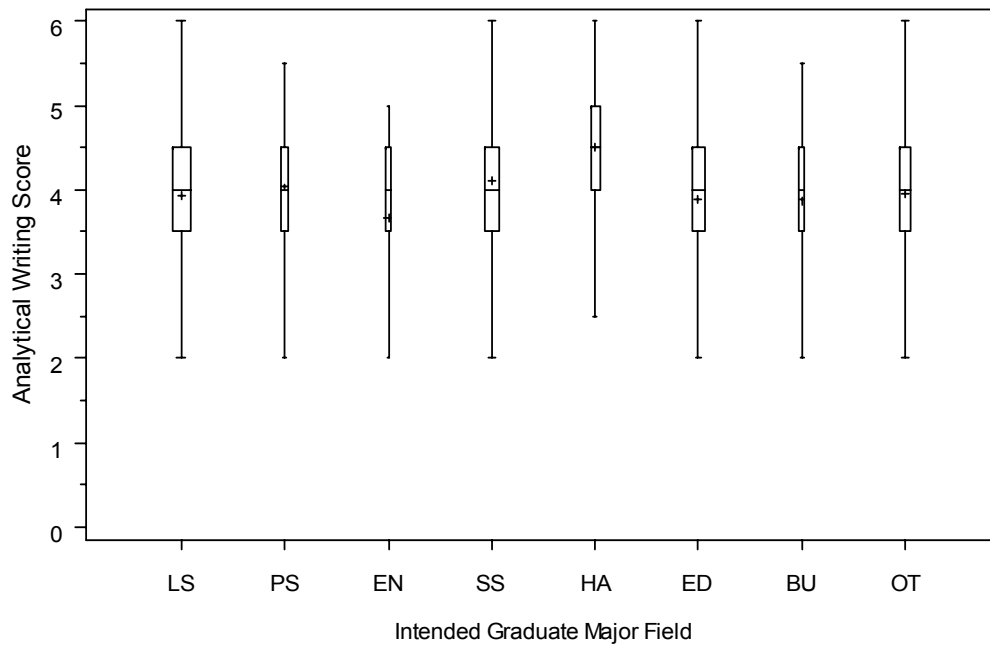
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**Figure 38. GRE General Test Quantitative Scores by Ethnic Group (American Indian)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



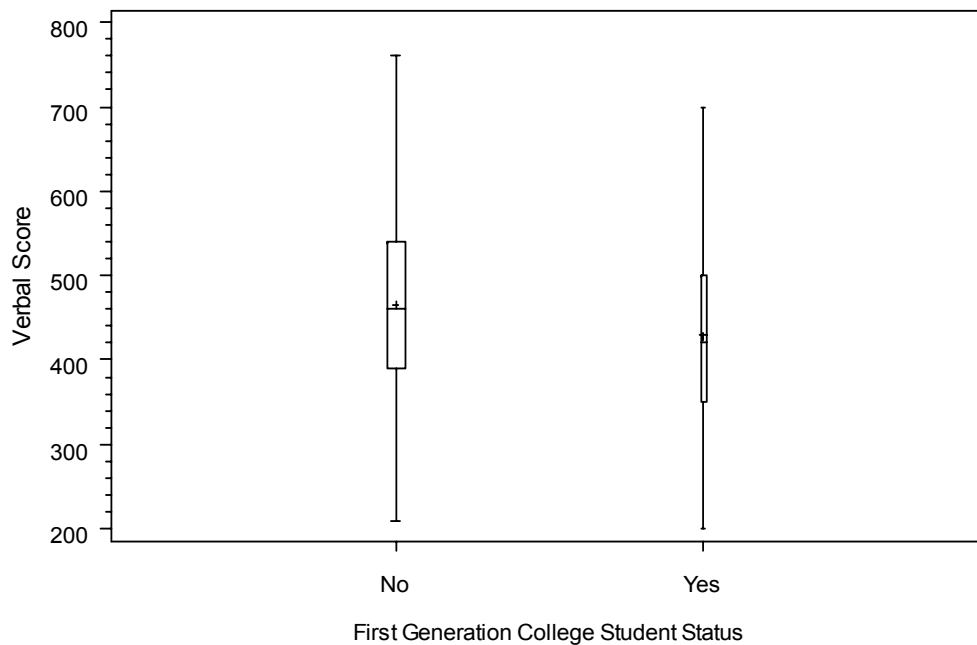
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**Figure 39. GRE General Test Analytical Writing Scores by Ethnic Group (American Indian)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



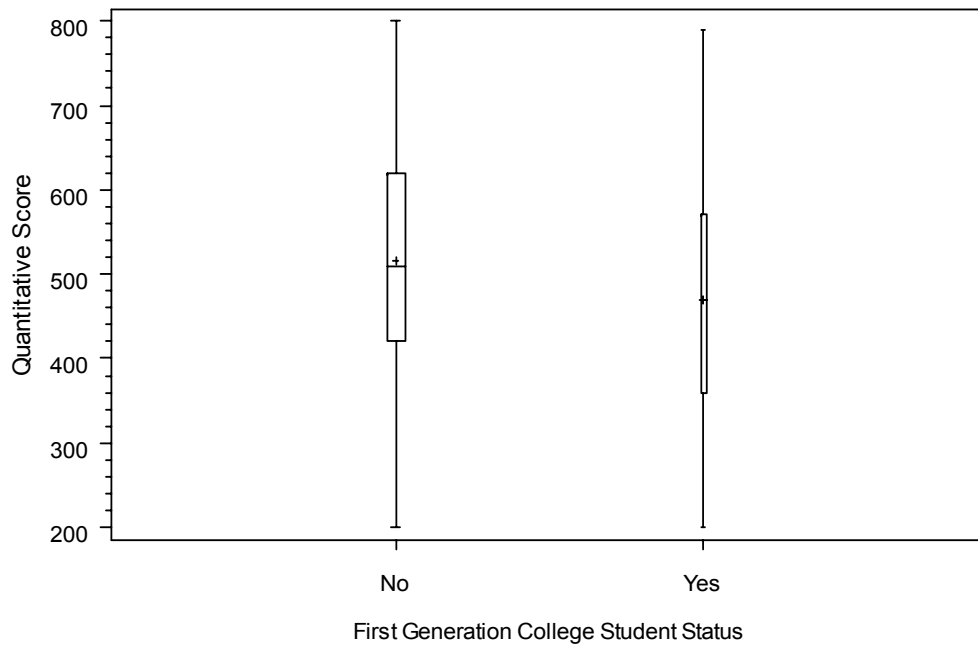
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**Figure 40. GRE General Test Verbal Scores by Ethnic Group (American Indian)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



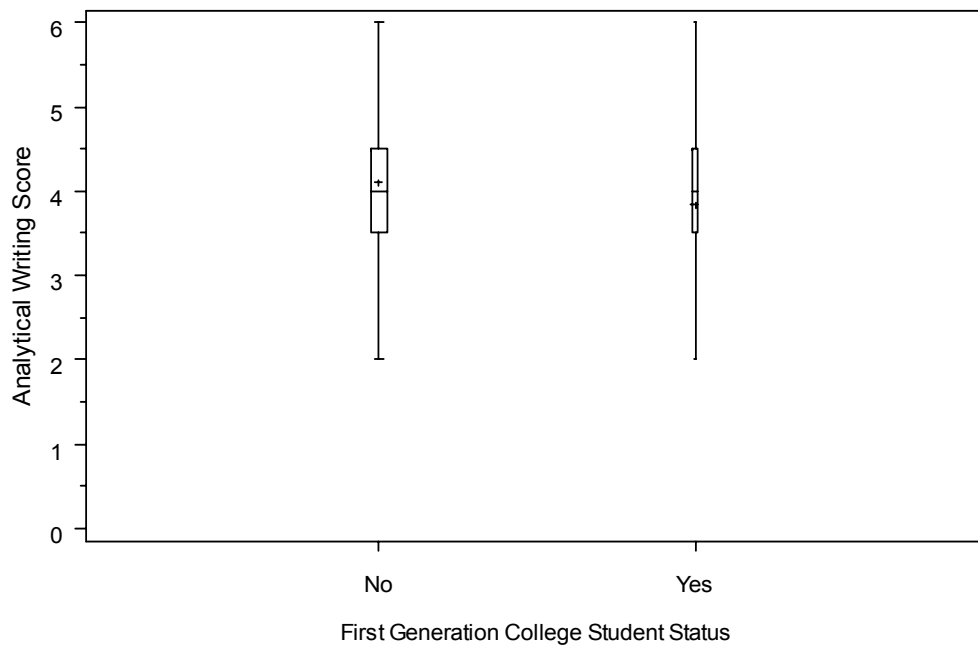
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**Figure 41. GRE General Test Quantitative Scores by Ethnic Group (American Indian)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



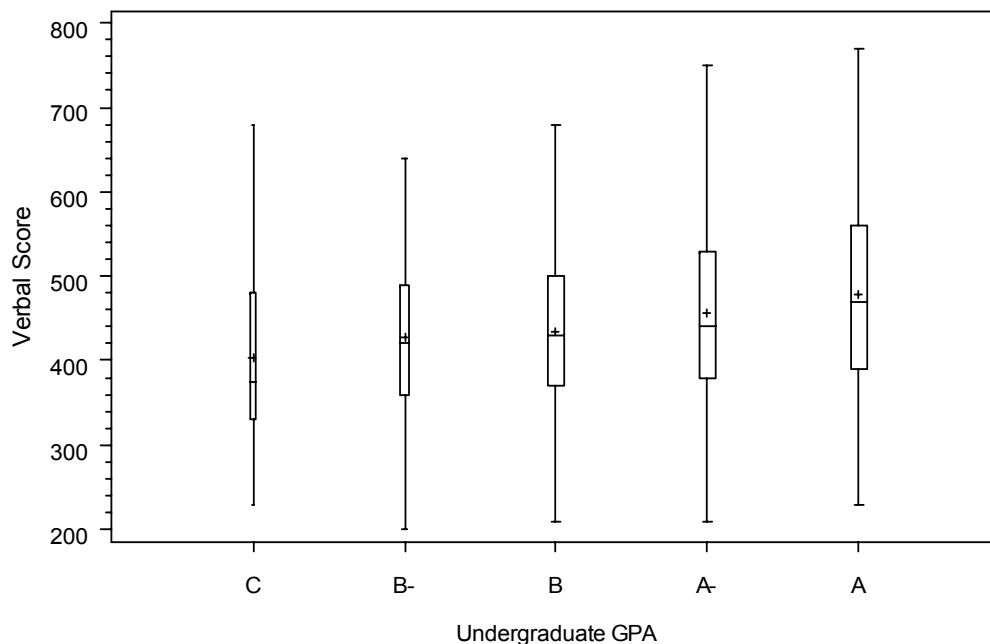
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**Figure 42. GRE General Test Analytical Writing Scores by Ethnic Group (American Indian)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



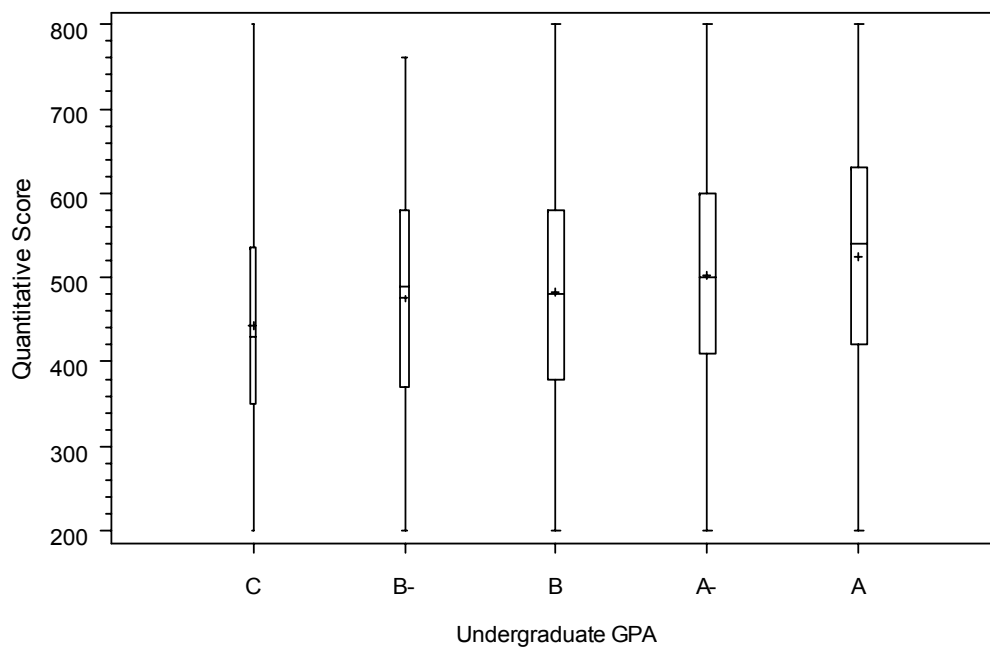
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**Figure 43. GRE General Test Verbal Scores by Ethnic Group (American Indian)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



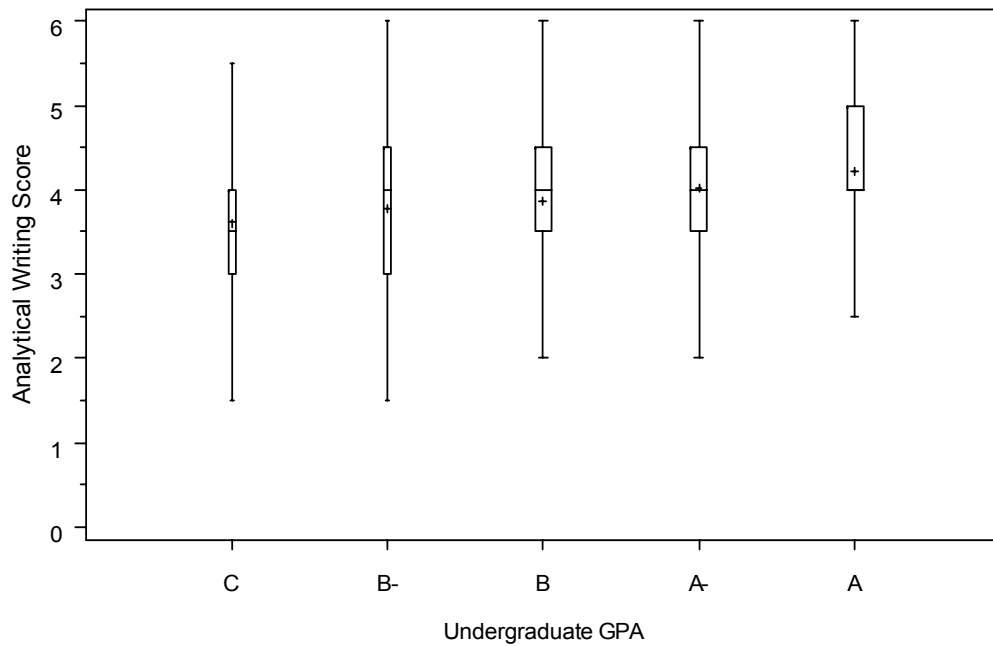
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**Figure 44. GRE General Test Quantitative Scores by Ethnic Group (American Indian)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



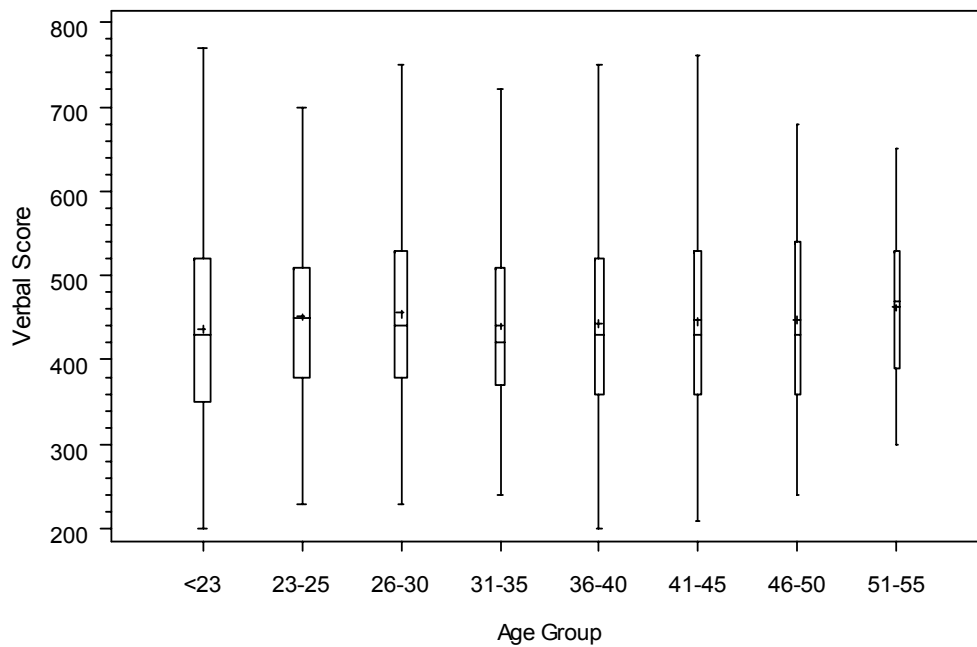
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**Figure 45. GRE General Test Analytical Writing Scores by Ethnic Group (American Indian)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



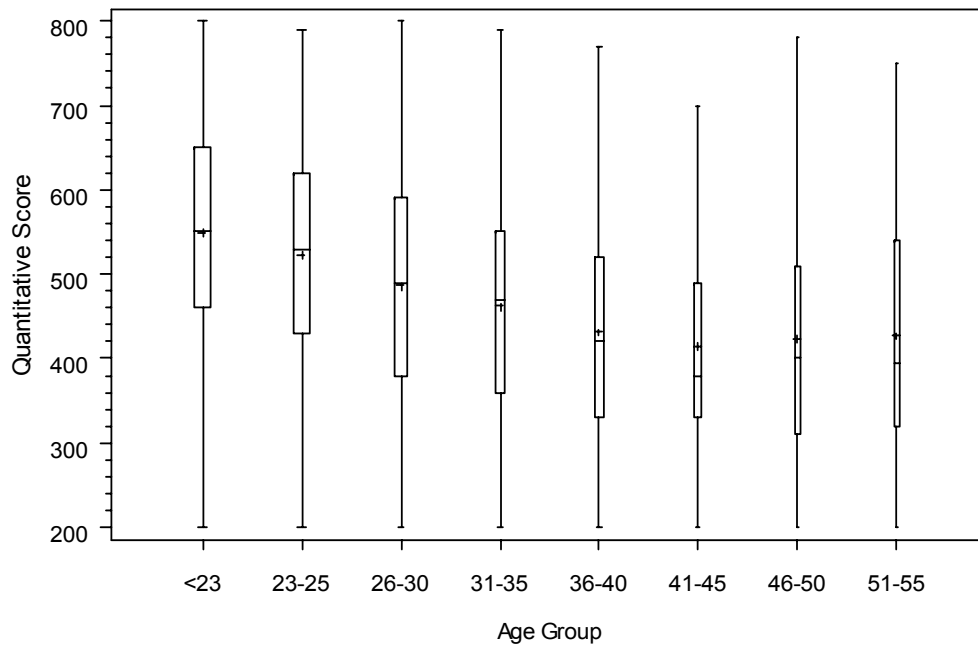
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**Figure 46. GRE General Test Verbal Scores by Ethnic Group (American Indian)
And Age Group: 2006-07 (U.S. Citizens Only)**



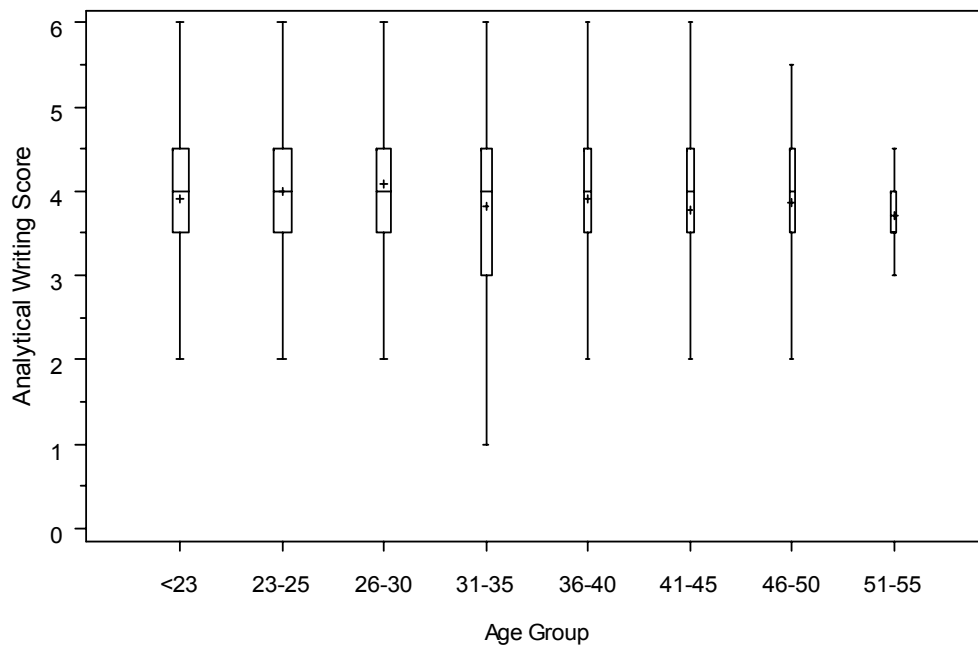
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**Figure 47. GRE General Test Quantitative Scores by Ethnic Group (American Indian)
And Age Group: 2006-07 (U.S. Citizens Only)**



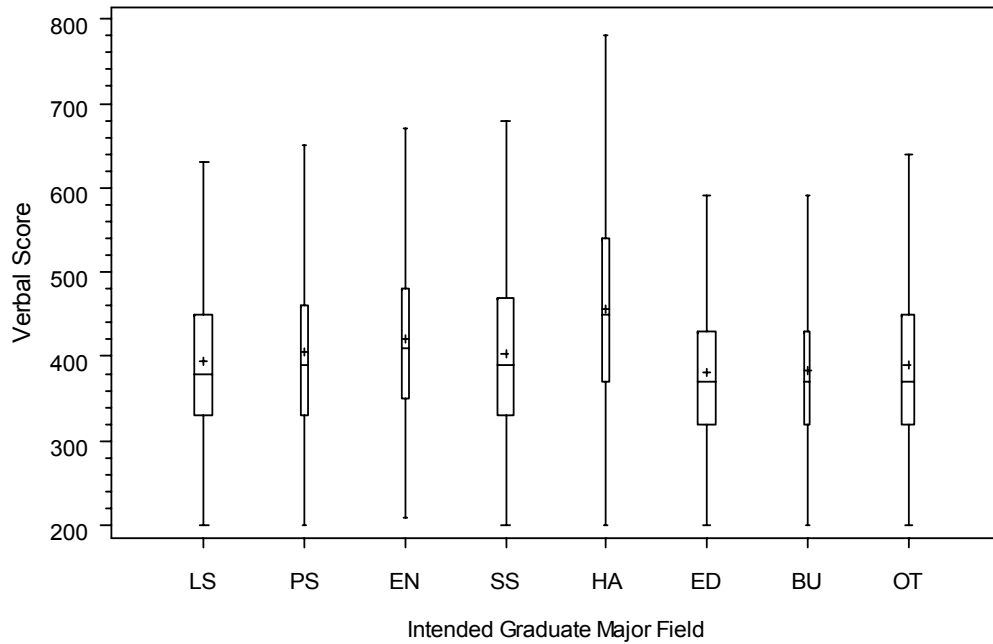
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**Figure 48. GRE General Test Analytical Writing Scores by Ethnic Group (American Indian)
And Age Group: 2006-07 (U.S. Citizens Only)**



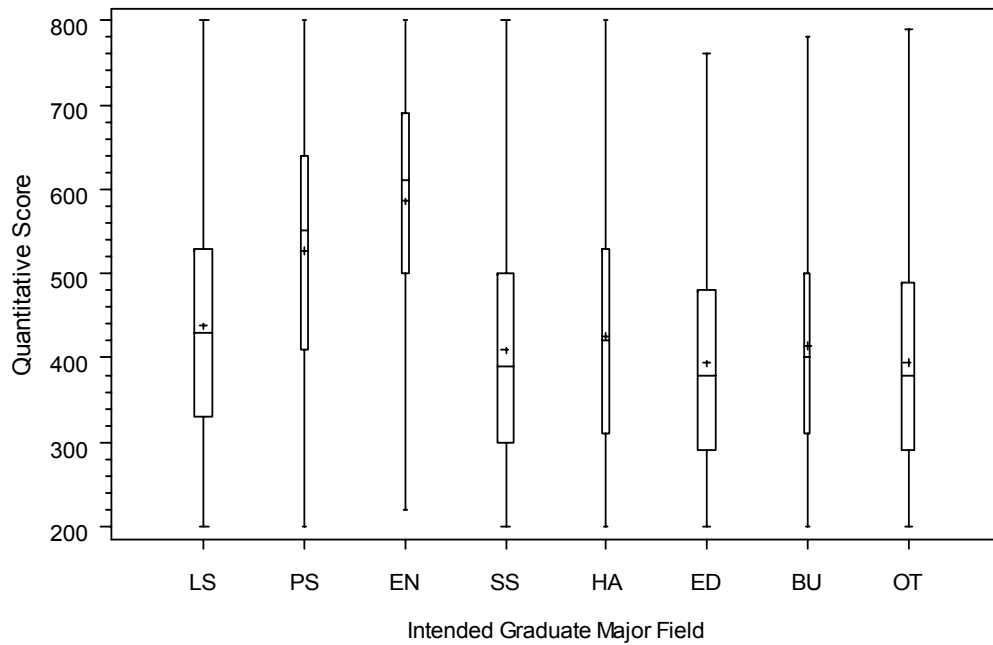
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**Figure 49. GRE General Test Verbal Scores by Ethnic Group (African American)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



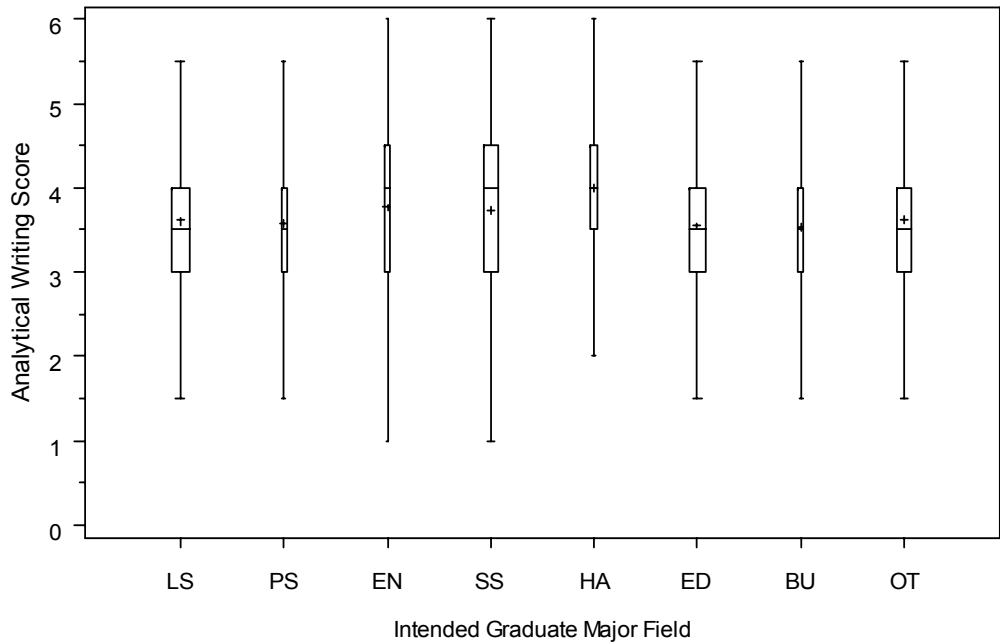
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**Figure 50. GRE General Test Quantitative Scores by Ethnic Group (African American)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



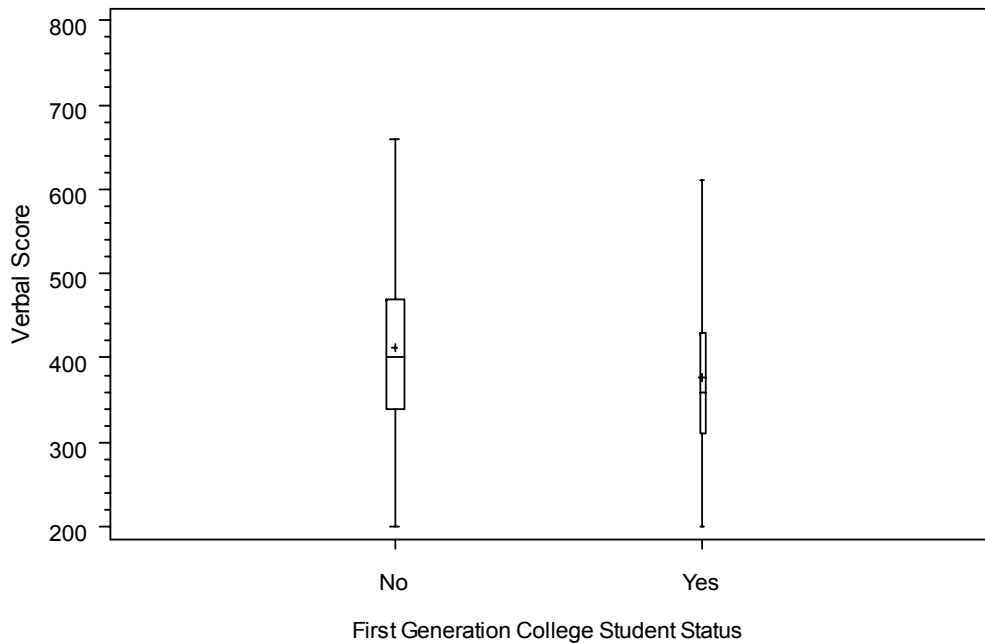
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**Figure 51. GRE General Test Analytical Writing Scores by Ethnic Group (African American)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



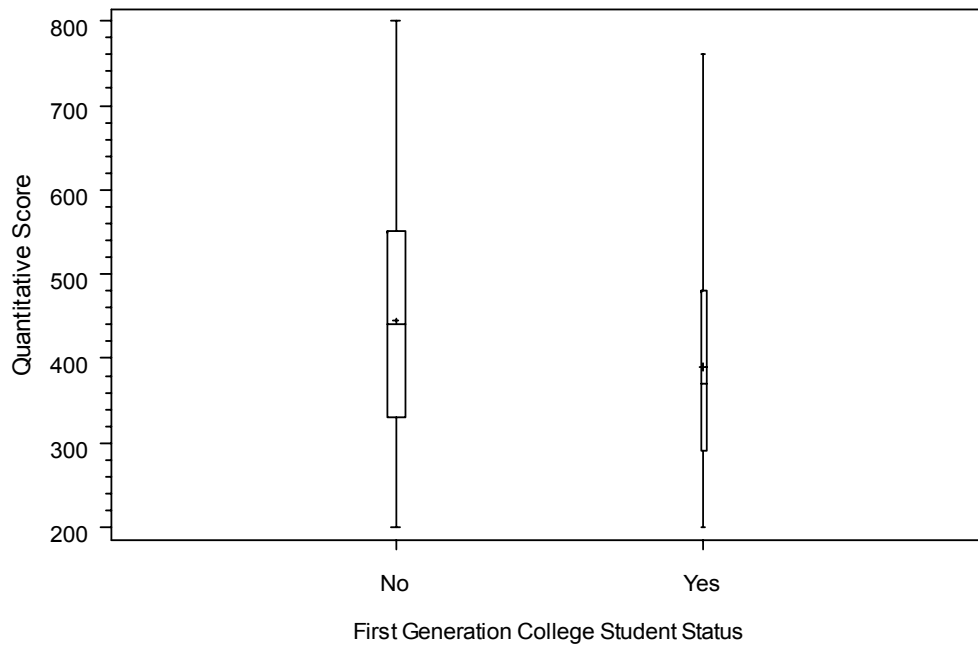
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**Figure 52. GRE General Test Verbal Scores by Ethnic Group (African American)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



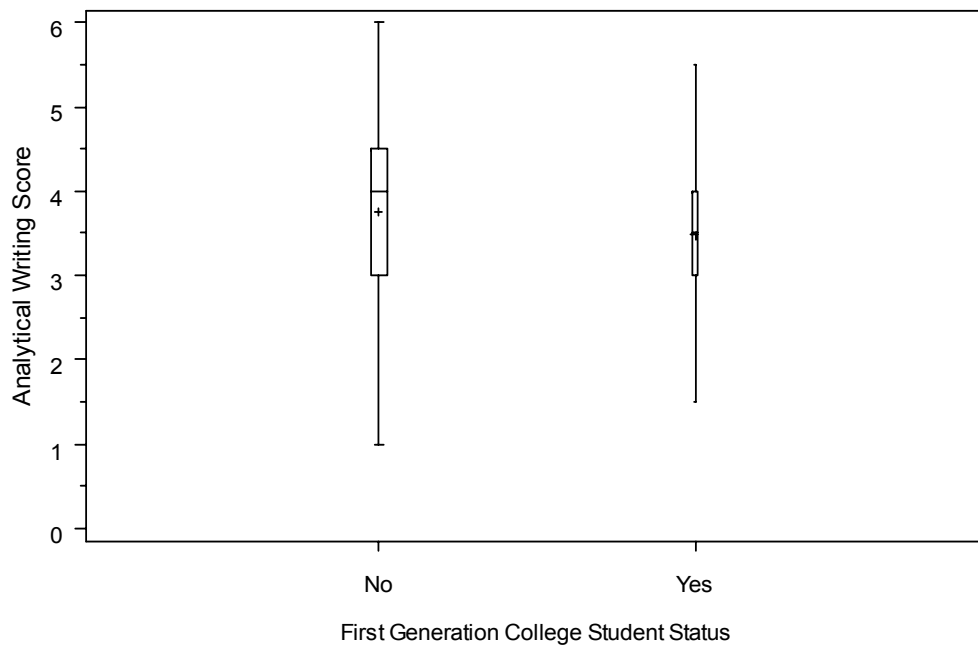
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**Figure 53. GRE General Test Quantitative Scores by Ethnic Group (African American)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



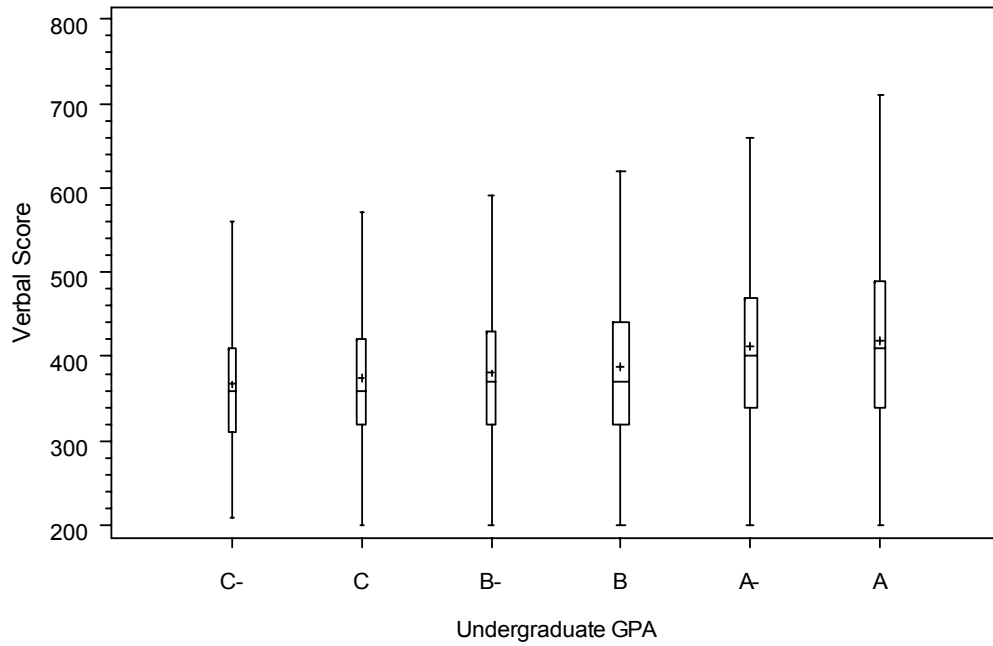
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**Figure 54. GRE General Test Analytical Writing Scores by Ethnic Group (African American)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



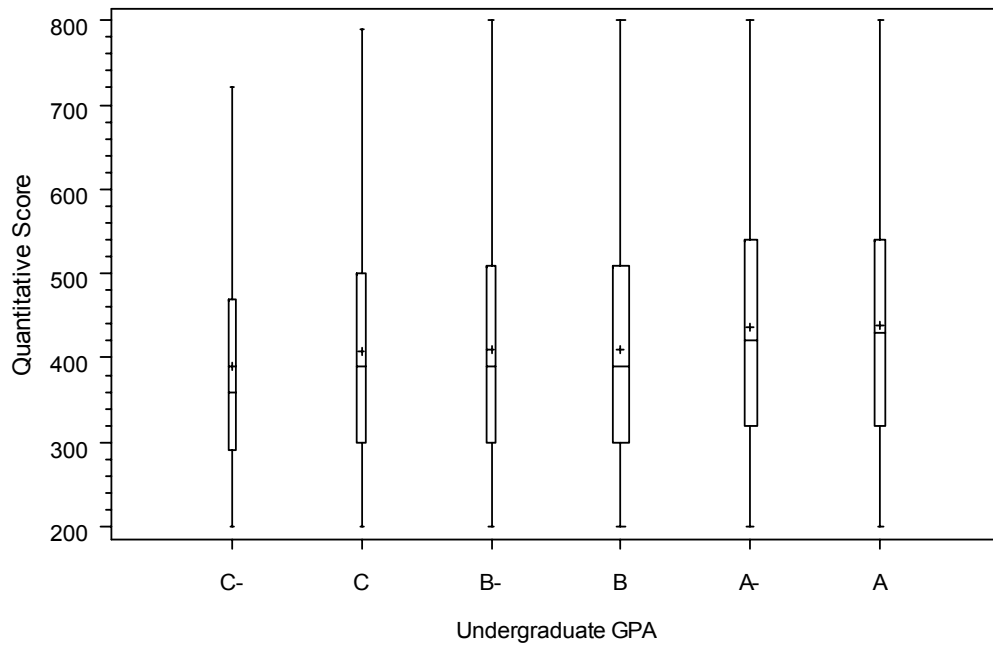
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**Figure 55. GRE General Test Verbal Scores by Ethnic Group (African American)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



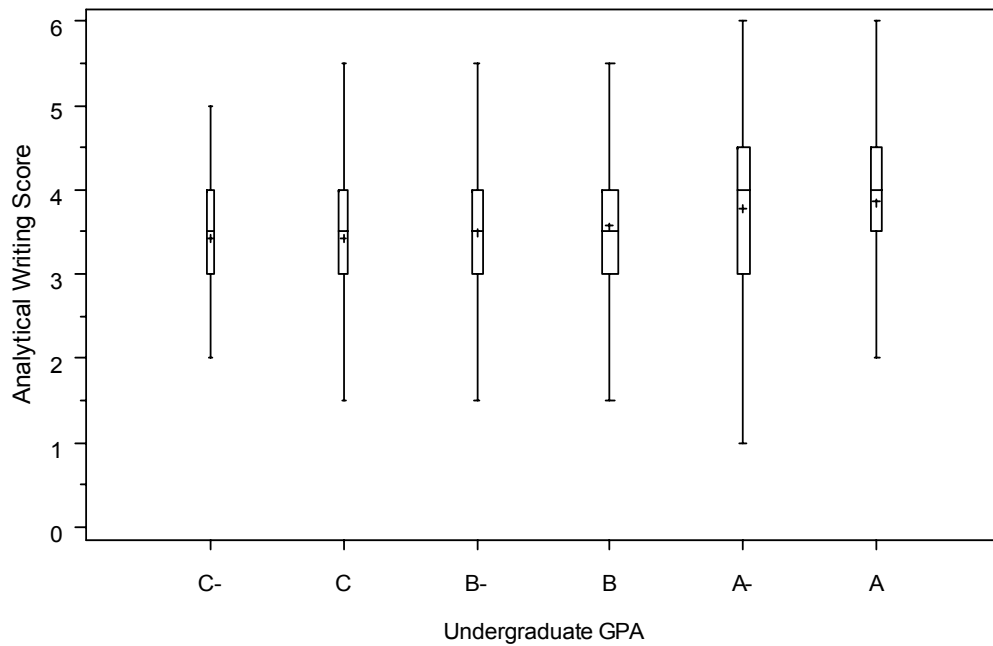
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**Figure 56. GRE General Test Quantitative Scores by Ethnic Group (African American)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



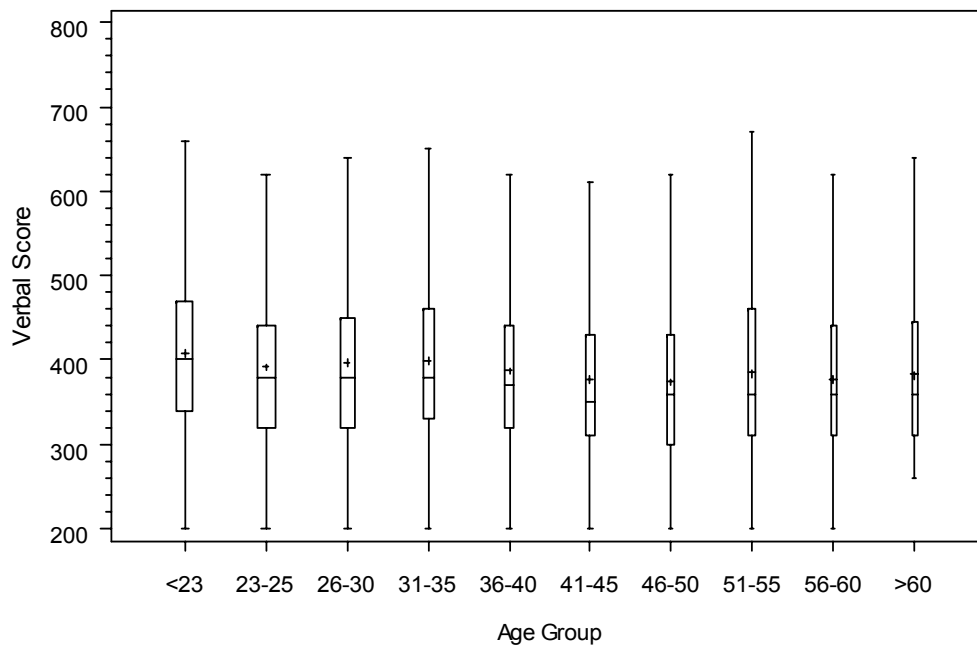
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**Figure 57. GRE General Test Analytical Writing Scores by Ethnic Group (African American)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



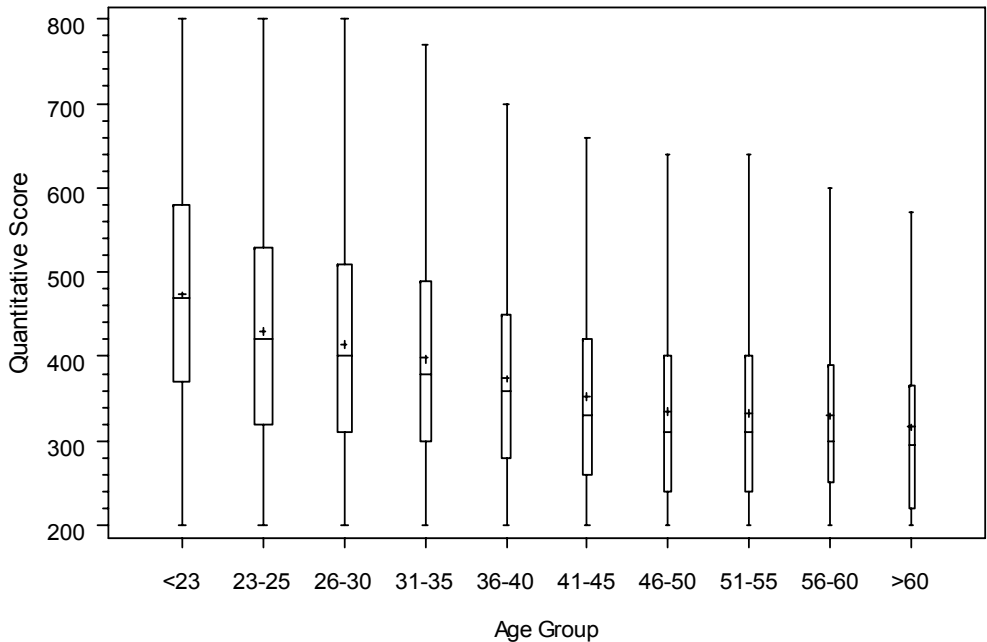
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**Figure 58. GRE General Test Verbal Scores by Ethnic Group (African American)
And Age Group: 2006-07 (U.S. Citizens Only)**



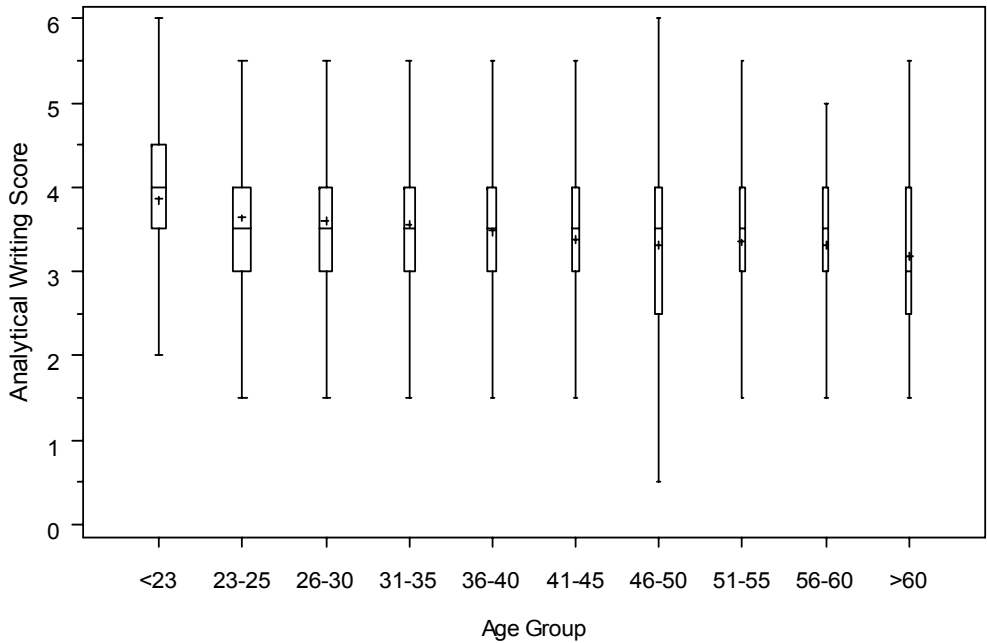
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**Figure 59. GRE General Test Quantitative Scores by Ethnic Group (African American)
And Age Group: 2006-07 (U.S. Citizens Only)**



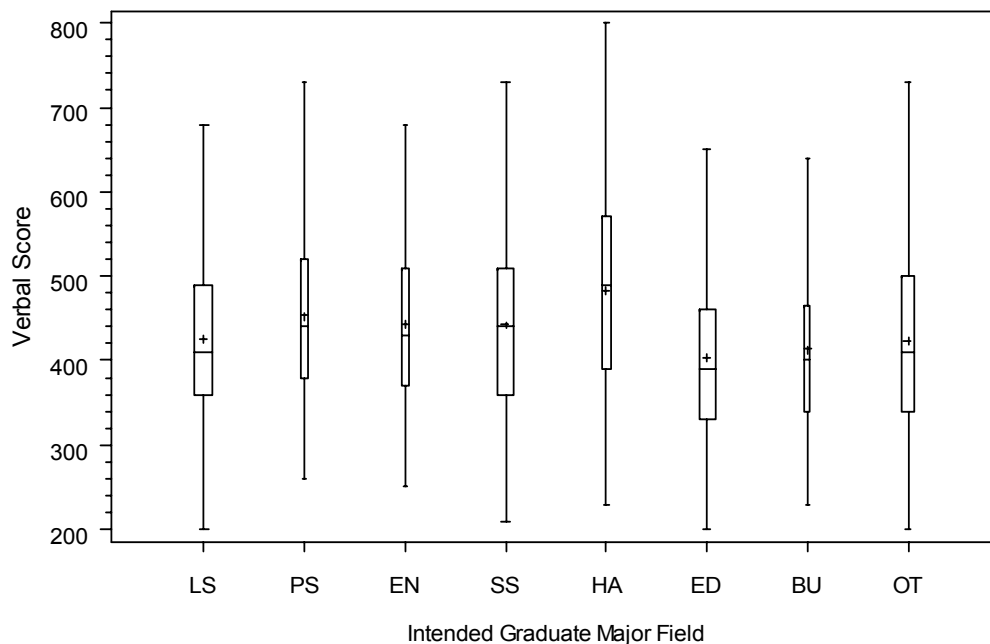
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**Figure 60. GRE General Test Analytical Writing Scores by Ethnic Group (African American)
And Age Group: 2006-07 (U.S. Citizens Only)**



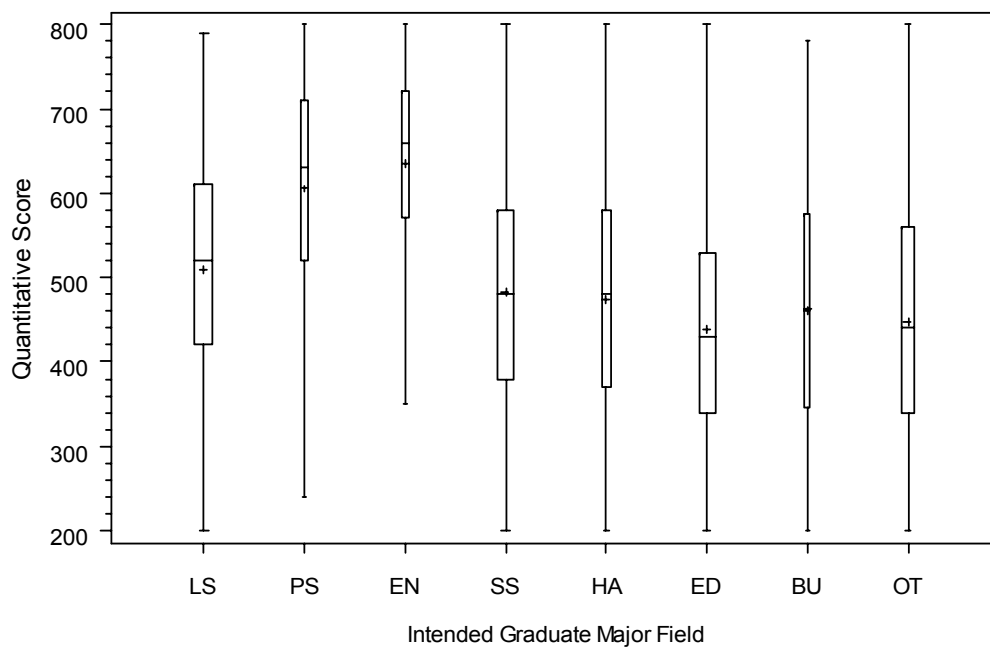
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**Figure 61. GRE General Test Verbal Scores by Ethnic Group (Mexican American)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



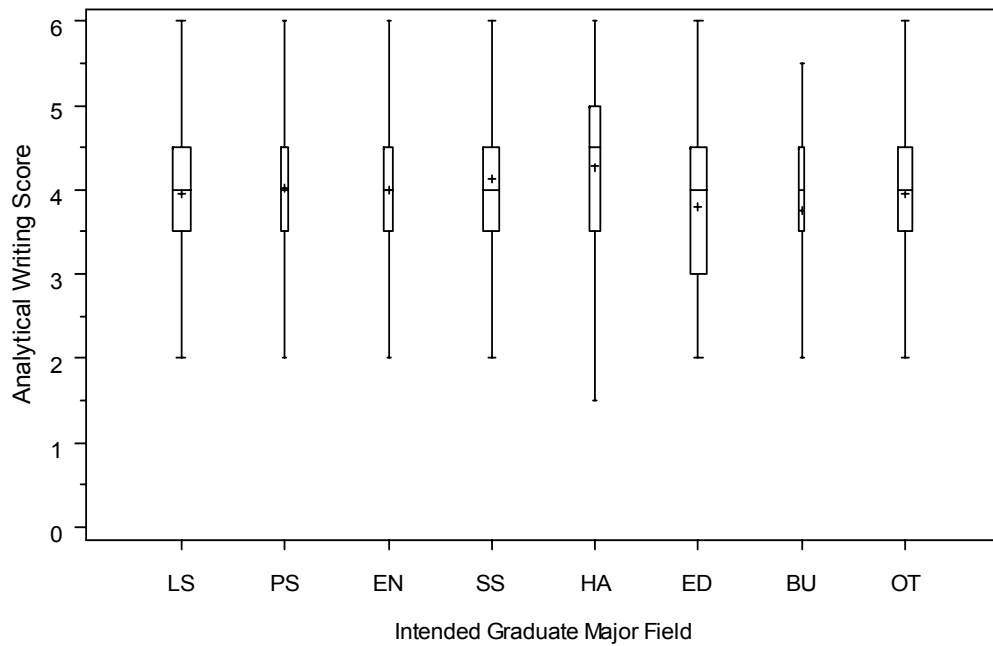
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**Figure 62. GRE General Test Quantitative Scores by Ethnic Group (Mexican American)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



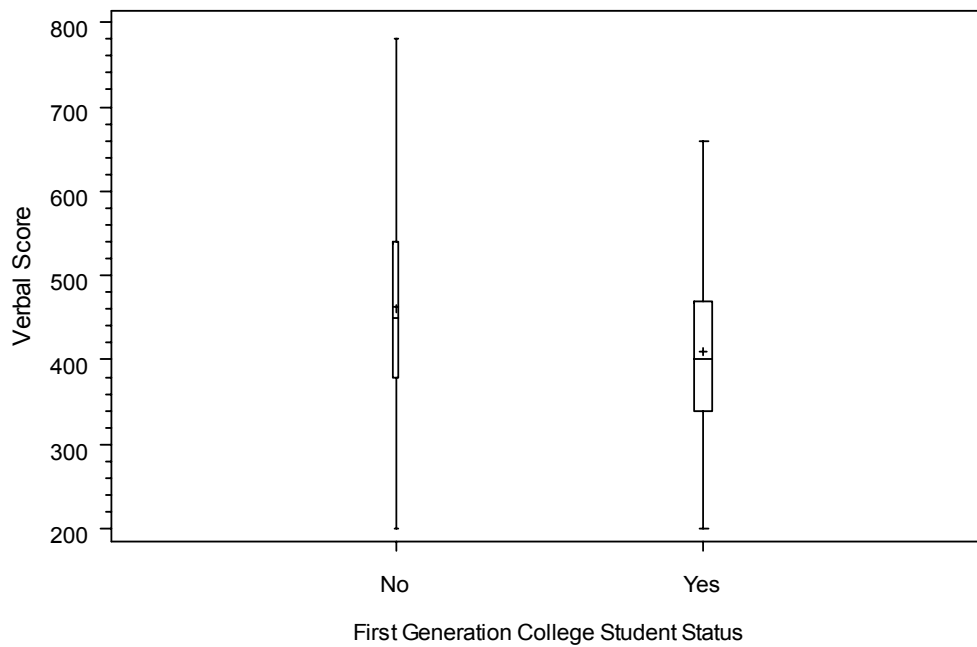
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**Figure 63. GRE General Test Analytical Writing Scores by Ethnic Group (Mexican American)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



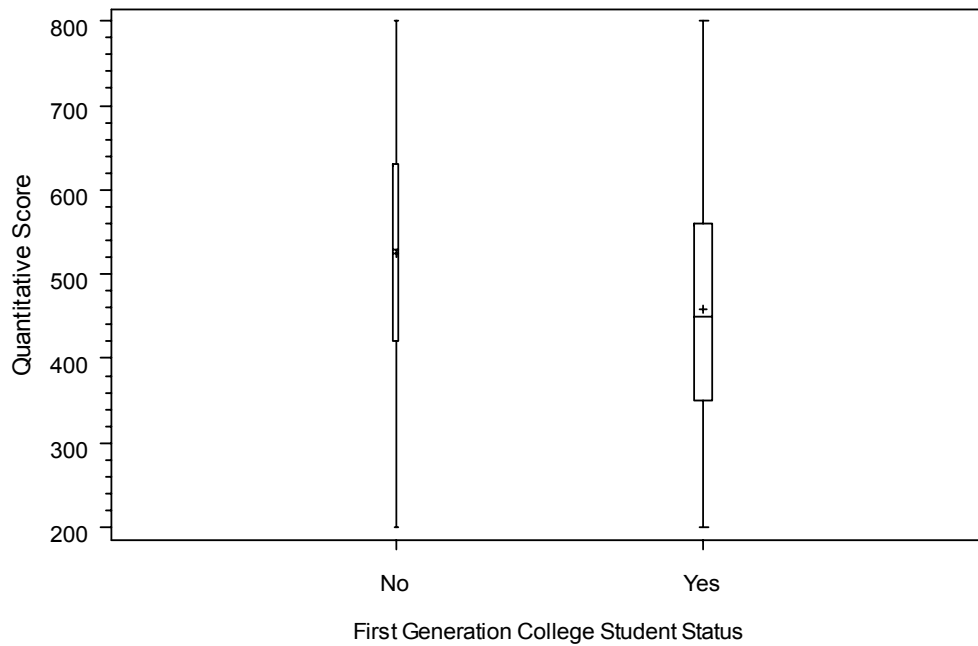
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**Figure 64. GRE General Test Verbal Scores by Ethnic Group (Mexican American)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



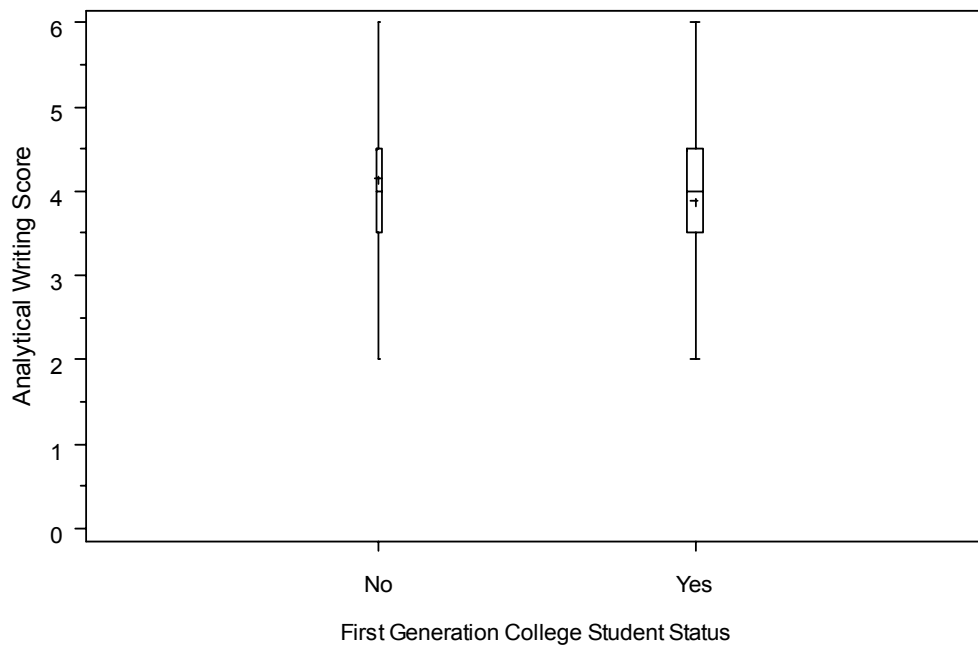
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**Figure 65. GRE General Test Quantitative Scores by Ethnic Group (Mexican American)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



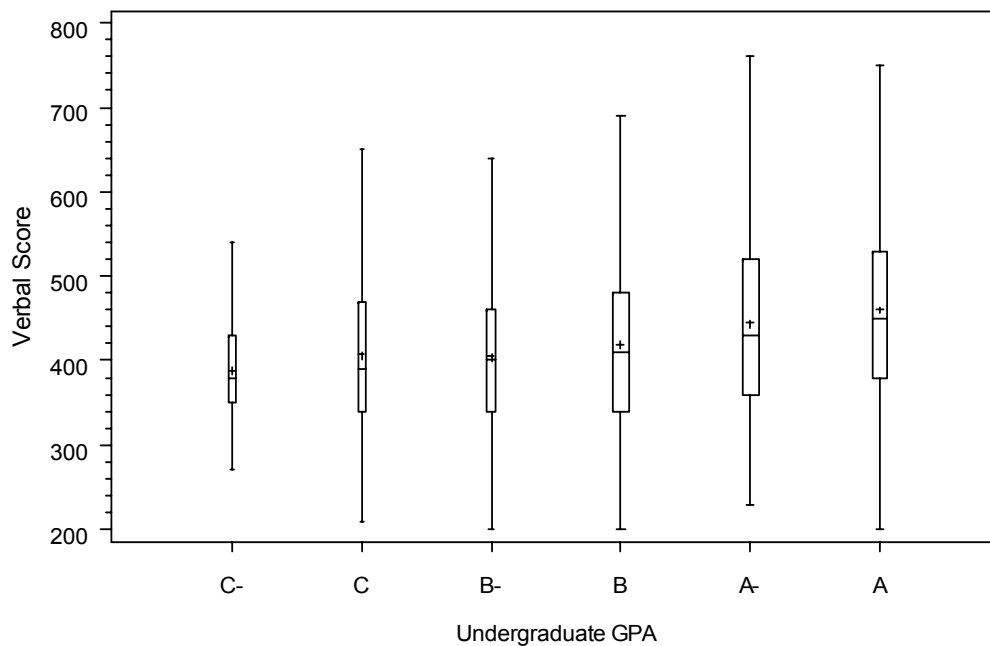
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**Figure 66. GRE General Test Analytical Writing Scores by Ethnic Group (Mexican American)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



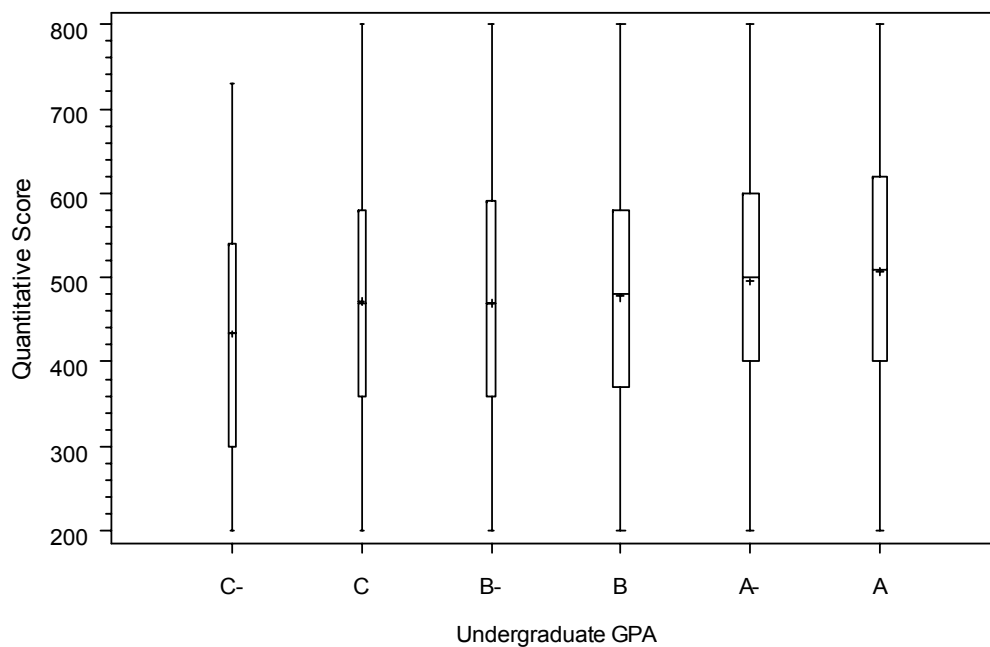
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**Figure 67. GRE General Test Verbal Scores by Ethnic Group (Mexican American)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



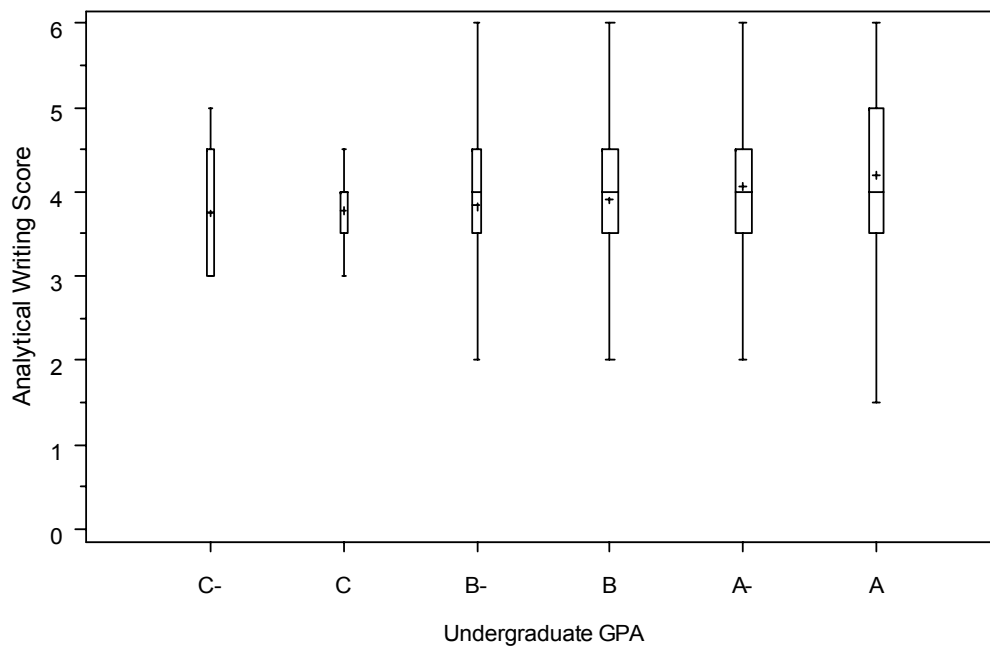
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**Figure 68. GRE General Test Quantitative Scores by Ethnic Group (Mexican American)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



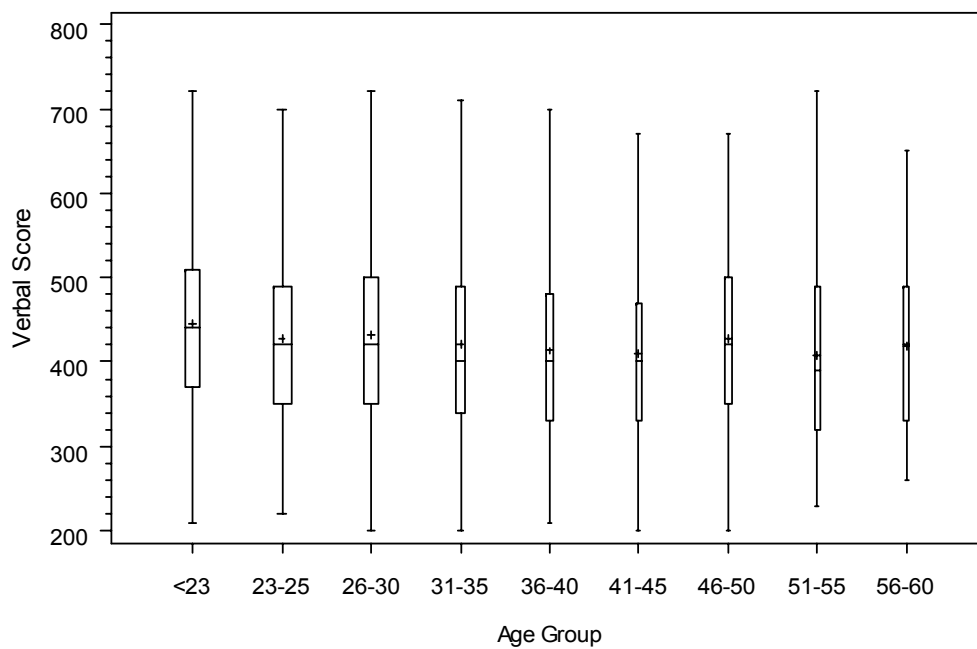
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**Figure 69. GRE General Test Analytical Writing Scores by Ethnic Group (Mexican American)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



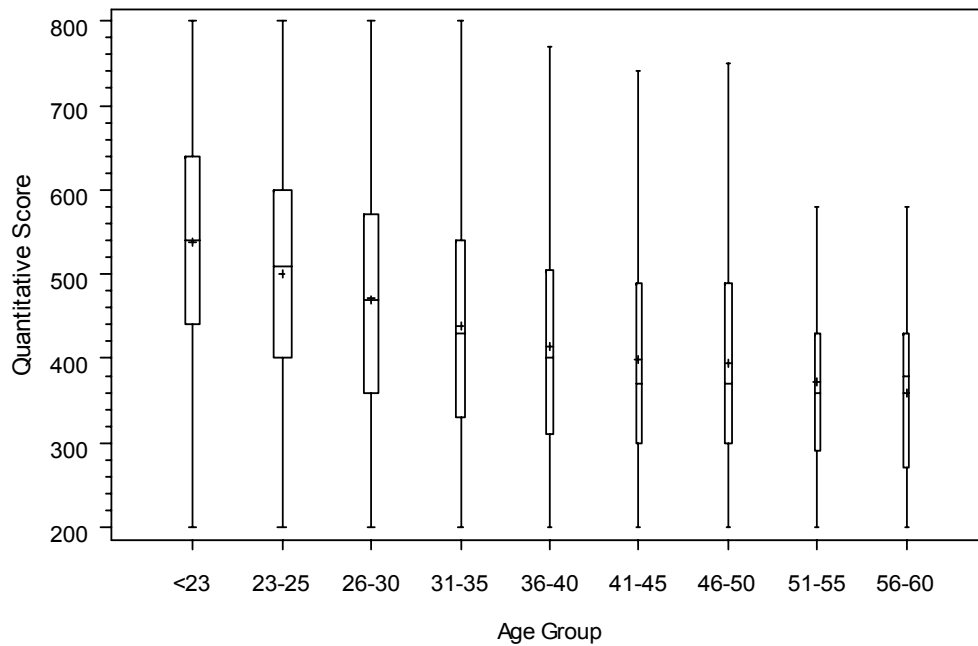
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**Figure 70. GRE General Test Verbal Scores by Ethnic Group (Mexican American)
And Age Group: 2006-07 (U.S. Citizens Only)**



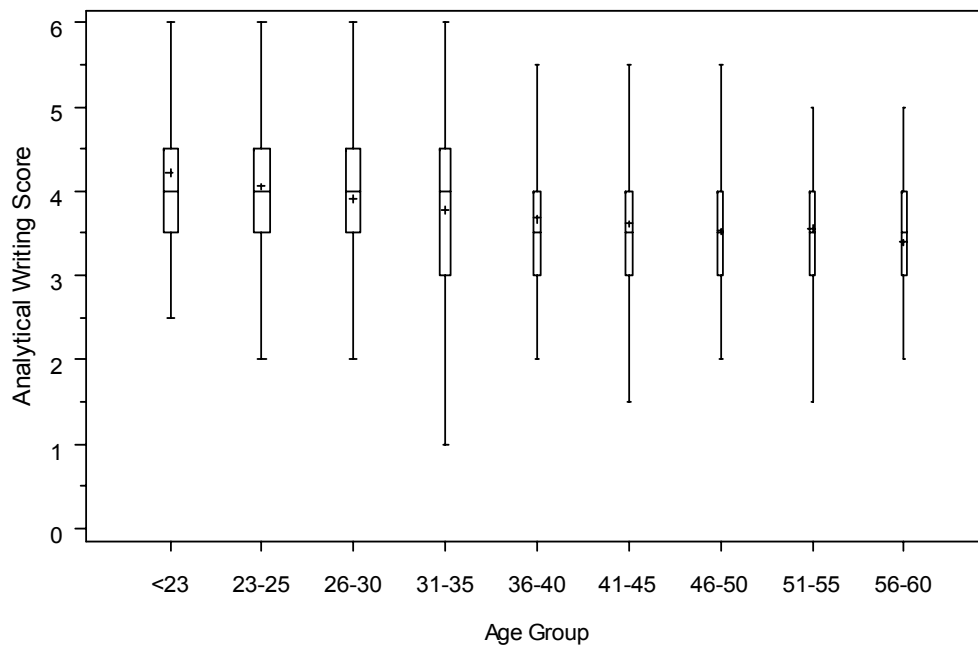
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**Figure 71. GRE General Test Quantitative Scores by Ethnic Group (Mexican American)
And Age Group: 2006-07 (U.S. Citizens Only)**



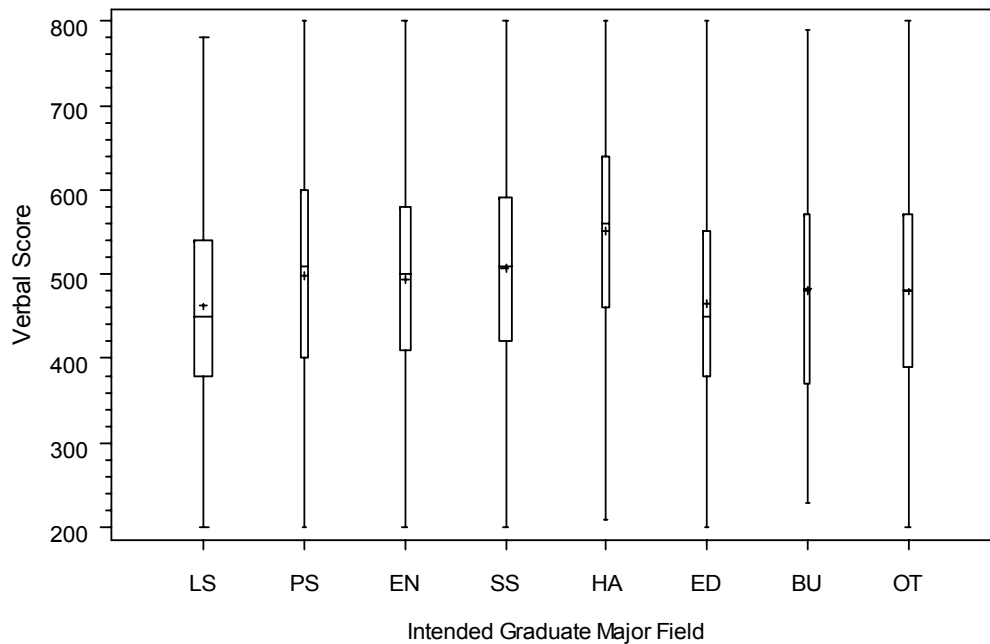
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**Figure 72. GRE General Test Analytical Writing Scores by Ethnic Group (Mexican American)
And Age Group: 2006-07 (U.S. Citizens Only)**



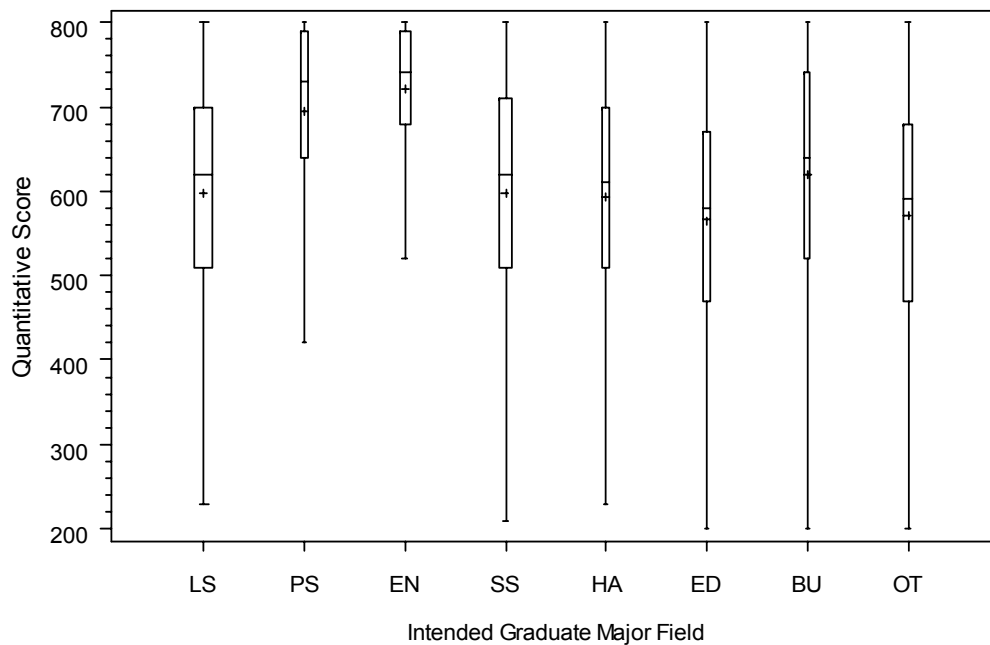
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**Figure 73. GRE General Test Verbal Scores by Ethnic Group (Asian American)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



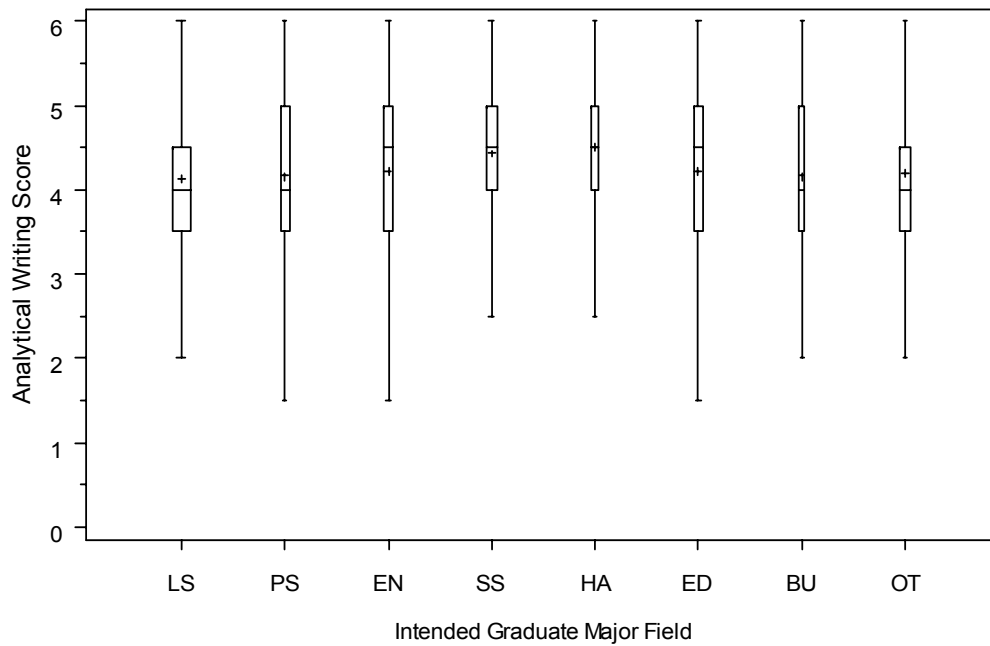
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**Figure 74. GRE General Test Quantitative Scores by Ethnic Group (Asian American)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



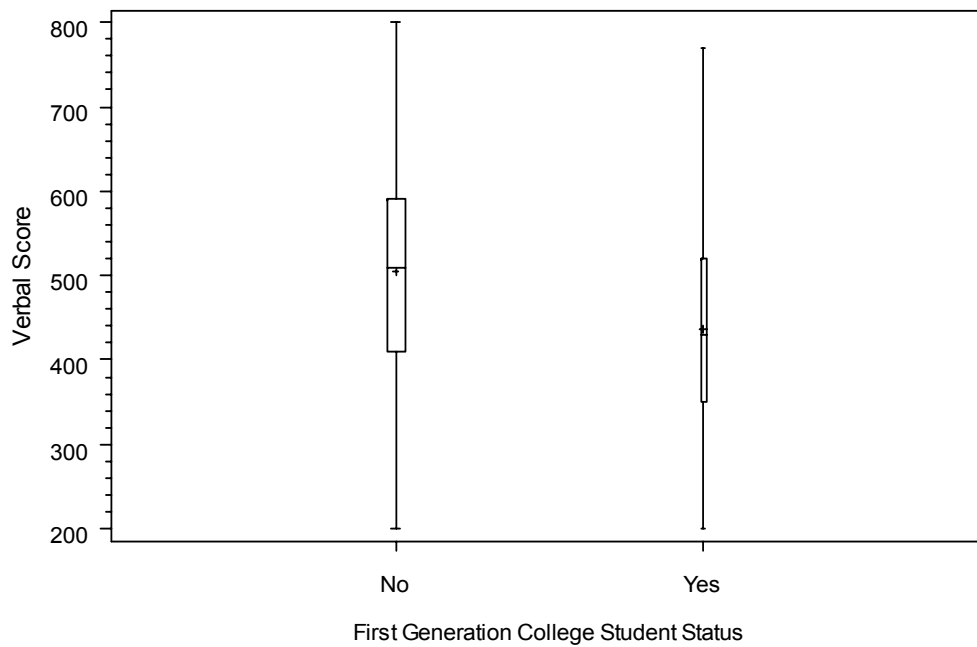
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**Figure 75. GRE General Test Analytical Writing Scores by Ethnic Group (Asian American)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



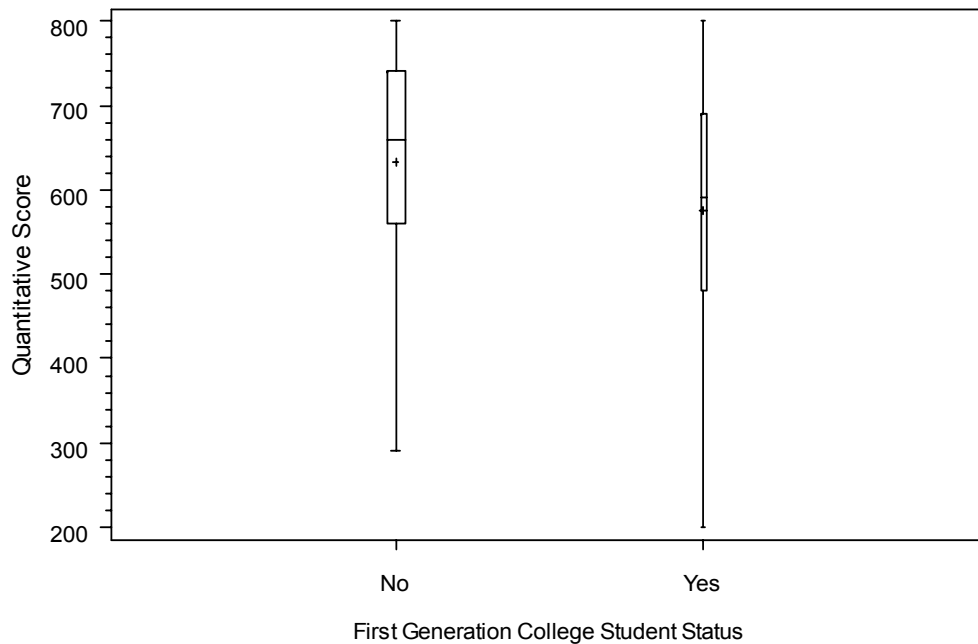
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**Figure 76. GRE General Test Verbal Scores by Ethnic Group (Asian American)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



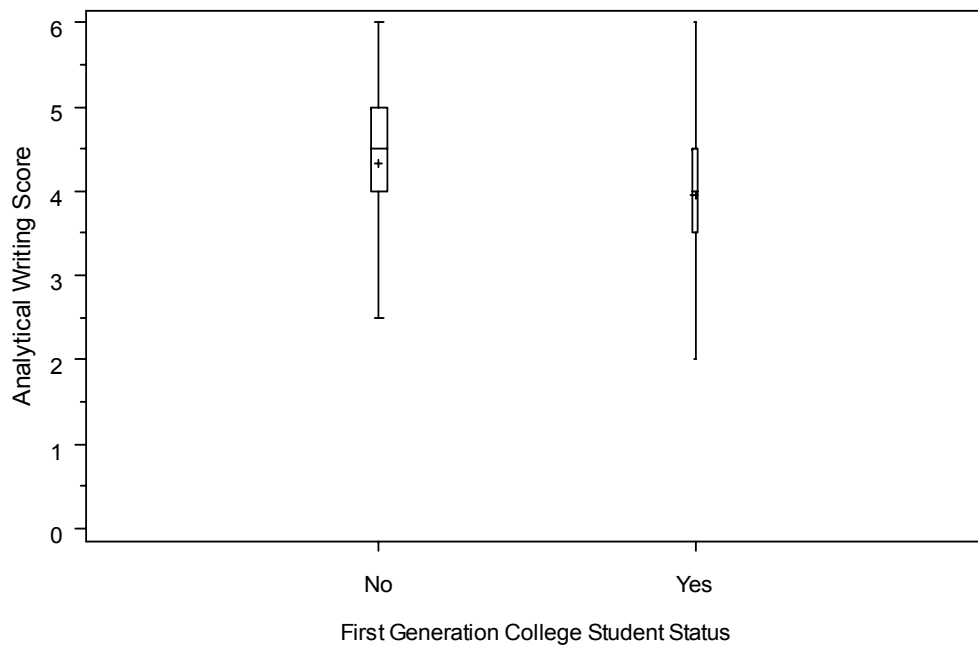
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**Figure 77. GRE General Test Quantitative Scores by Ethnic Group (Asian American)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



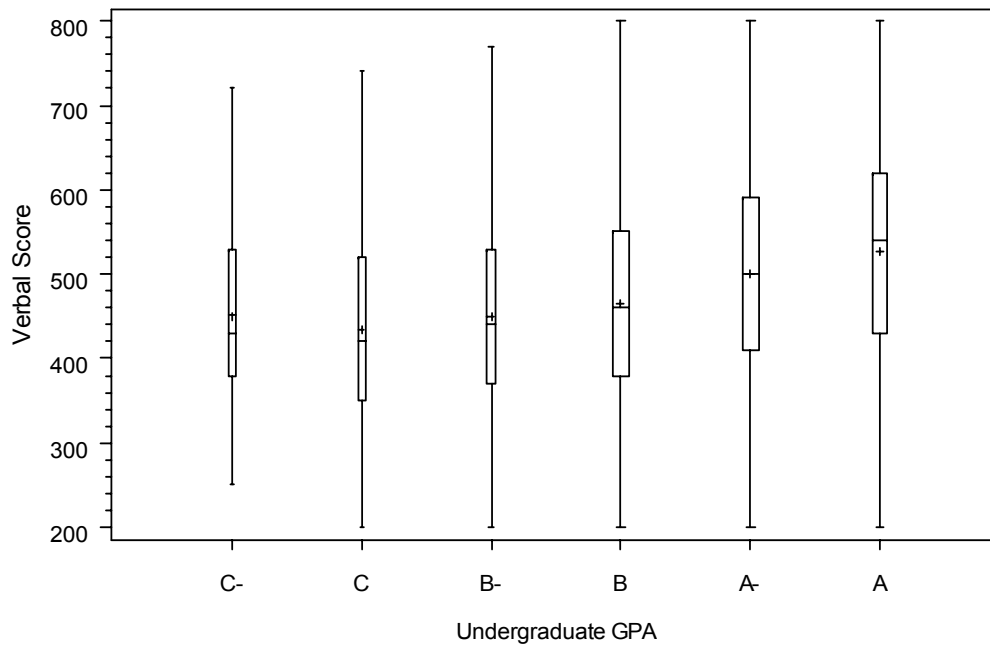
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**Figure 78. GRE General Test Analytical Writing Scores by Ethnic Group (Asian American)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



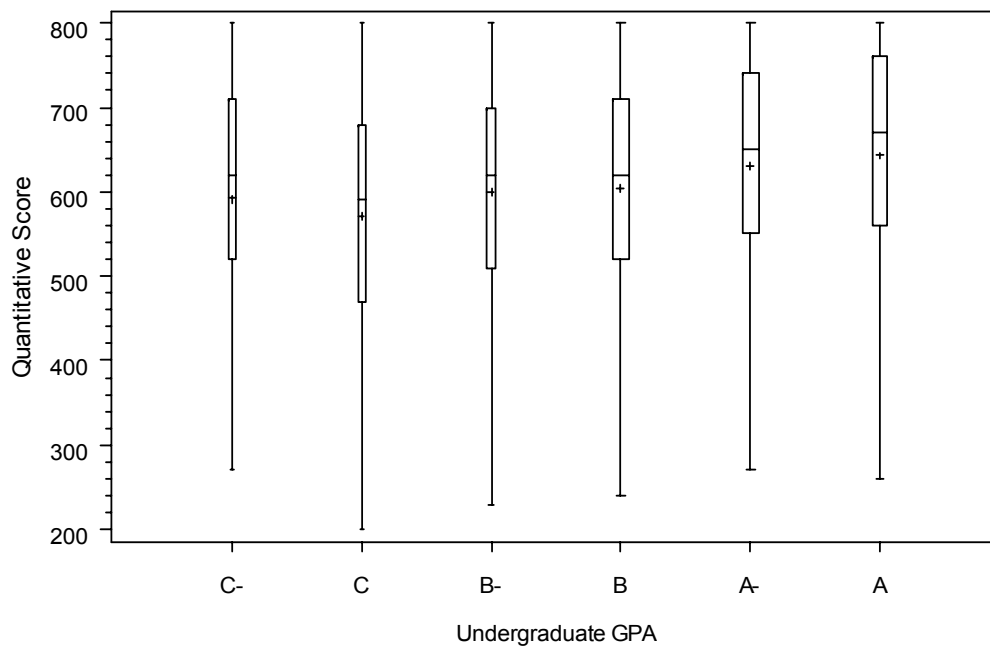
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**Figure 79. GRE General Test Verbal Scores by Ethnic Group (Asian American)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



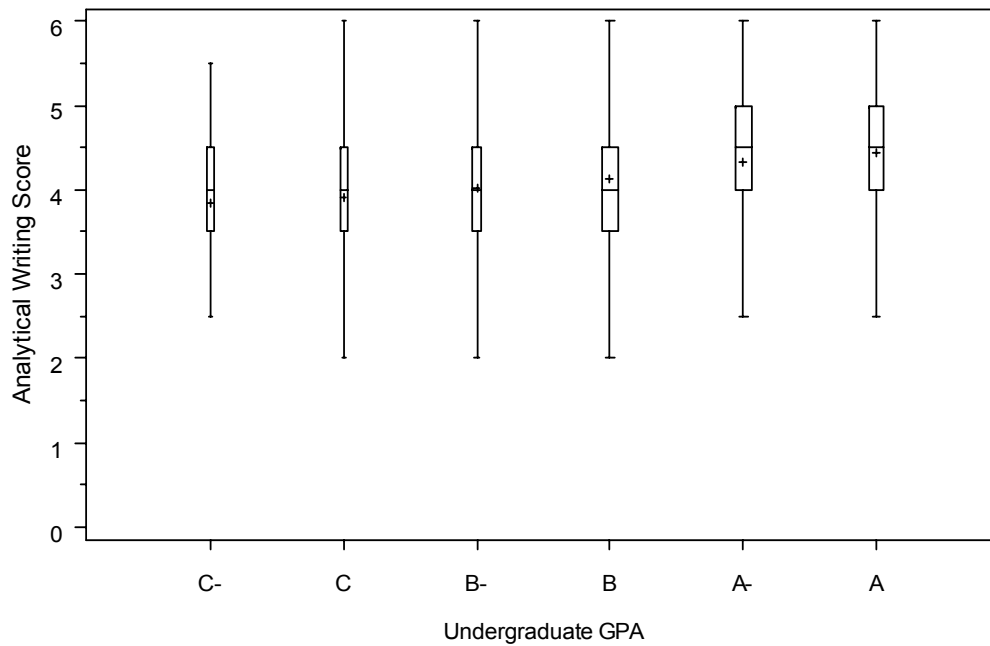
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**Figure 80. GRE General Test Quantitative Scores by Ethnic Group (Asian American)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



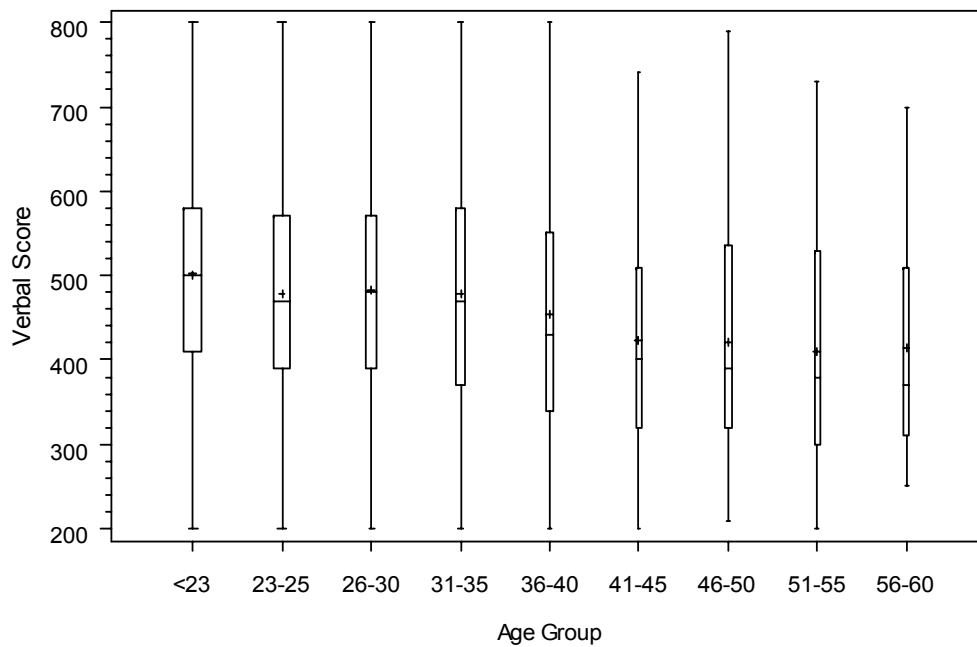
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**Figure 81. GRE General Test Analytical Writing Scores by Ethnic Group (Asian American)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



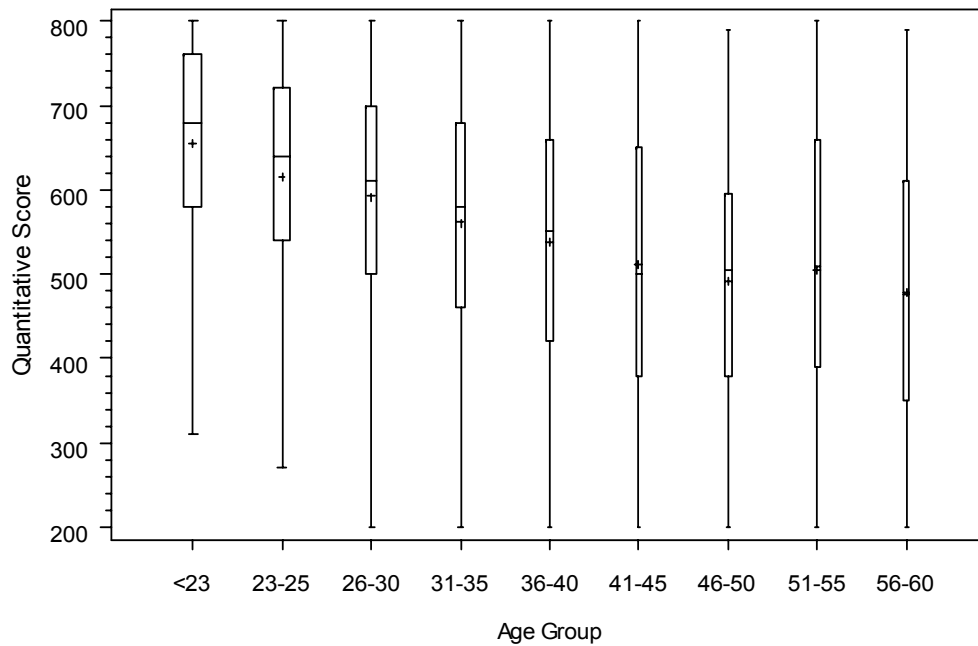
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**Figure 82. GRE General Test Verbal Scores by Ethnic Group (Asian American)
And Age Group: 2006-07 (U.S. Citizens Only)**



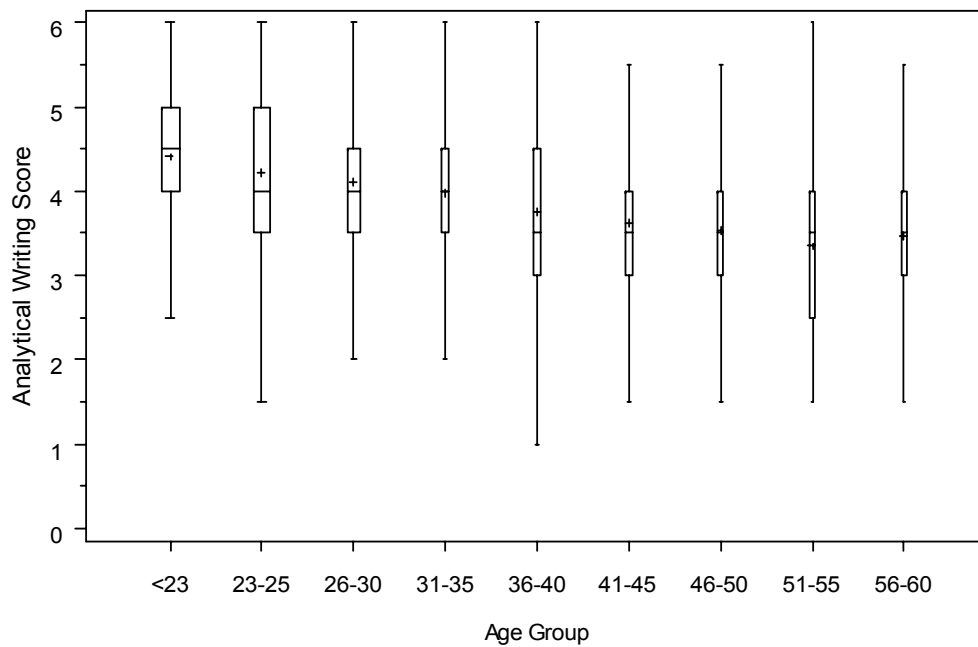
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**Figure 83. GRE General Test Quantitative Scores by Ethnic Group (Asian American)
And Age Group: 2006-07 (U.S. Citizens Only)**



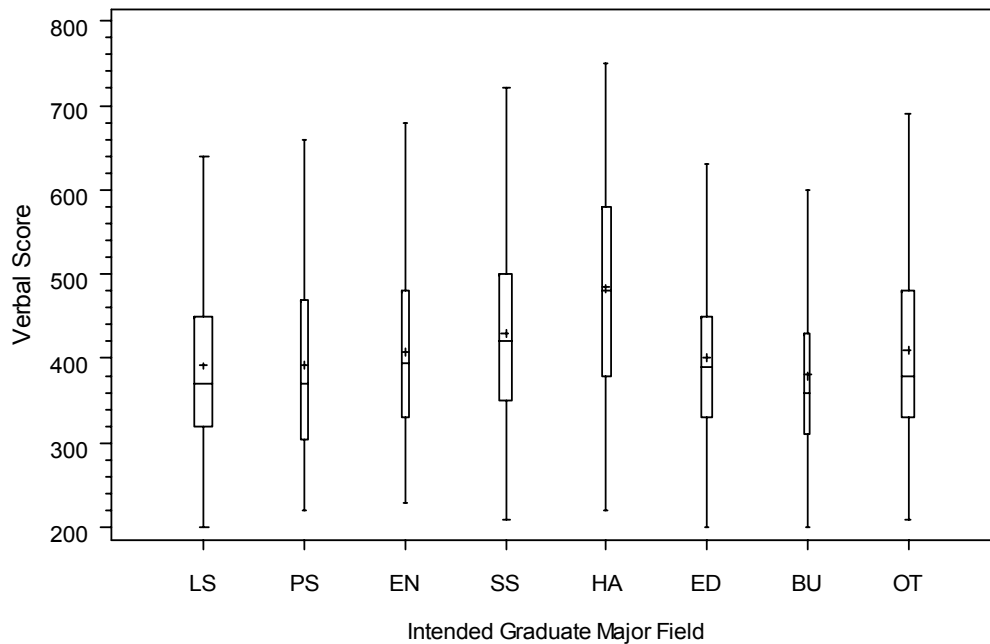
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**Figure 84. GRE General Test Analytical Writing Scores by Ethnic Group (Asian American)
And Age Group: 2006-07 (U.S. Citizens Only)**



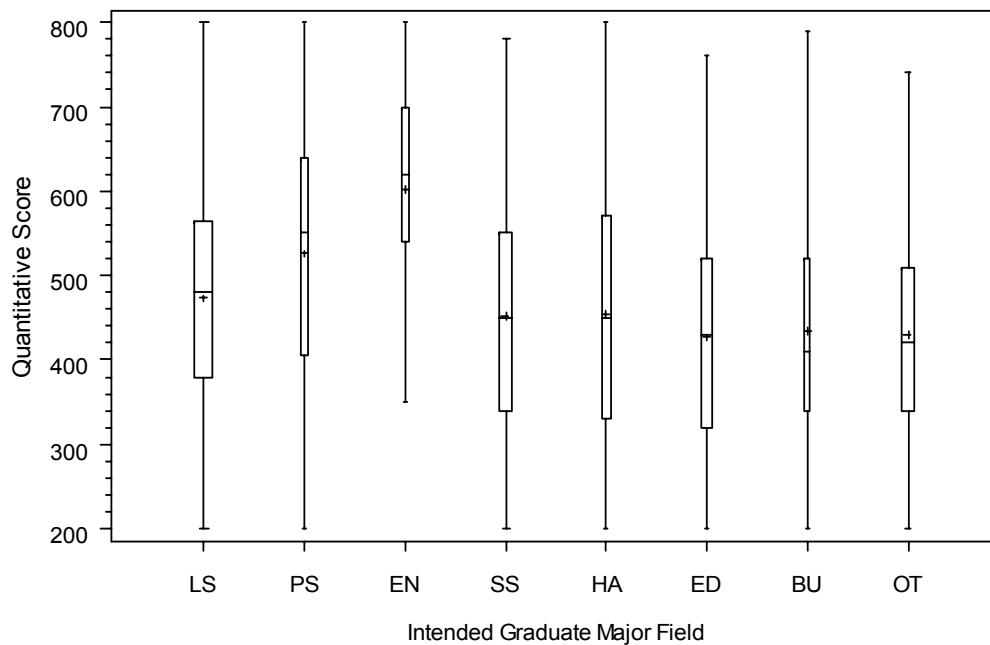
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**Figure 85. GRE General Test Verbal Scores by Ethnic Group (Puerto Rican)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



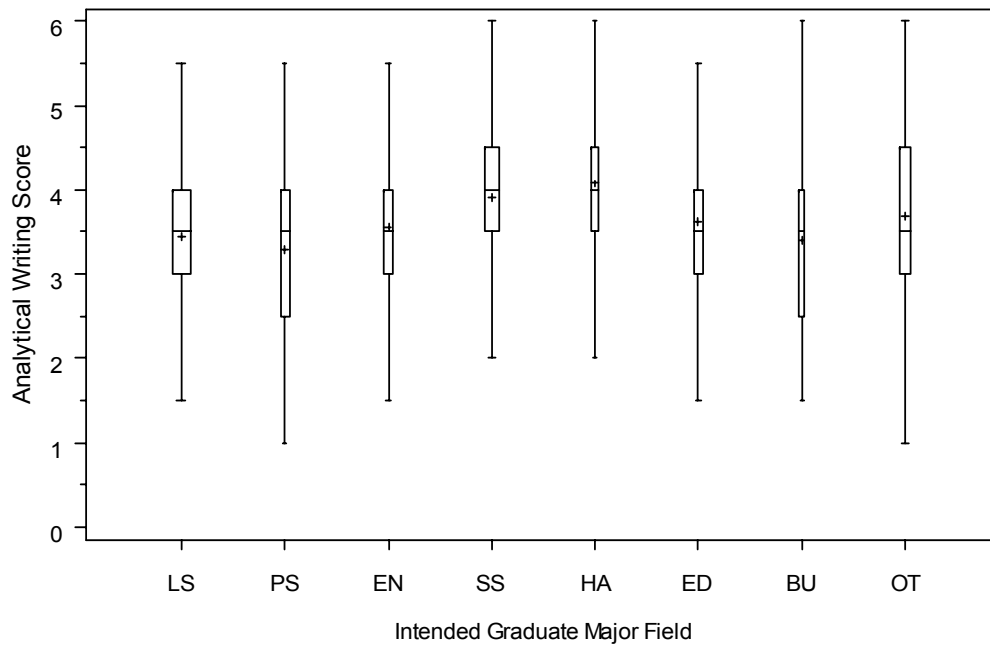
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**Figure 86. GRE General Test Quantitative Scores by Ethnic Group (Puerto Rican)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



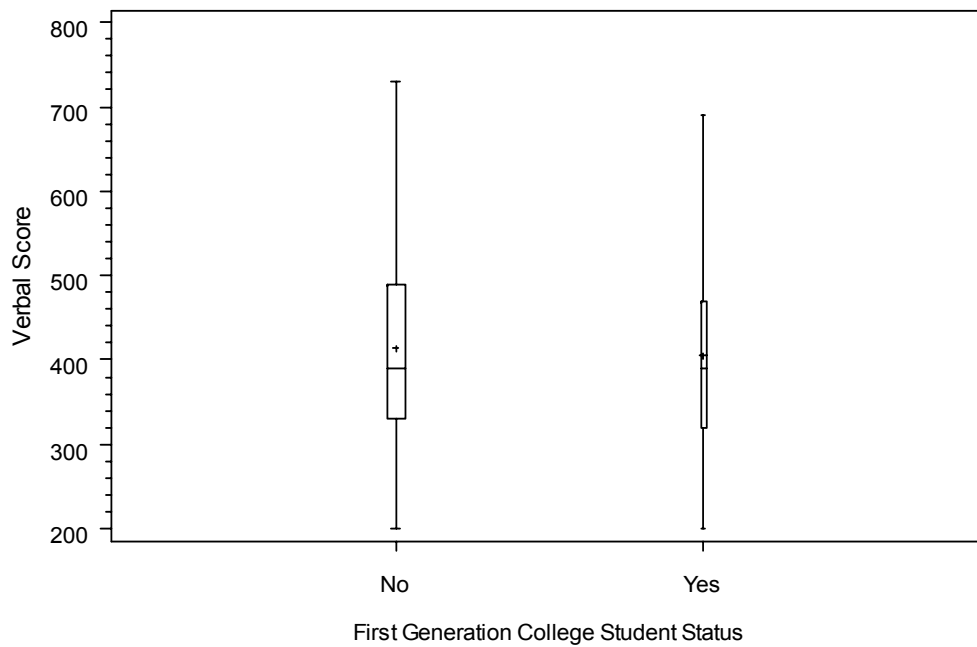
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**Figure 87. GRE General Test Analytical Writing Scores by Ethnic Group (Puerto Rican)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



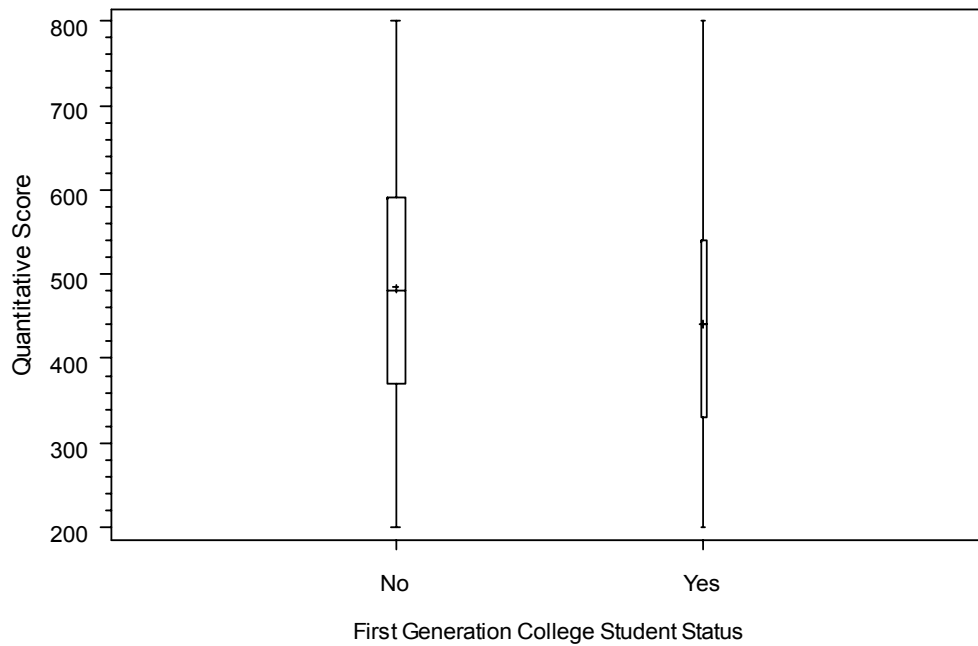
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**Figure 88. GRE General Test Verbal Scores by Ethnic Group (Puerto Rican)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



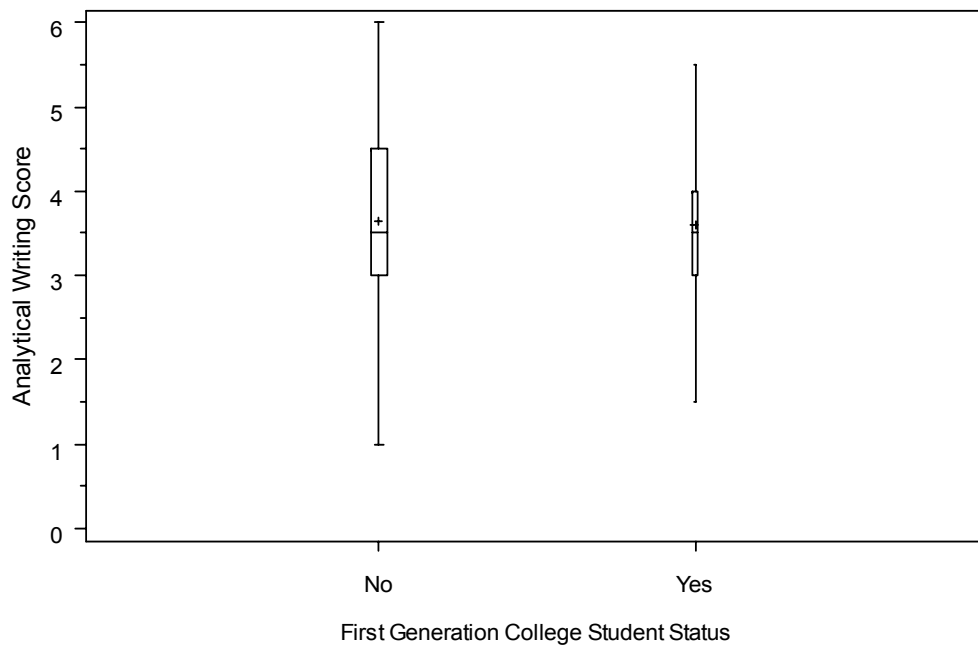
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**Figure 89. GRE General Test Quantitative Scores by Ethnic Group (Puerto Rican)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



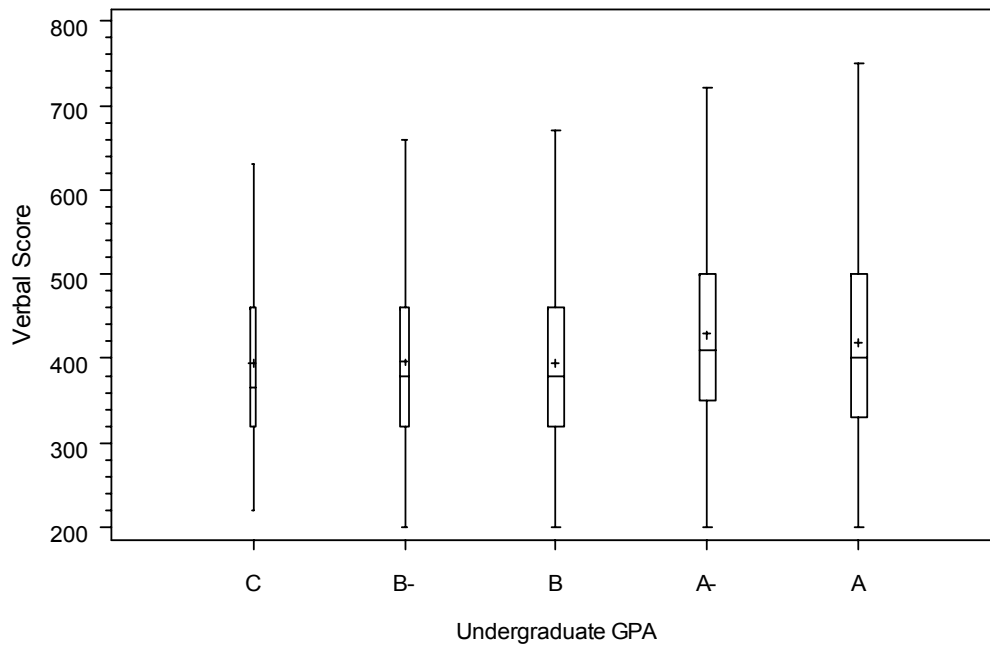
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**Figure 90. GRE General Test Analytical Writing Scores by Ethnic Group (Puerto Rican)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



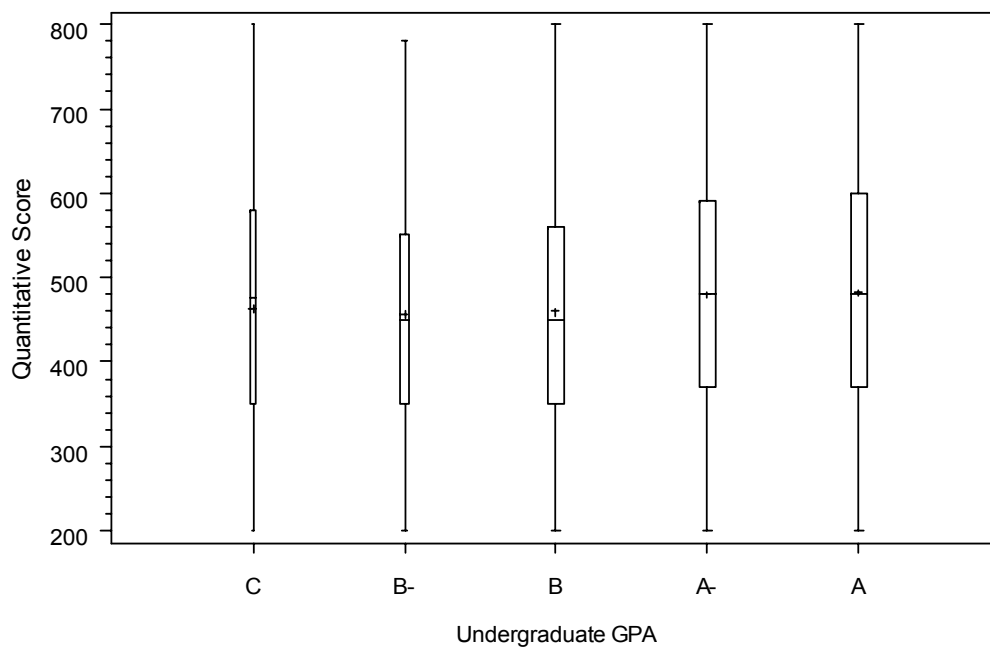
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**Figure 91. GRE General Test Verbal Scores by Ethnic Group (Puerto Rican)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



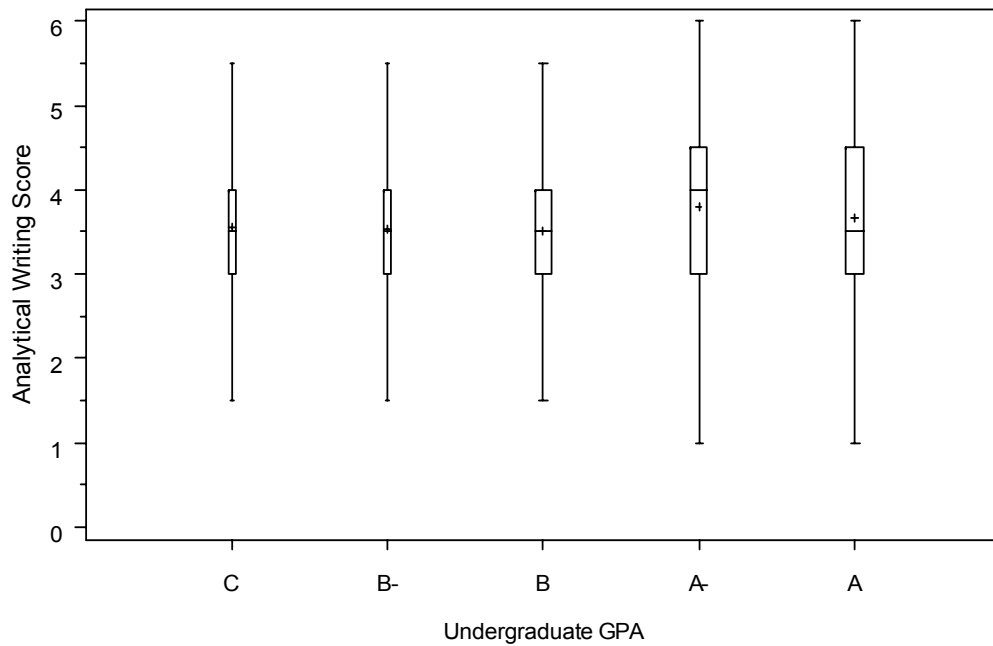
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**Figure 92. GRE General Test Quantitative Scores by Ethnic Group (Puerto Rican)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



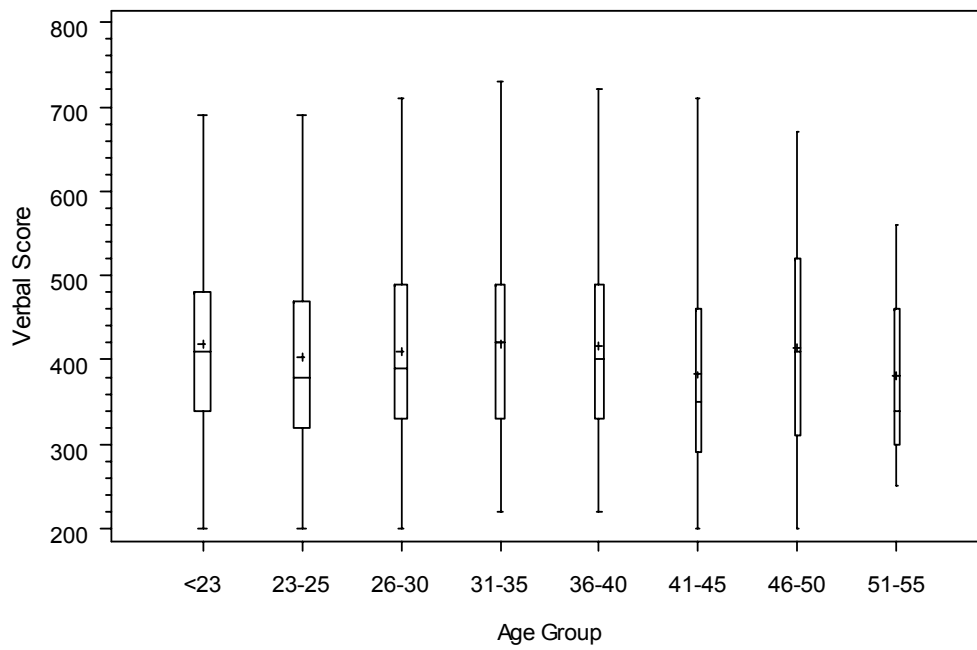
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**Figure 93. GRE General Test Analytical Writing Scores by Ethnic Group (Puerto Rican)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



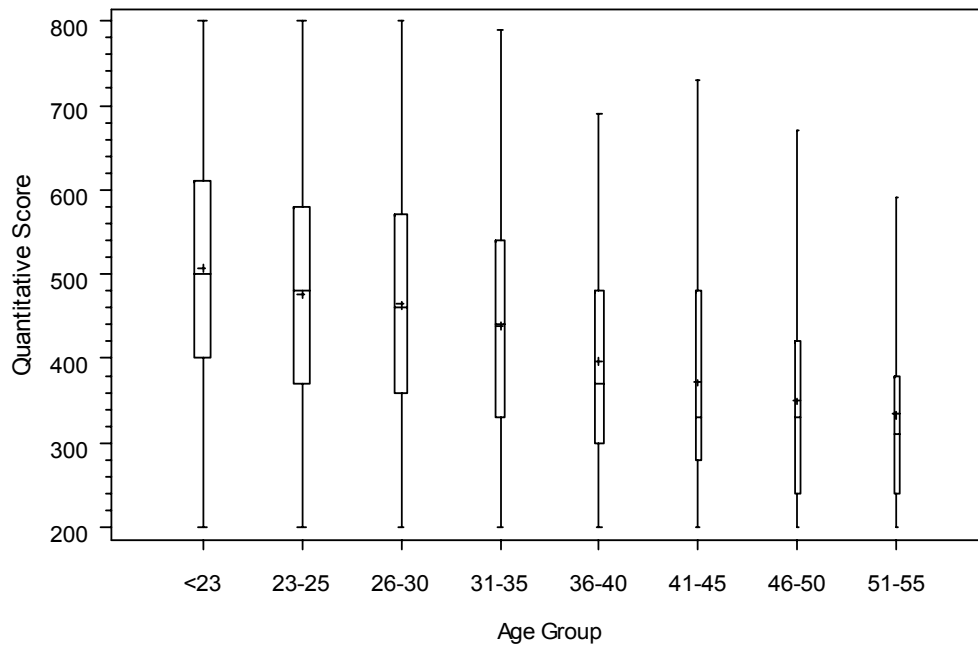
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**Figure 94. GRE General Test Verbal Scores by Ethnic Group (Puerto Rican)
And Age Group: 2006-07 (U.S. Citizens Only)**



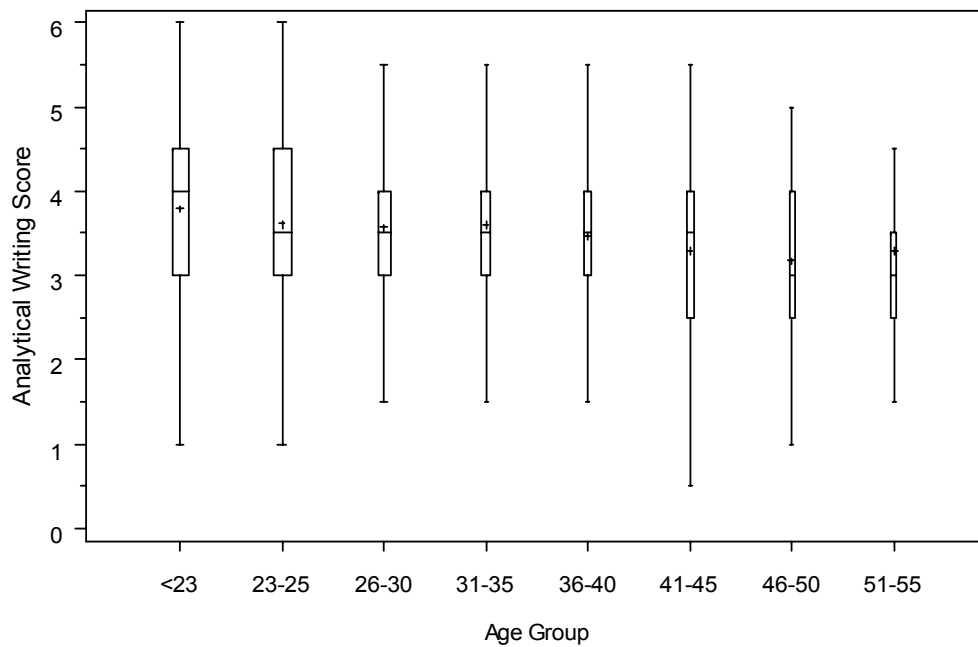
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**Figure 95. GRE General Test Quantitative Scores by Ethnic Group (Puerto Rican)
And Age Group: 2006-07 (U.S. Citizens Only)**



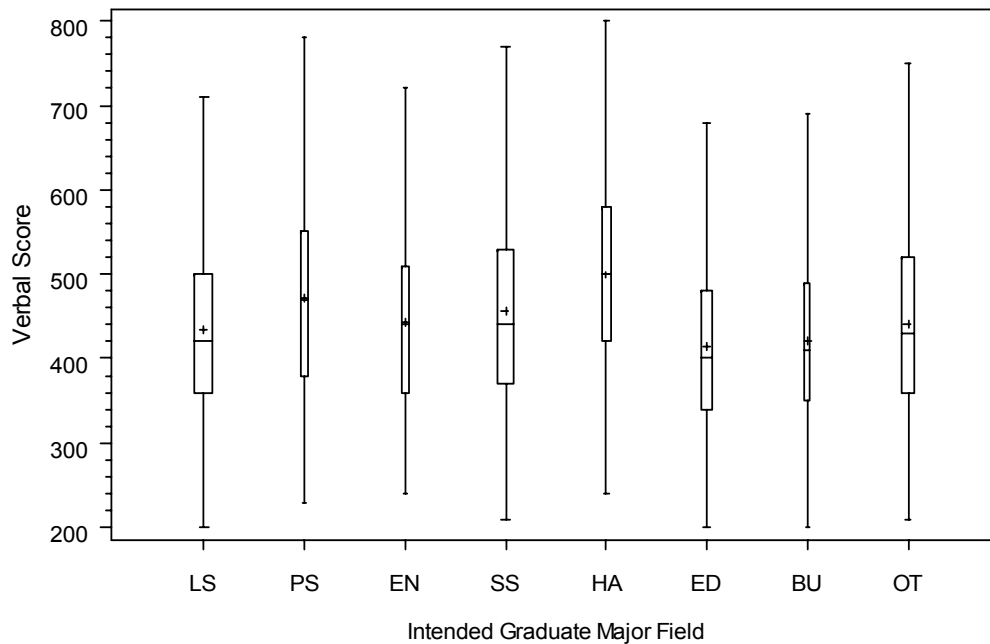
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**Figure 96. GRE General Test Analytical Writing Scores by Ethnic Group (Puerto Rican)
And Age Group: 2006-07 (U.S. Citizens Only)**



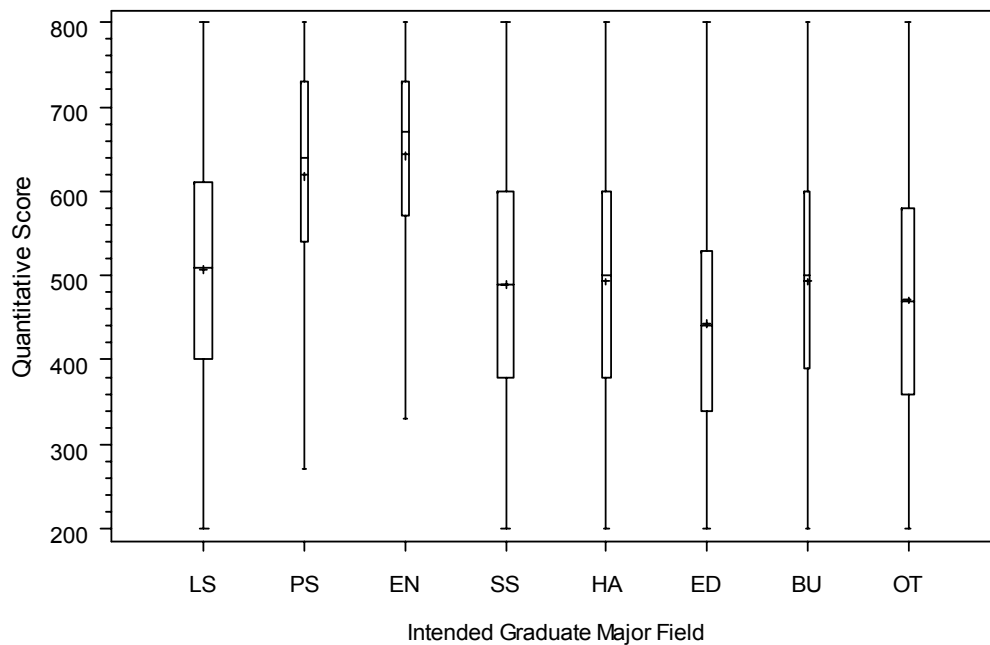
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**Figure 97. GRE General Test Verbal Scores by Ethnic Group (Other Hispanic)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



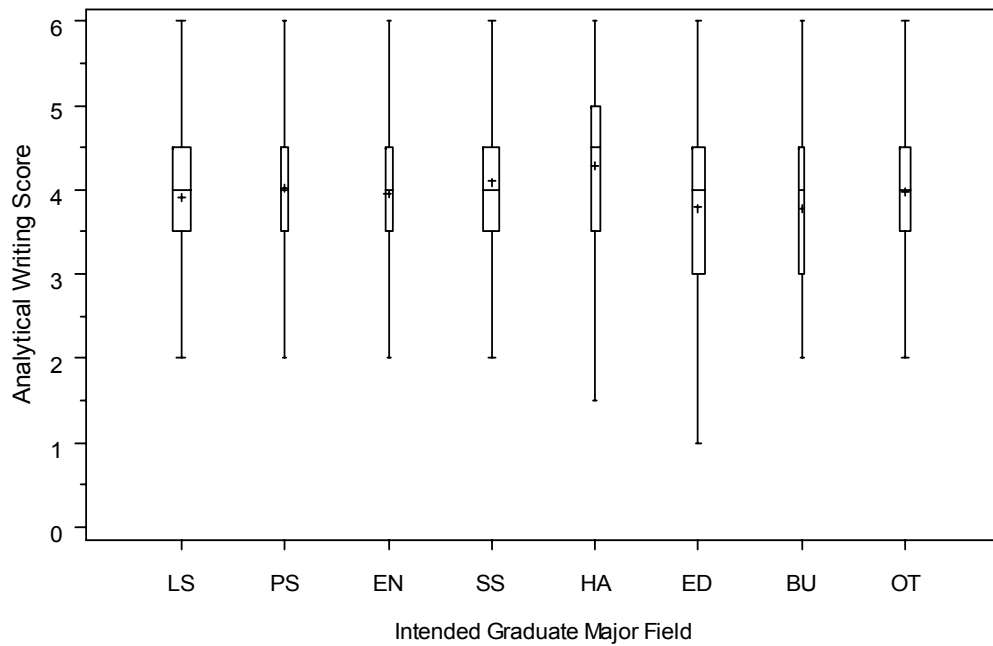
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**Figure 98. GRE General Test Quantitative Scores by Ethnic Group (Other Hispanic)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



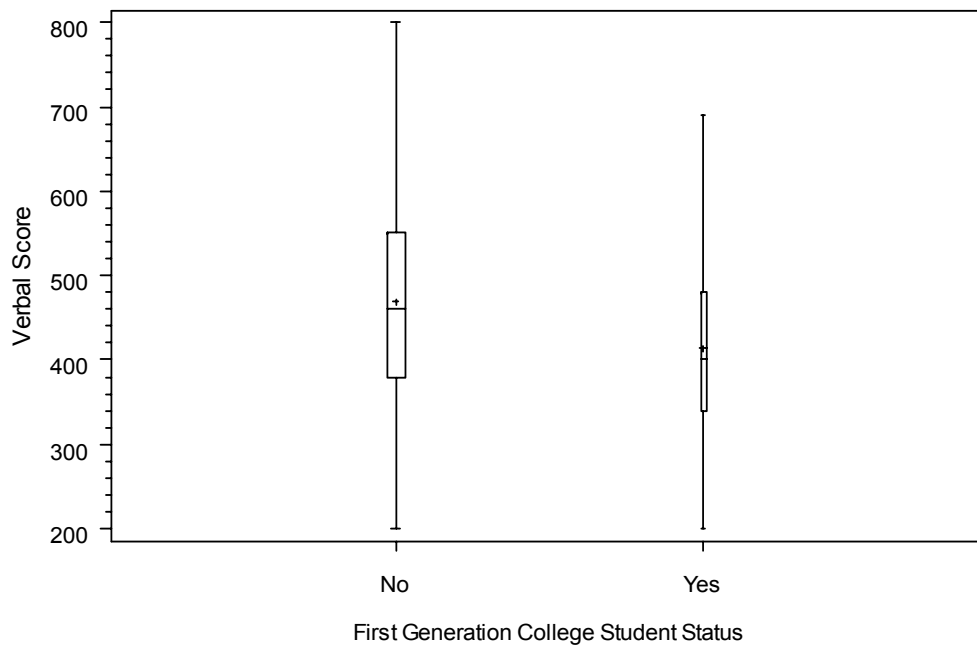
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**Figure 99. GRE General Test Analytical Writing Scores by Ethnic Group (Other Hispanic)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



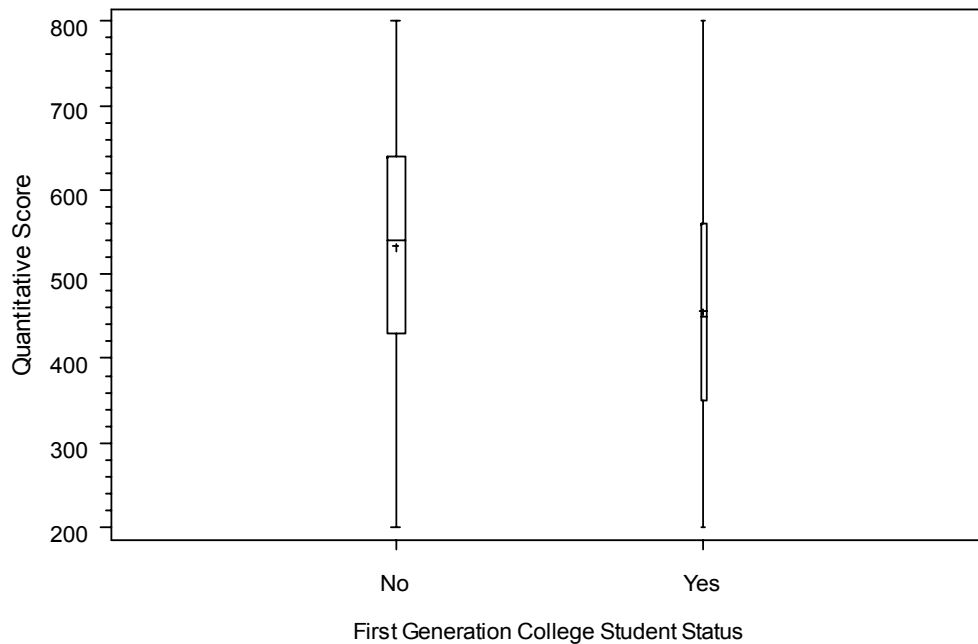
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**Figure 100. GRE General Test Verbal Scores by Ethnic Group (Other Hispanic)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



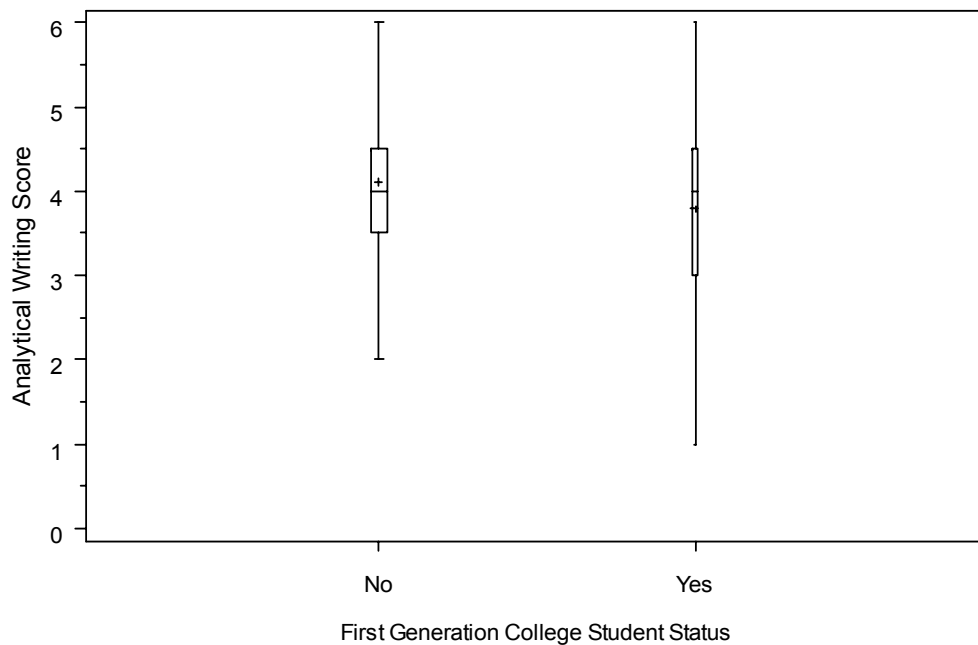
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**Figure 101. GRE General Test Quantitative Scores by Ethnic Group (Other Hispanic)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



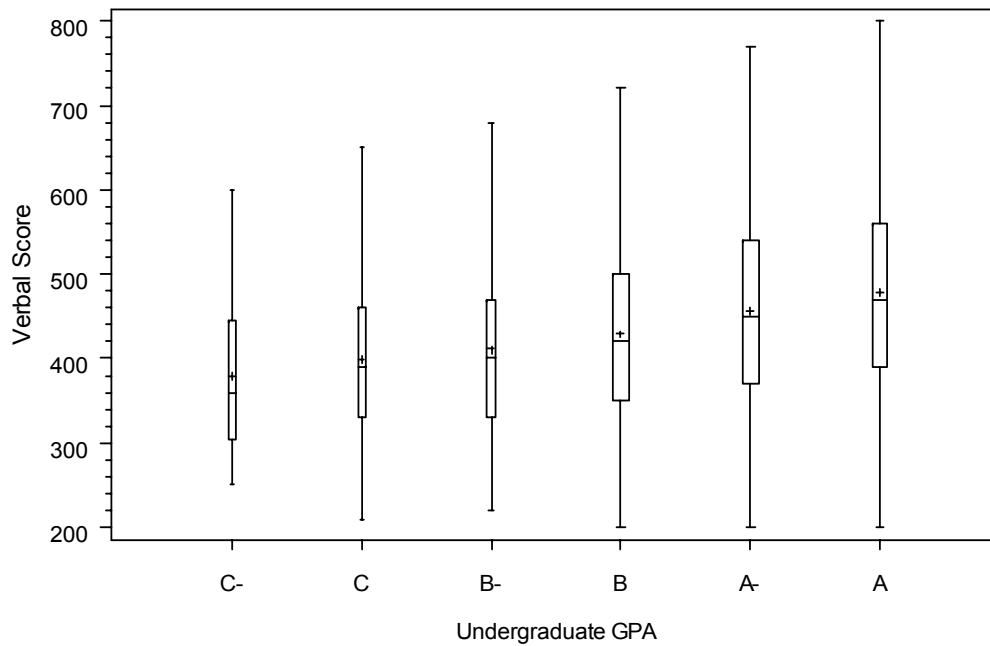
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**Figure 102. GRE General Test Analytical Writing Scores by Ethnic Group (Other Hispanic)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



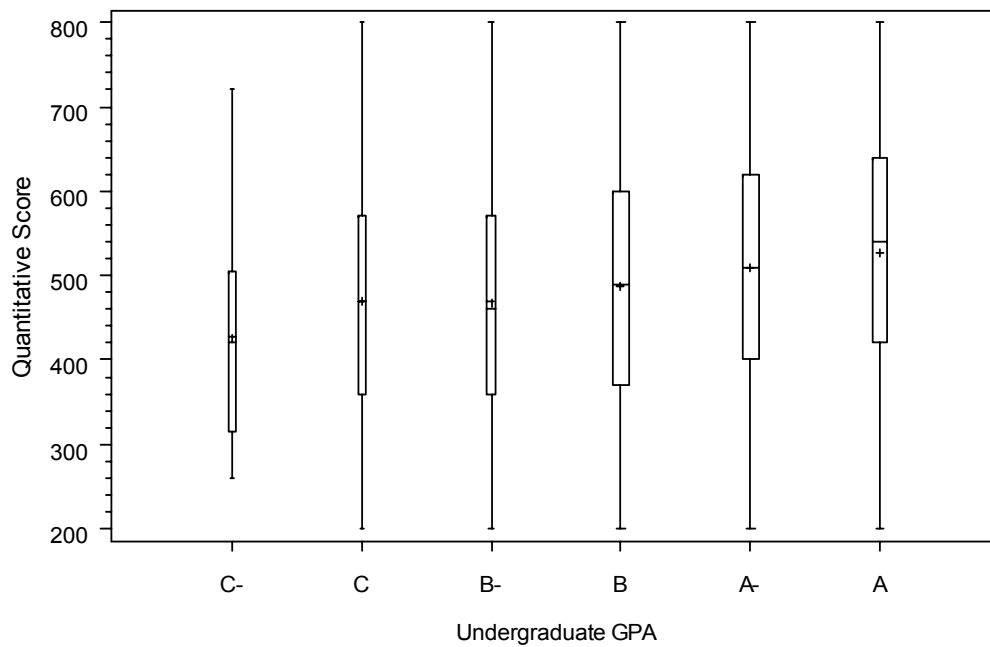
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**Figure 103. GRE General Test Verbal Scores by Ethnic Group (Other Hispanic)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



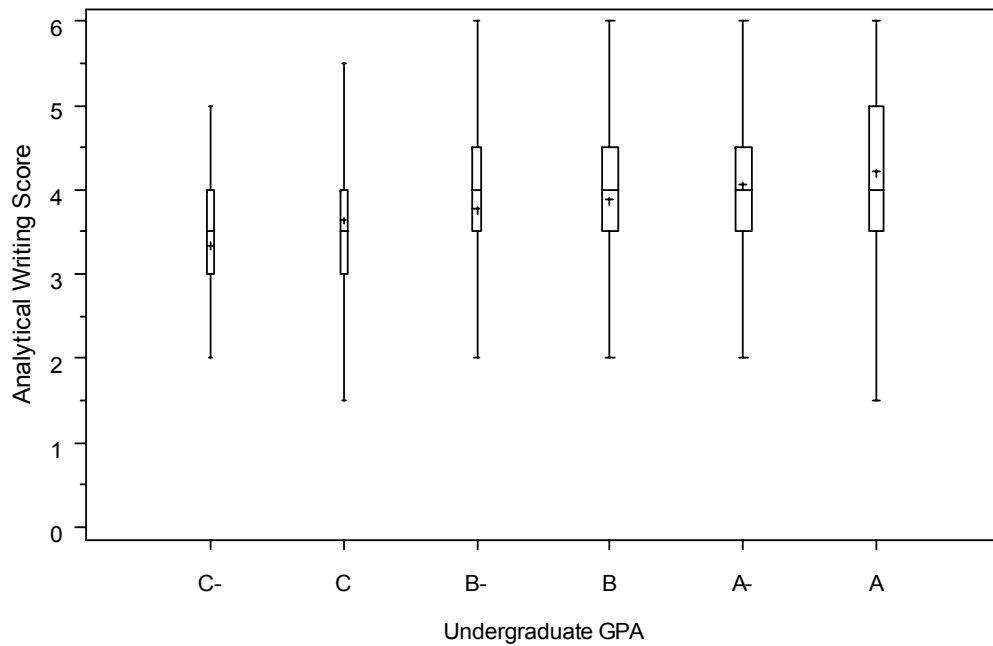
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**Figure 104. GRE General Test Quantitative Scores by Ethnic Group (Other Hispanic)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



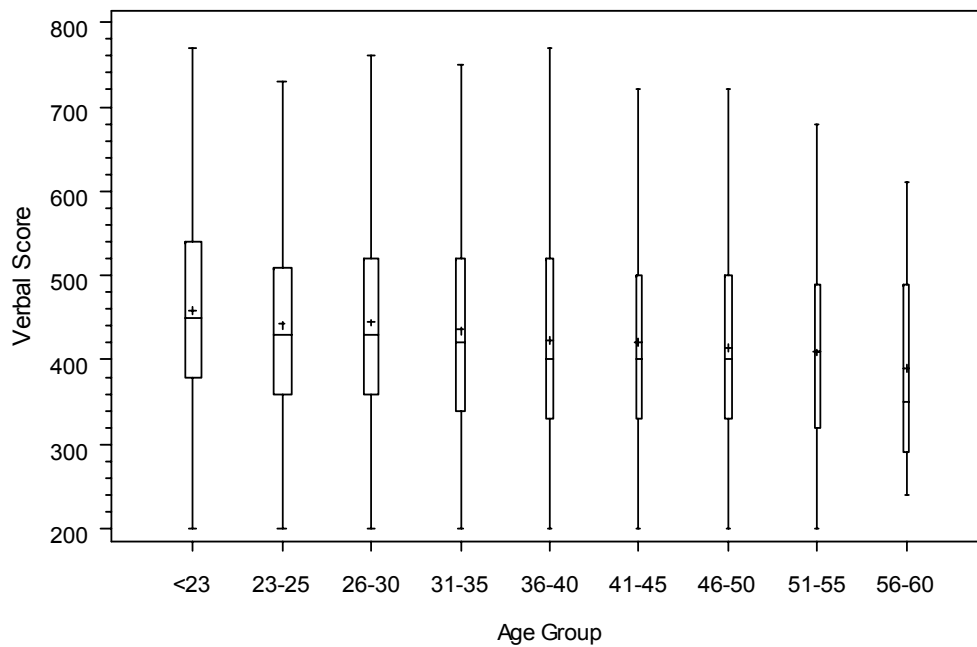
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**Figure 105. GRE General Test Analytical Writing Scores by Ethnic Group (Other Hispanic)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



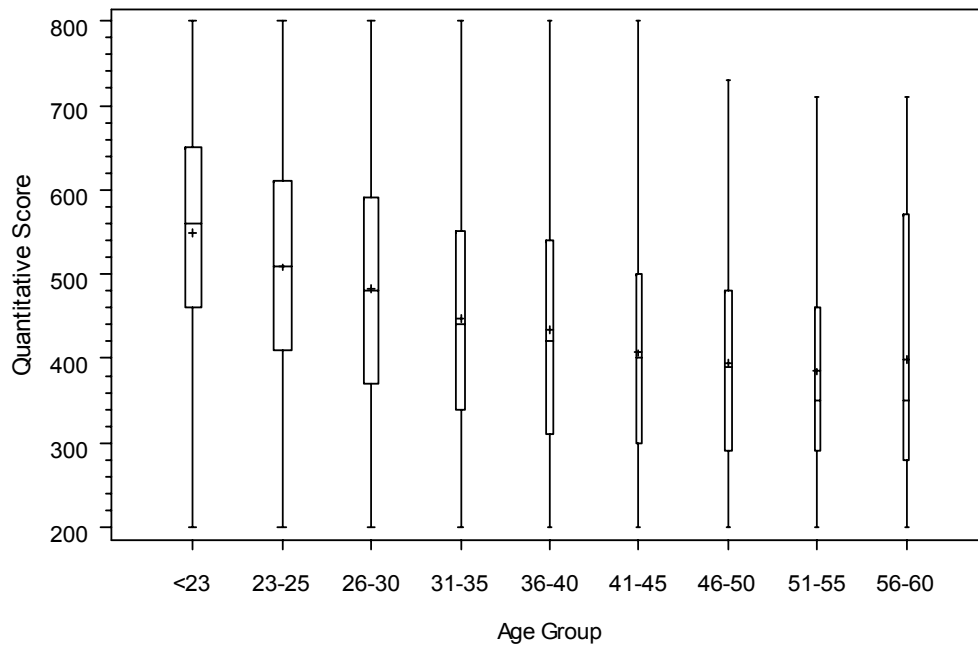
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**Figure 106. GRE General Test Verbal Scores by Ethnic Group (Other Hispanic)
And Age Group: 2006-07 (U.S. Citizens Only)**



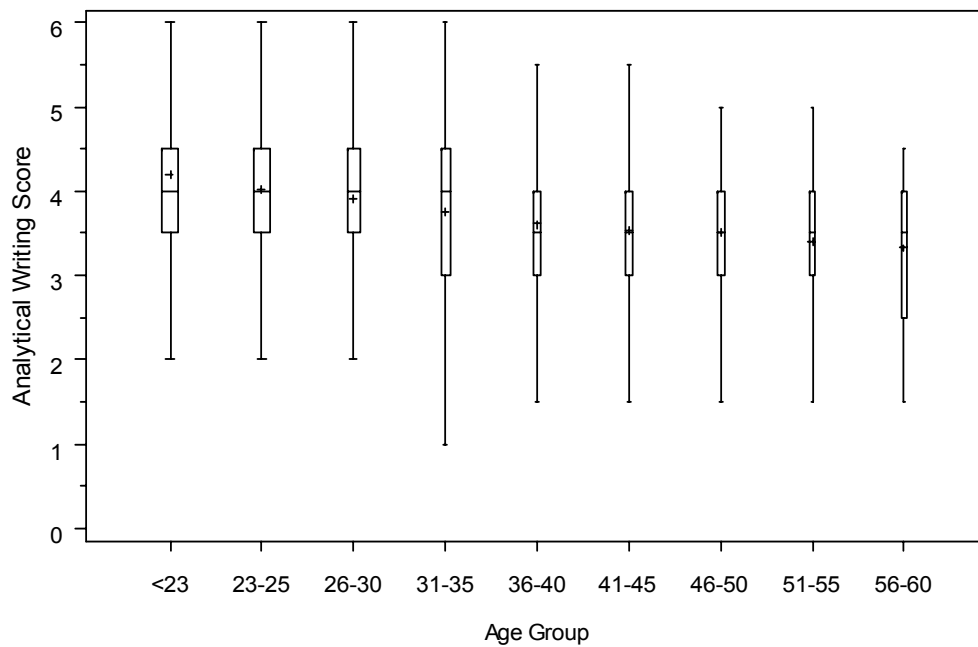
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**Figure 107. GRE General Test Quantitative Scores by Ethnic Group (Other Hispanic)
And Age Group: 2006-07 (U.S. Citizens Only)**



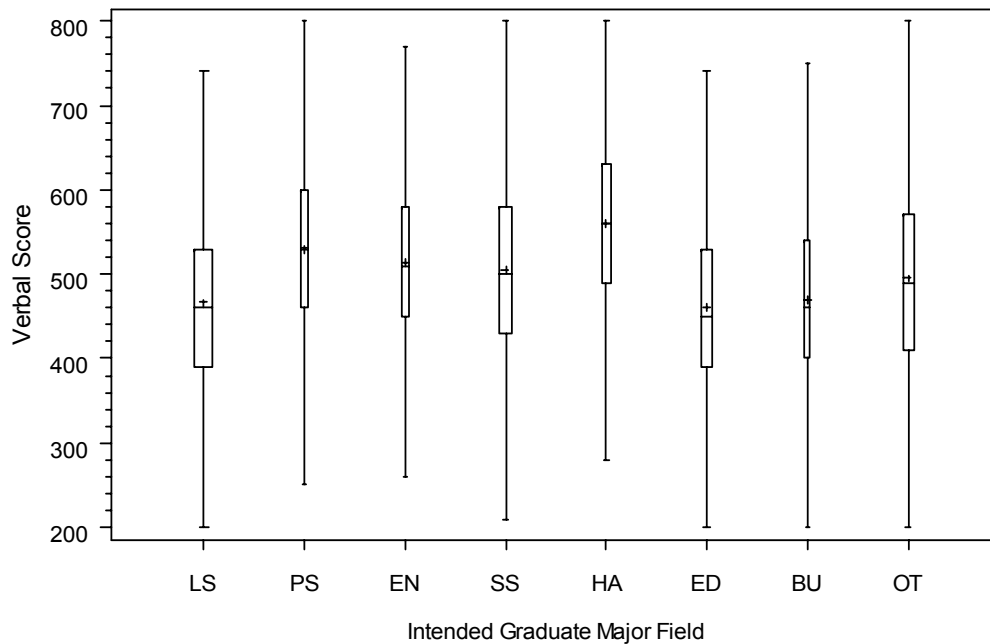
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**Figure 108. GRE General Test Analytical Writing Scores by Ethnic Group (Other Hispanic)
And Age Group: 2006-07 (U.S. Citizens Only)**



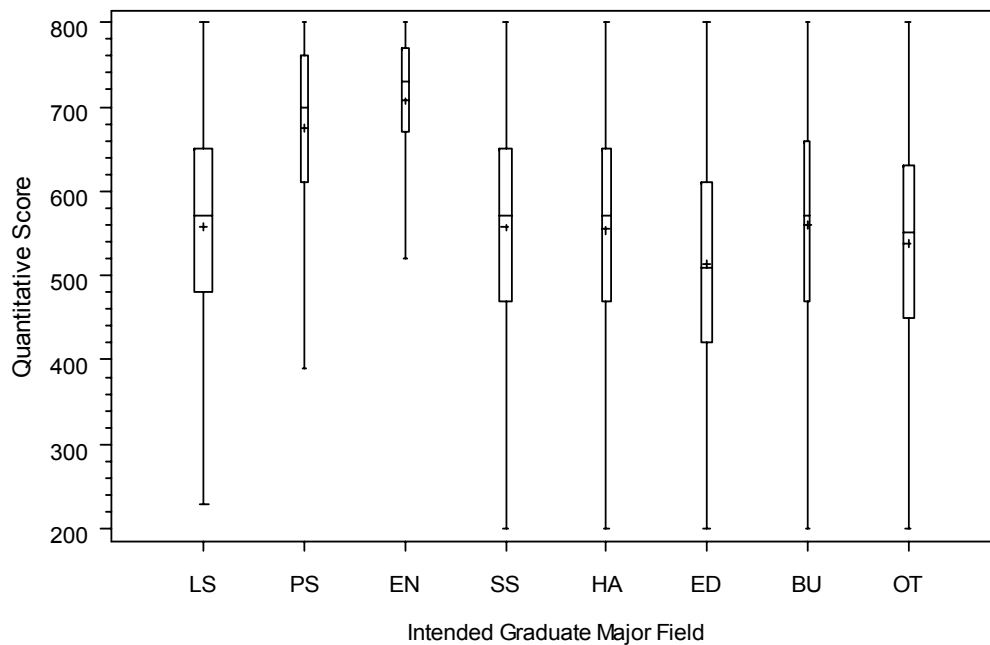
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**Figure 109. GRE General Test Verbal Scores by Ethnic Group (White)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



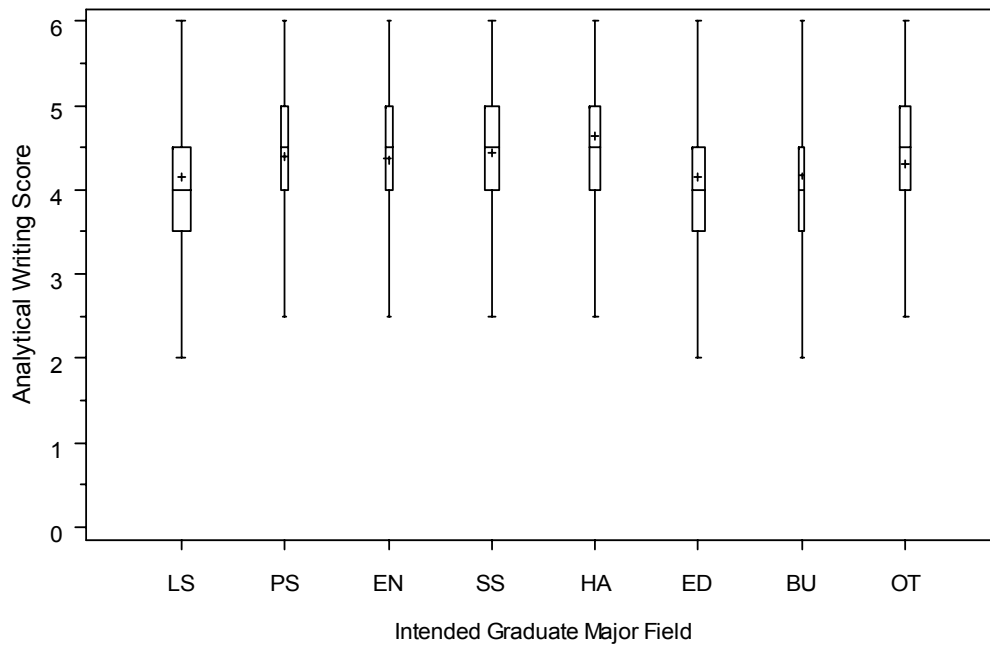
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**Figure 110. GRE General Test Quantitative Scores by Ethnic Group (White)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



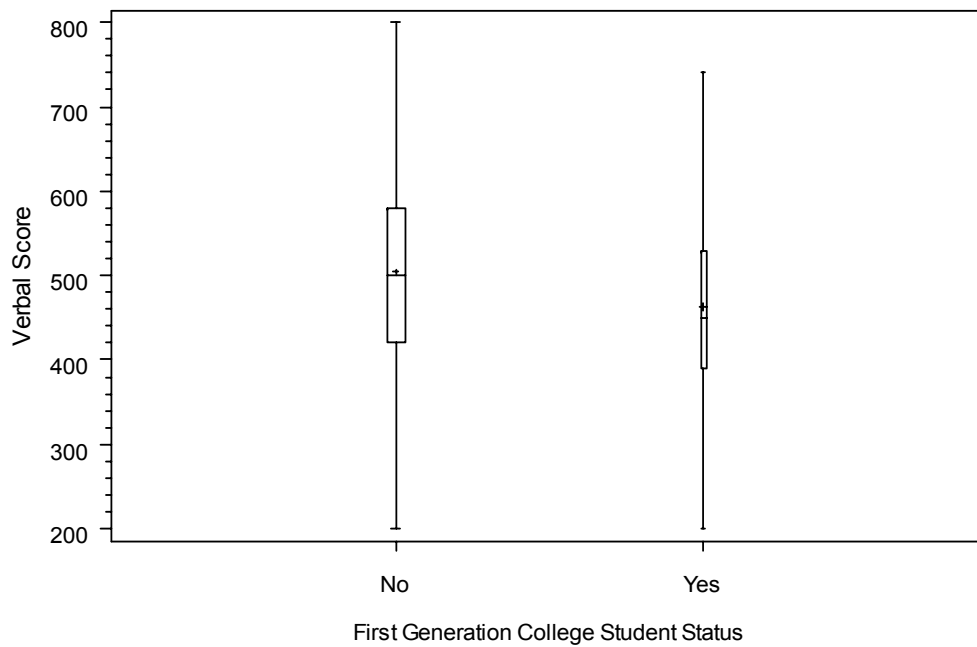
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**Figure 111. GRE General Test Analytical Writing Scores by Ethnic Group (White)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



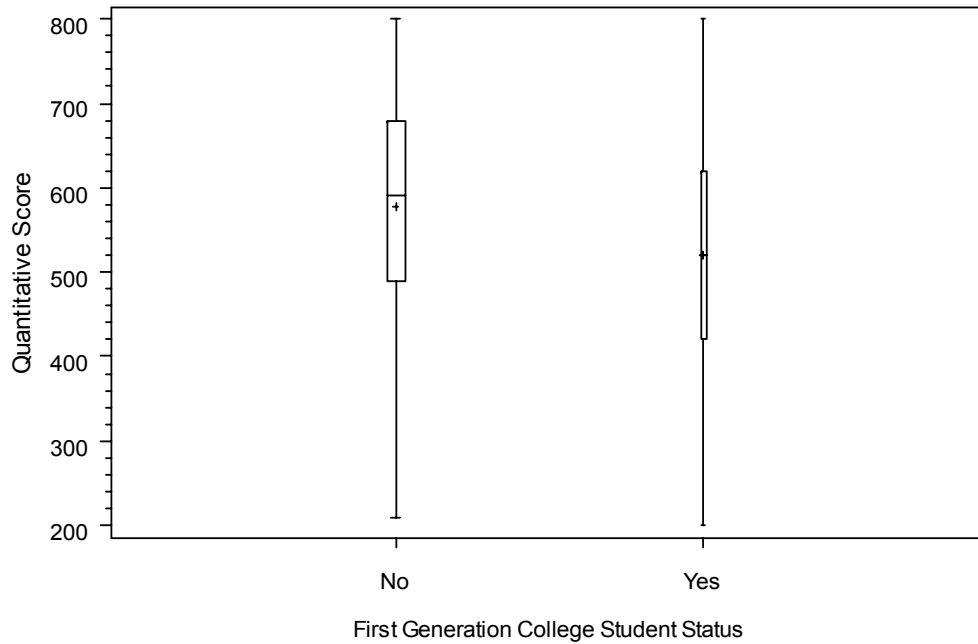
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**Figure 112. GRE General Test Verbal Scores by Ethnic Group (White)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



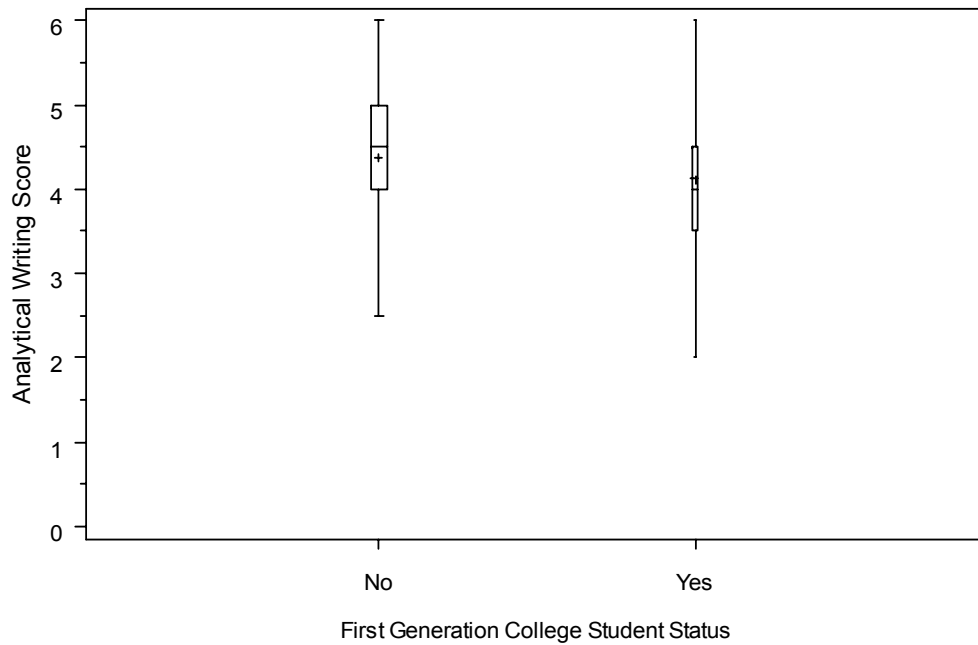
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**Figure 113. GRE General Test Quantitative Scores by Ethnic Group (White)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



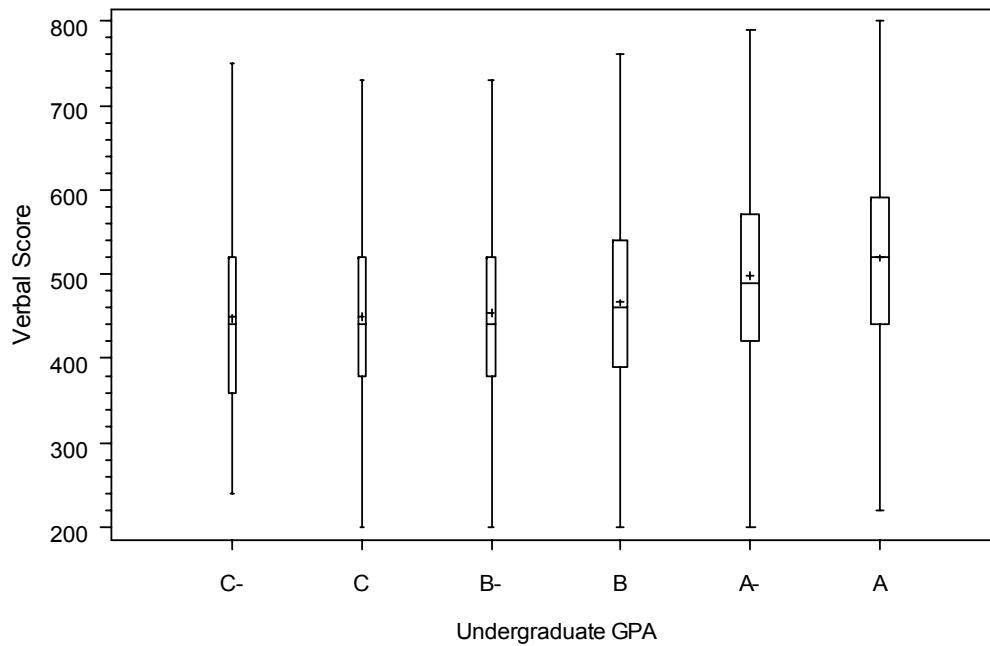
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**Figure 114. GRE General Test Analytical Writing Scores by Ethnic Group (White)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



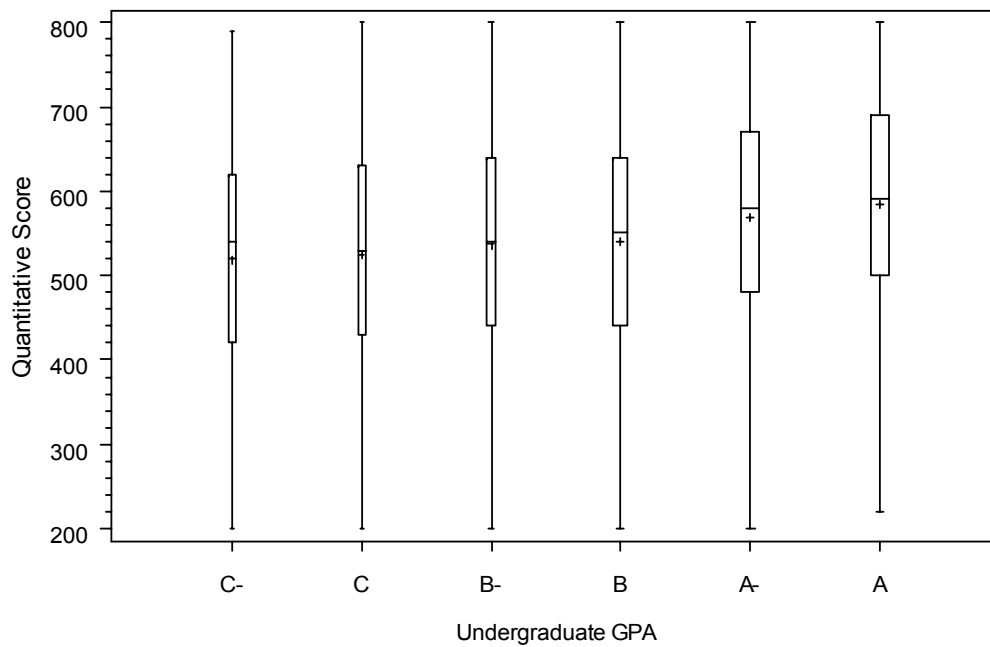
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**Figure 115. GRE General Test Verbal Scores by Ethnic Group (White)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



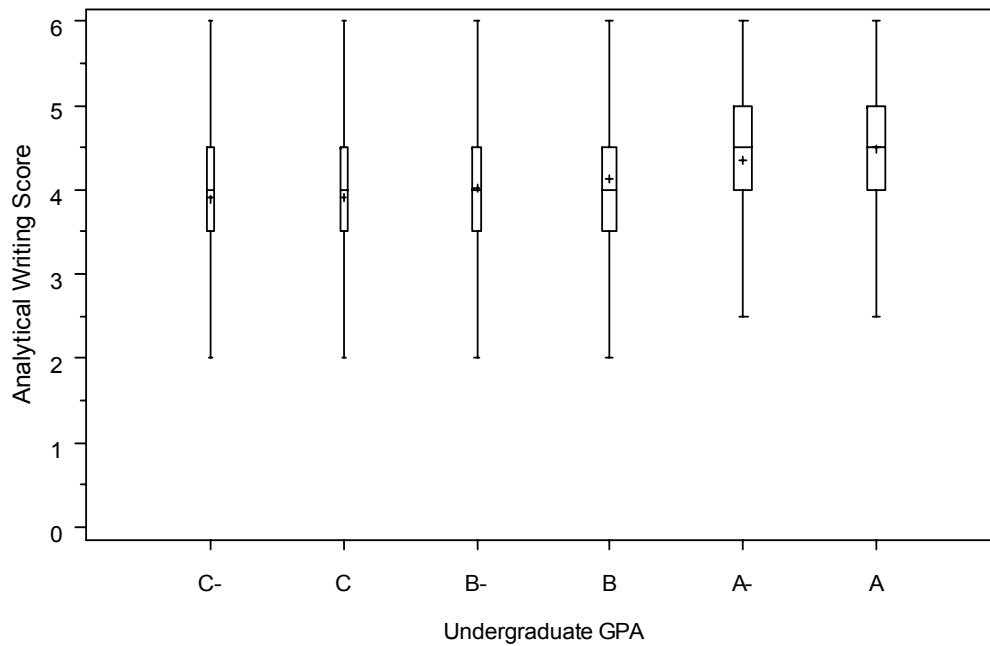
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**Figure 116. GRE General Test Quantitative Scores by Ethnic Group (White)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



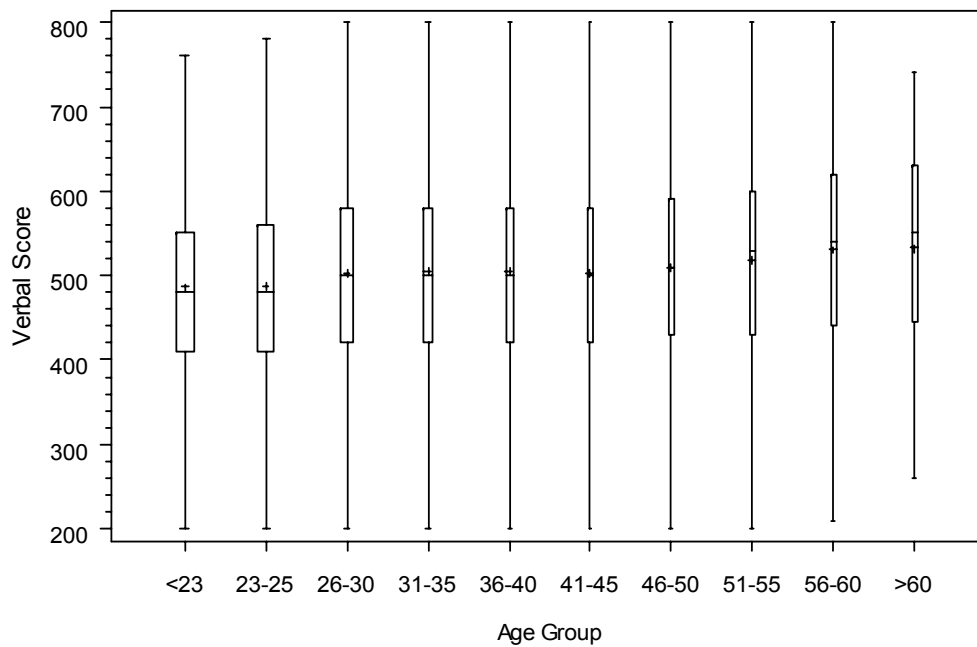
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**Figure 117. GRE General Test Analytical Writing Scores by Ethnic Group (White)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



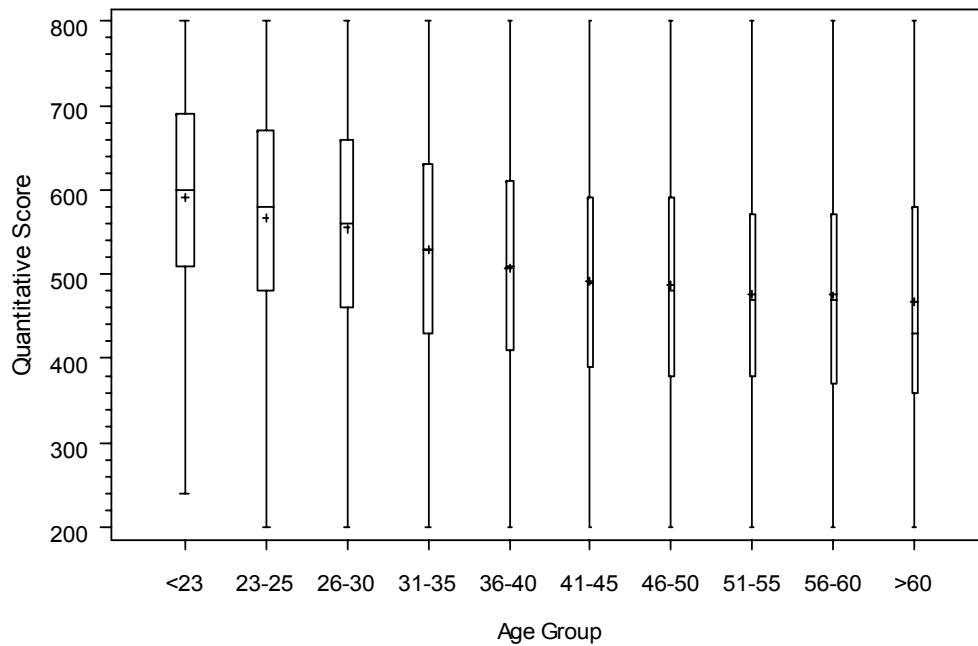
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**Figure 118. GRE General Test Verbal Scores by Ethnic Group (White)
And Age Group: 2006-07 (U.S. Citizens Only)**



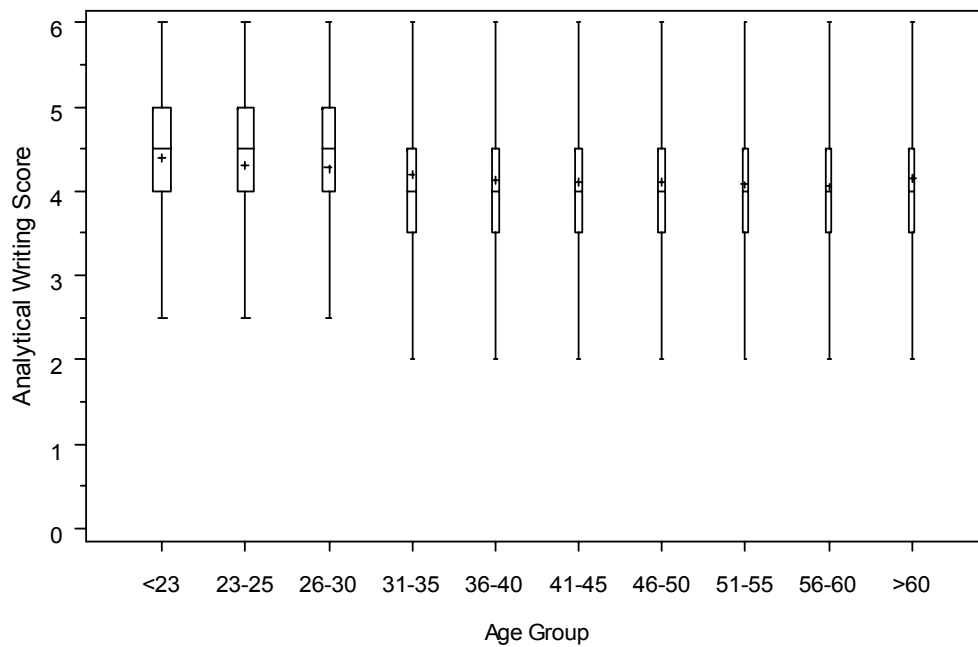
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**Figure 119. GRE General Test Quantitative Scores by Ethnic Group (White)
And Age Group: 2006-07 (U.S. Citizens Only)**



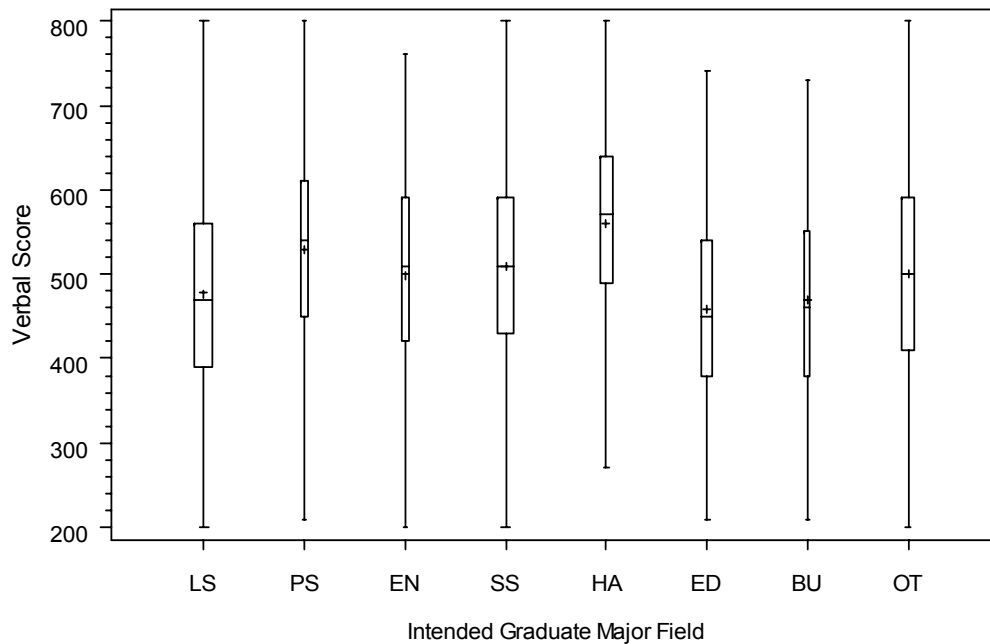
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**Figure 120. GRE General Test Analytical Writing Scores by Ethnic Group (White)
And Age Group: 2006-07 (U.S. Citizens Only)**



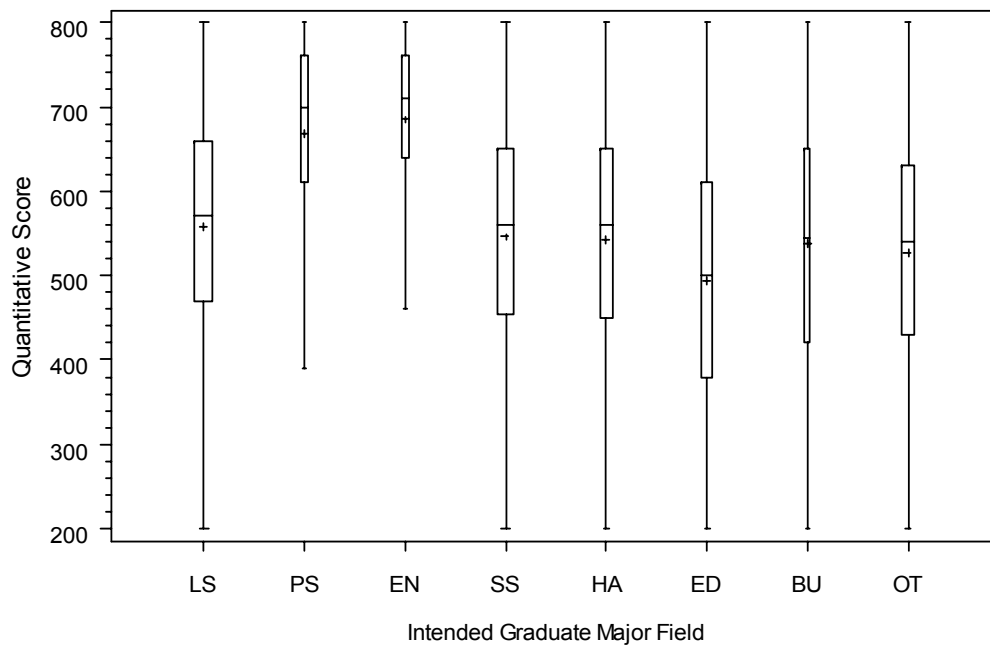
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**Figure 121. GRE General Test Verbal Scores by Ethnic Group (Other)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



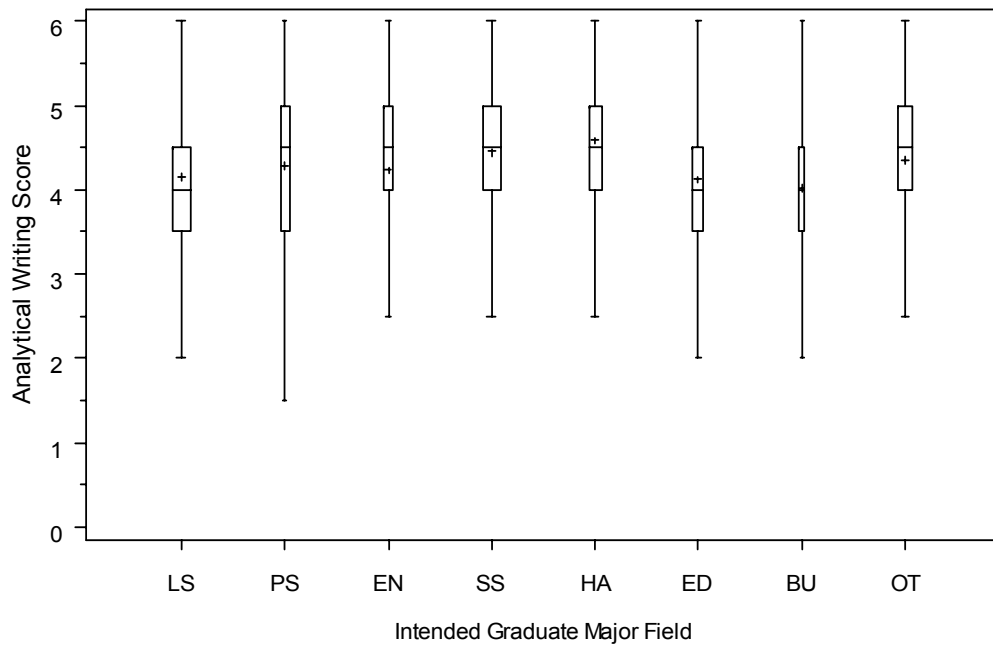
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**Figure 122. GRE General Test Quantitative Scores by Ethnic Group (Other)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



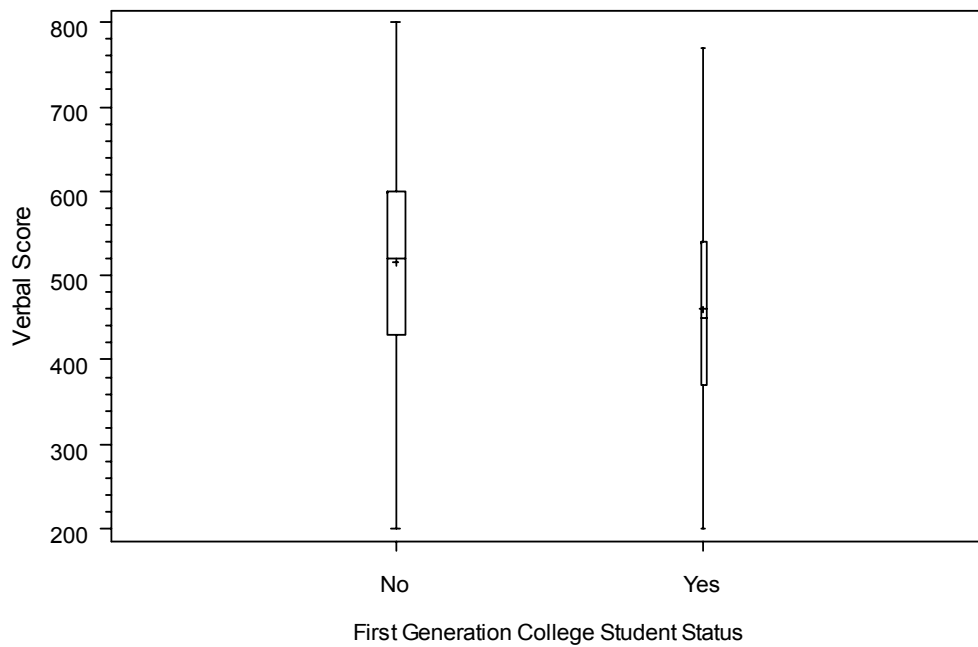
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**Figure 123. GRE General Test Analytical Writing Scores by Ethnic Group (Other)
And Intended Graduate Major Field: 2006-07 (U.S. Citizens Only)**



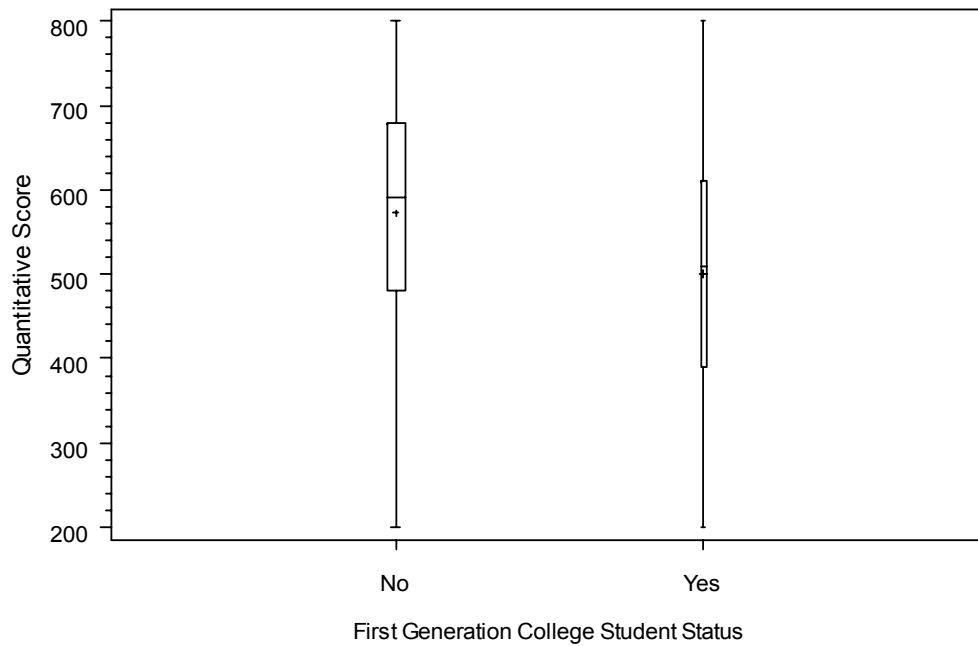
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**Figure 124. GRE General Test Verbal Scores by Ethnic Group (Other)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



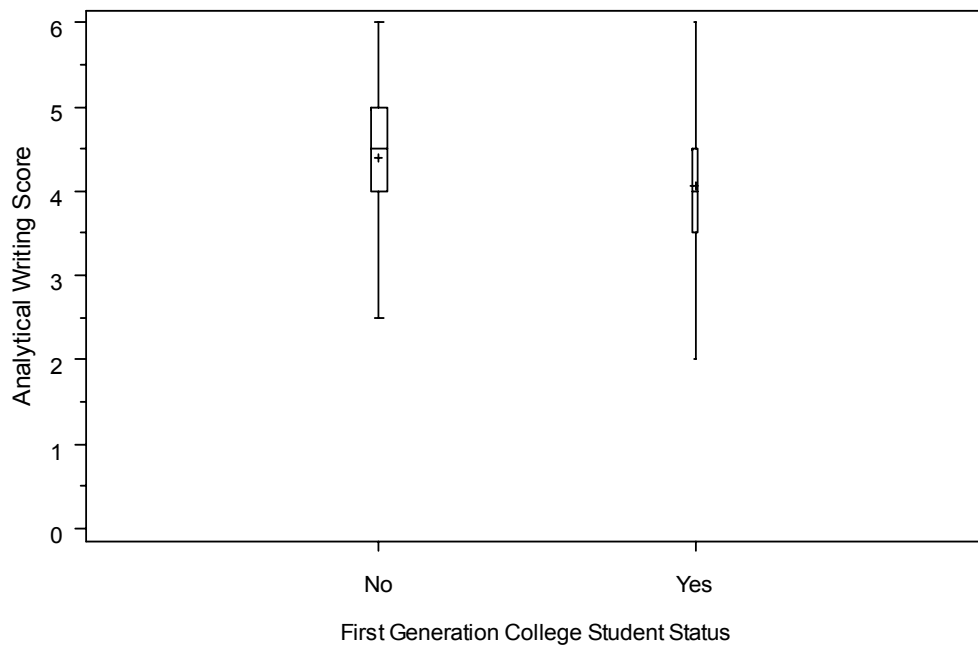
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**Figure 125. GRE General Test Quantitative Scores by Ethnic Group (Other)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



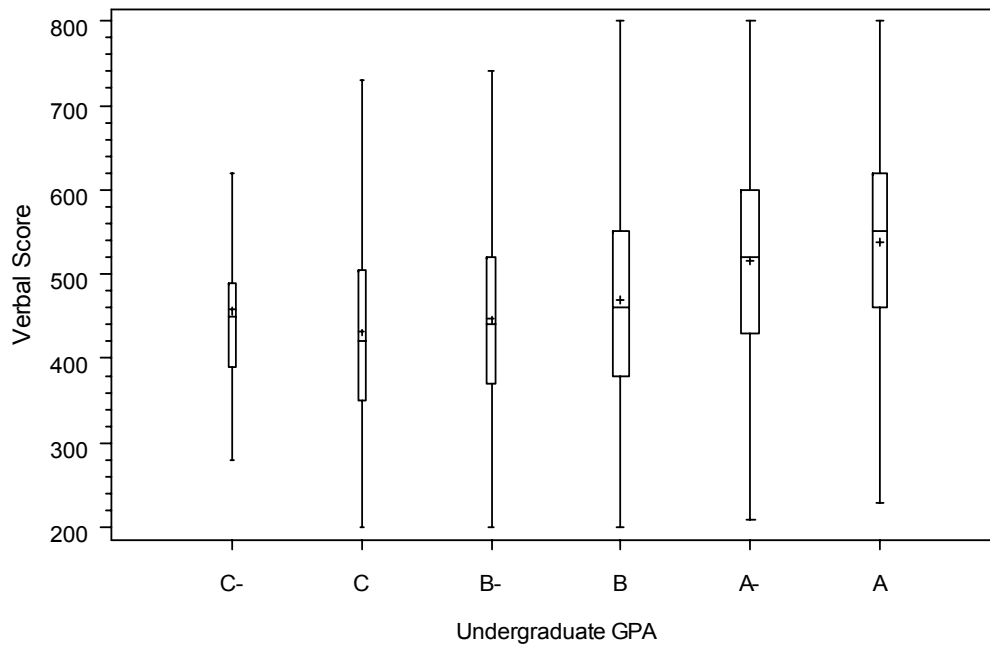
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**Figure 126. GRE General Test Analytical Writing Scores by Ethnic Group (Other)
And First Generation College Student Status: 2006-07 (U.S. Citizens Only)**



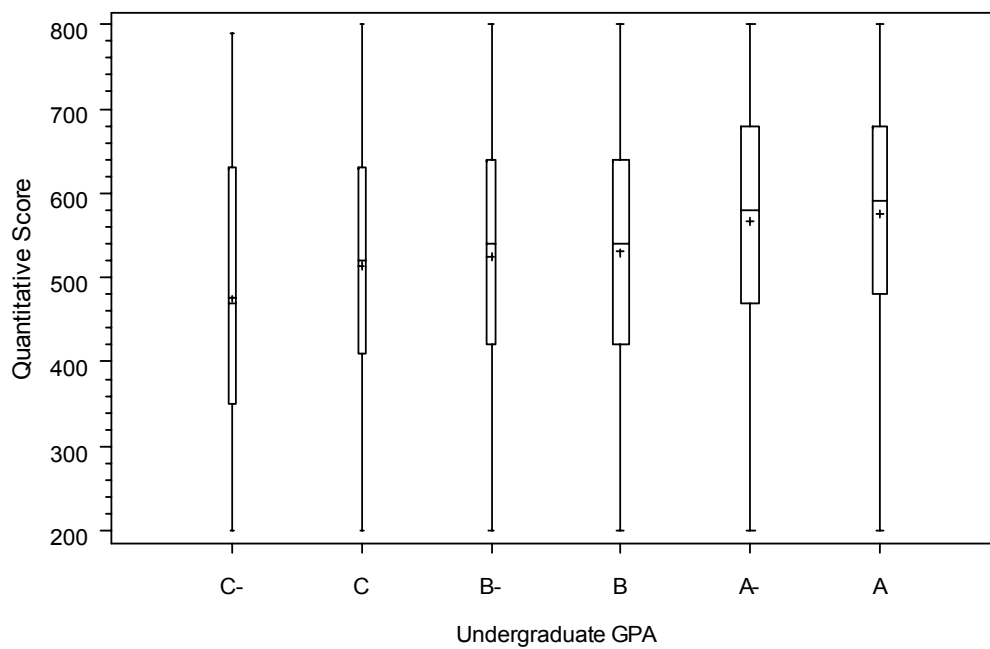
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**Figure 127. GRE General Test Verbal Scores by Ethnic Group (Other)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



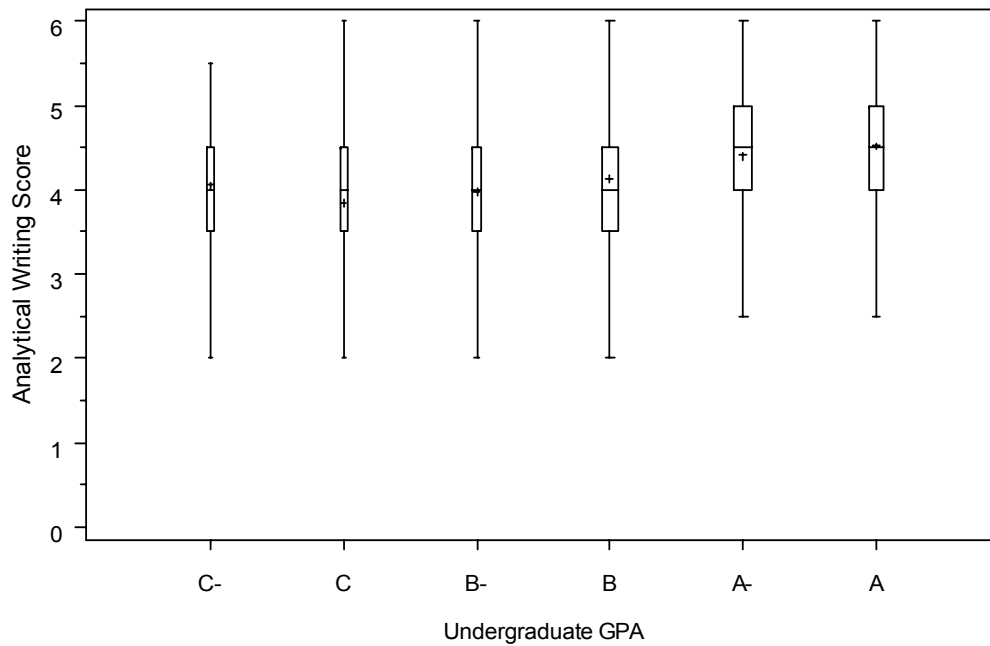
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**Figure 128. GRE General Test Quantitative Scores by Ethnic Group (Other)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



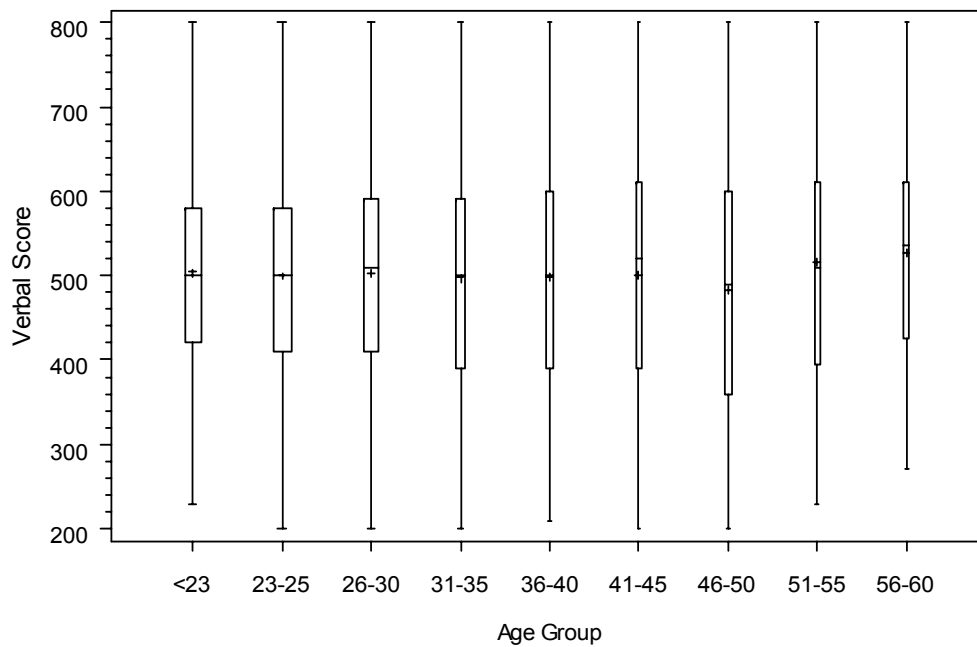
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**Figure 129. GRE General Test Analytical Writing Scores by Ethnic Group (Other)
And Undergraduate GPA: 2006-07 (U.S. Citizens Only)**



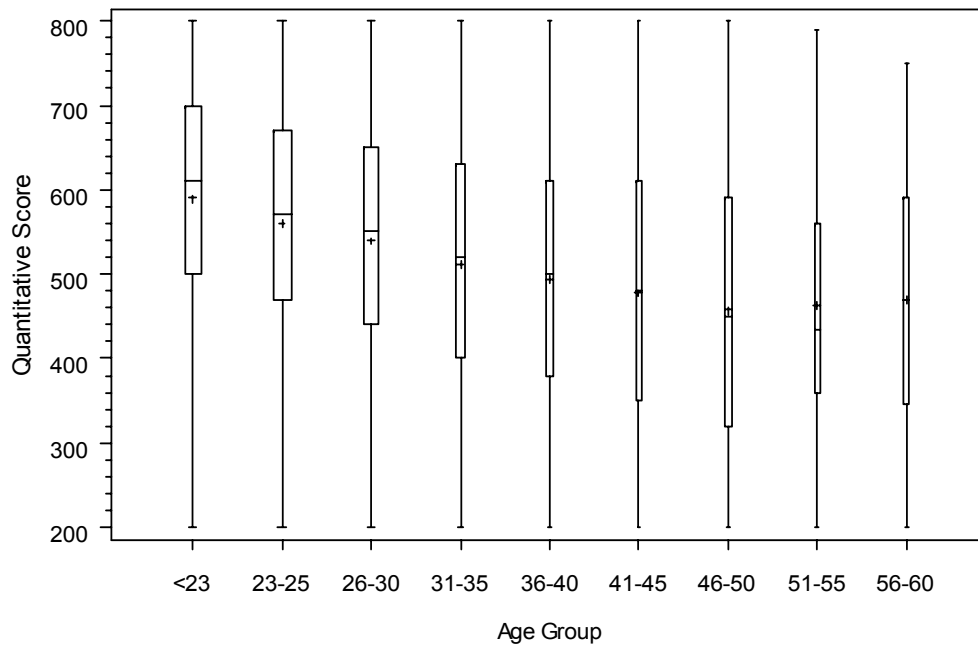
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**Figure 130. GRE General Test Verbal Scores by Ethnic Group (Other)
And Age Group: 2006-07 (U.S. Citizens Only)**



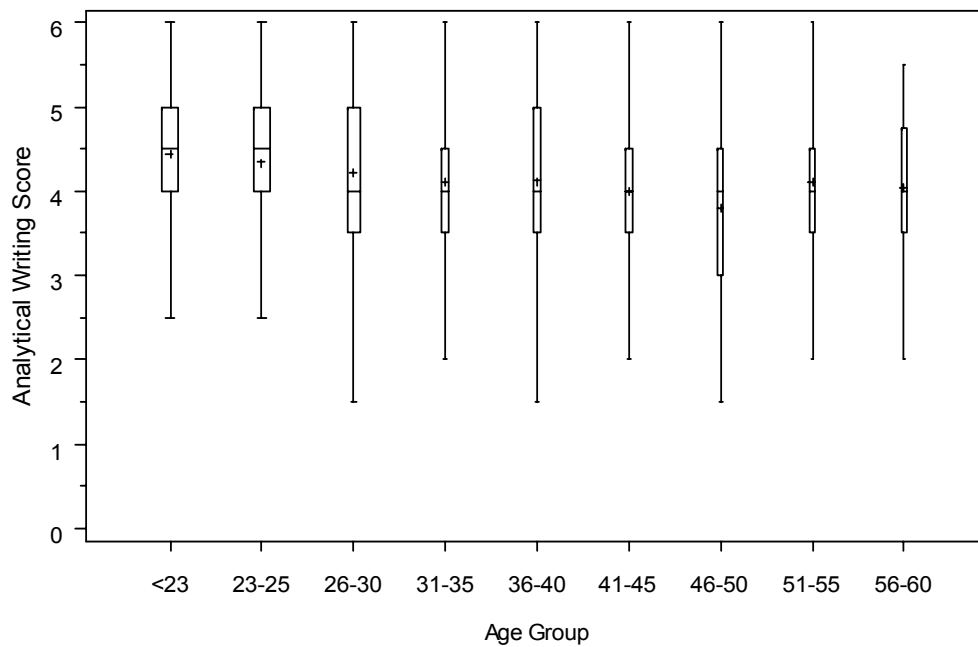
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**Figure 131. GRE General Test Quantitative Scores by Ethnic Group (Other)
And Age Group: 2006-07 (U.S. Citizens Only)**



[Return to Text](#)

**Figure 132. GRE General Test Analytical Writing Scores by Ethnic Group (Other)
And Age Group: 2006-07 (U.S. Citizens Only)**



[Return to Text](#)