



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

JULY 2019–JUNE 2024

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Overview

This report provides volume and performance information for test takers who took the *GRE*® General Test between July 1, 2023, and June 30, 2024. The report also provides volume information for the GRE General Test population between July 1, 2019, and June 30, 2024. The report is intended to help GRE score users understand the scores they receive and to encourage appropriate score use. The GRE Program is committed to communicating about the appropriate use of GRE scores and score use guidelines included in this report to GRE score users. Readers are also encouraged to review the Guidelines for the Appropriate Use of Scores in the *GRE*® *Guide to the Use of Scores*, which can be downloaded at www.ets.org/gre/guide. ETS and the GRE Program have long been dedicated to the principles of fairness and equity, and this report includes information about the steps that ETS takes to ensure fairness in GRE tests.

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

The Data

It should be noted that the terms *test takers* and *examinees* are used interchangeably throughout this report. The data used in the analyses were based on test takers who took the GRE General Test between July 1, 2019, and June 30, 2024. The data used in the analyses of test takers' performance information were based on test takers who took the test between July 1, 2023, and June 30, 2024. The data used in the analyses of test volumes from July 2019 through June 2024 were based on five testing years: July 1, 2019 to June 30, 2020 (2019–20); July 1, 2020 to June 30, 2021 (2020–21); July 1, 2021 to June 30, 2022 (2021–22); July 1, 2022 to June 30, 2023 (2022–23); and July 1, 2023 to June 30, 2024 (2023–24).

In each testing year, if a test taker had more than one set of GRE General Test scores, the test taker's most recent scores were used and the previous scores were removed from the analysis, which allowed for a more accurate description of the test-taker population and its characteristics. The data were further refined to include only test takers with valid scores on all three measures. This resulted in a total of 467,277; 366,686; 341,574; 319,101; and 256,215 test takers in 2019–20, 2020–21, 2021–22, 2022–23, and 2023–24 respectively, with valid, reportable scores on the test. In testing year 2019–20, more than 99% of the test takers took the computer-delivered version of the test, while less than 1% took the paper-delivered version. The paper-delivered version was discontinued prior to the start of the 2020–21 testing year. Note also that beginning September 22, 2023, the GRE General test was shortened from two to one Analytical Writing sections with one 30-minute task; and from two 20-question sections to one 12-question section and one 15-question section for each of Verbal Reasoning and Quantitative Reasoning. However, the score scale and interpretation of the score scale remain unchanged from the previous format. Finally, note also that the data beginning with testing year 2020–21 include both test takers who took the GRE General Test at a test center and at home. The GRE General Test at home, which launched in April 2020 due to the pandemic, is taken on the test taker's own computer at home in most locations around the world. The at home test is identical in content, format and on-screen experience to the GRE General Test taken at a test center. Only the delivery method is different.

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

Appropriate Use of This Document

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

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

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

Appropriate Use of GRE Test Scores

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

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

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

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

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

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

Steps That ETS Takes to Ensure Fairness

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

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

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

Fairness Review

The purpose of the ETS fairness review process is to ensure that tests reflect the multicultural nature of society, and to screen out any material that might be offensive or less accessible to major subgroups of test takers, such as those based on age, disability, ethnic group, race or gender. Every question on an ETS test (and all materials published by ETS) must pass a fairness review. This review is based on a set of written guidelines and each review is conducted by an ETS staff member specifically trained in the application of these guidelines. In addition, the GRE Program solicits reviews from external female faculty members, as well as faculty members from underrepresented groups. 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 all groups will perform equally well on the test, but it does guard against the possibility of distraction caused by language or content that might be found offensive or inaccessible.

DIF Analysis

Differential item functioning (DIF) occurs when people in different groups who have approximately equal knowledge and skill perform in substantially different ways on a particular test question. The purpose of a DIF analysis is to identify any test question on which members of a particular group of test takers perform differently than would be expected on the basis of their overall ability in the areas covered by the test. DIF analysis is a statistical technique used as part of the try-out process.

that is designed to identify test questions that are more difficult for members of one group than for members of another group, after controlling for the examinees' overall ability. It is important to realize that DIF is not synonymous with bias. DIF may occur if a perfectly fair question happens to be mastering a skill that is not well represented in the test as a whole. In a DIF analysis, a DIF statistic is computed for each question, indicating the extent to which members of one group perform differently from members of another group who have similar ability levels. Any questions that exhibit large DIF values will not be included in the test, unless the question is considered essential for the test's content coverage. In addition, ETS has produced a set of guidelines, based on many years of research related to DIF statistics that identify several content categories of questions that are associated with differential difficulty for gender or minority groups. ETS prohibits, for skills tests, further use of questions in those categories, regardless of the DIF performance of particular questions in those categories.

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

Examinee Population by Gender

Table 1.1 provides performance information for the total group of 256,215 examinees who took all three measures of the GRE General Test in the 2023–24 testing year. Fifty-one percent of the test takers were men and 49% were women. The table shows that men had higher mean Verbal Reasoning and Quantitative Reasoning scores than women, and women had a slightly higher mean Analytical Writing score than men. The testing year 2021–22 is the first year that more male test takers took GRE than female test takers, and this trend continues in 2022–23 and 2023–24.

Starting from the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Because very few test takers selected these new options, these test takers are included in the “No Response/New” category since the 2022–23 testing year.

Table 1.1. GRE General Test Score Information, Examinee Population by Gender								
Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Total	256,215	100	151.2	8.5	157.6	9.9	3.5	0.9
Men	129,563	51	151.7	8.7	159.6	9.0	3.4	0.9
Women	125,287	49	150.5	8.3	155.4	10.3	3.5	0.9
No Response/New*	1,365	<1	157.3	7.4	155.4	9.2	4.1	0.9

Note: Starting from the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Because very few test takers selected these new options, these test takers are included in the “No Response/New” category since the 2022–23 testing year

U.S. Citizenship Status and Gender

Table 1.2 shows that non-U.S. citizens represented 66% of the GRE General Test test-taker population. The table also shows that non-U.S. citizens had a higher mean score on the Quantitative Reasoning measure than U.S. citizens and lower mean scores on the Verbal Reasoning and the Analytical Writing measures.

The table also shows that for both non-U.S. citizens and U.S. citizens, men had higher mean scores than women on the Verbal Reasoning and Quantitative Reasoning measures, while men and women had similar mean scores on the Analytical Writing measure.

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
U.S. Citizens	85,877	34	152.3	7.9	151.0	8.5	3.9	0.9
Men	32,687	13	154.4	7.9	154.1	8.6	3.9	0.9
Women	52,148	20	150.9	7.6	148.9	7.8	3.8	0.8
No Response/New	1,042	<1	157.8	6.8	153.8	8.6	4.1	0.9
Non-U.S. Citizens	170,315	66	150.6	8.8	160.9	8.8	3.3	0.8
Men	96,867	38	150.8	8.8	161.5	8.4	3.3	0.8
Women	73,126	29	150.3	8.8	160.1	9.3	3.3	0.8
No Response/New	322	<1	155.9	9.0	160.6	9.0	3.8	0.9
No Response	23	<1	-	-	-	-	-	-
Men	9	<1	-	-	-	-	-	-
Women	13	<1	-	-	-	-	-	-
No Response/New	1	<1	-	-	-	-	-	-
Total	256,215	100	151.2	8.5	157.6	9.9	3.5	0.9
Men	129,563	51	151.7	8.7	159.6	9.0	3.4	0.9
Women	125,287	49	150.5	8.3	155.4	10.3	3.5	0.9
No Response/New	1,365	<1	157.3	7.4	155.4	9.2	4.1	0.9

Note: The group Non-U.S. Citizens is determined by examinees who indicated a country of citizenship other than the United States. The number under the percent column represents the percentage of total test takers (256,215) who were within each of the identified groups. Due to rounding, percentages may not add up to 100. Statistics are not reported for groups with fewer than 30 examinees.

Starting from the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers selected these new options, these test takers are included in the “No Response/New” category since the 2022–23 testing year.

U.S. Citizenship Status and Racial/Ethnic Group

Table 1.3 shows that for both men and women who were U.S. citizens, test takers who classified themselves as Asian, on average, obtained higher Quantitative Reasoning and Analytical Writing scores than any other racial/ethnic group. Test takers who classified themselves as White (non-Hispanic), Asian, or Other scored higher on the Verbal Reasoning measure than other racial/ethnic groups.

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
American Indian	454	1	149.8	7.7	147.9	7.5	3.6	0.8
Men	158	35	152.4	7.2	151.7	7.4	3.7	0.8
Women	290	64	148.4	7.6	145.9	6.8	3.6	0.8
No Response/New	6	1	-	-	-	-	-	-
Asian	9,030	11	153.6	7.9	155.0	8.7	4.1	0.8
Men	3,948	44	154.9	7.9	157.6	8.5	4.1	0.9
Women	4,984	55	152.5	7.8	152.8	8.2	4.0	0.8
No Response/New	98	1	159.4	6.2	157.8	8.0	4.4	0.7
Hawaiian/Pacific Islander	217	<1	150.0	7.4	149.3	7.8	3.7	0.8
Men	96	44	151.1	6.6	151.3	7.8	3.7	0.8
Women	118	54	148.8	7.8	147.5	7.3	3.7	0.8
No Response/New	3	1	-	-	-	-	-	-
Black	6,872	8	147.8	7.7	144.9	7.7	3.4	1.0
Men	2,311	34	149.1	7.9	146.9	8.1	3.4	1.0
Women	4,520	66	147.1	7.5	143.9	7.2	3.4	0.9
No Response/New	41	<1	153.1	8.2	147.1	8.0	3.6	1.1
Mexican	3,317	4	148.6	7.3	146.8	7.4	3.6	0.8
Men	1,227	37	150.1	7.4	149.1	7.7	3.6	0.9
Women	2,059	62	147.6	7.0	145.3	6.7	3.5	0.8
No Response/New	31	1	153.7	6.5	148.6	10.1	3.9	0.7
Puerto Rican	861	1	149.9	7.7	147.3	8.1	3.6	0.9
Men	320	37	151.9	8.3	149.7	8.7	3.6	1.0
Women	527	61	148.6	7.0	145.7	7.4	3.6	0.9
No Response/New	14	2	-	-	-	-	-	-
Other Hispanic	5,041	6	149.8	7.6	147.8	7.9	3.7	0.9
Men	1,835	36	151.9	7.8	150.8	8.0	3.7	0.9
Women	3,174	63	148.5	7.3	146.0	7.2	3.6	0.9
No Response/New	32	1	154.8	7.6	150.2	7.0	4.0	1.1

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

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
White	41,224	48	152.9	7.5	151.1	7.7	3.9	0.8
Men	15,326	37	155.3	7.4	154.2	7.8	4.0	0.8
Women	25,440	62	151.4	7.2	149.2	6.9	3.9	0.8
No Response/New	458	1	158.3	6.1	153.4	8.2	4.2	0.8
Other	2,787	3	153.7	8.1	151.5	9.0	4.0	0.9
Men	1,154	41	156.0	7.9	154.7	9.0	4.0	0.9
Women	1,574	56	151.9	7.8	149.2	8.4	3.9	0.9
No Response/New	59	2	156.8	7.5	152.2	8.3	4.1	0.9
No Response	16,074	19	153.6	8.1	153.0	9.0	3.9	0.9
Men	6,312	39	155.7	7.8	156.4	8.7	4.0	0.9
Women	9,462	59	152.0	8.0	150.7	8.4	3.9	0.9
No Response/New	300	2	158.4	7.0	155.5	8.7	4.1	0.9
Total	85,877	100	152.3	7.9	151.0	8.5	3.9	0.9
Men	32,687	38	154.4	7.9	154.1	8.6	3.9	0.9
Women	52,148	61	150.9	7.6	148.9	7.8	3.8	0.8
No Response/New	1,042	1	157.8	6.8	153.8	8.6	4.1	0.9

Note: A total of 85,877 U.S. citizens took the GRE General Test between July 1, 2023, and June 30, 2024. The percentages for the overall Racial/Ethnic groups were based on this total group of test takers; the percentages for the gender groups within each Racial/Ethnic group were based on the group of test takers who were within each Racial/Ethnic group. Statistics are not reported for groups with fewer than 30 examinees.

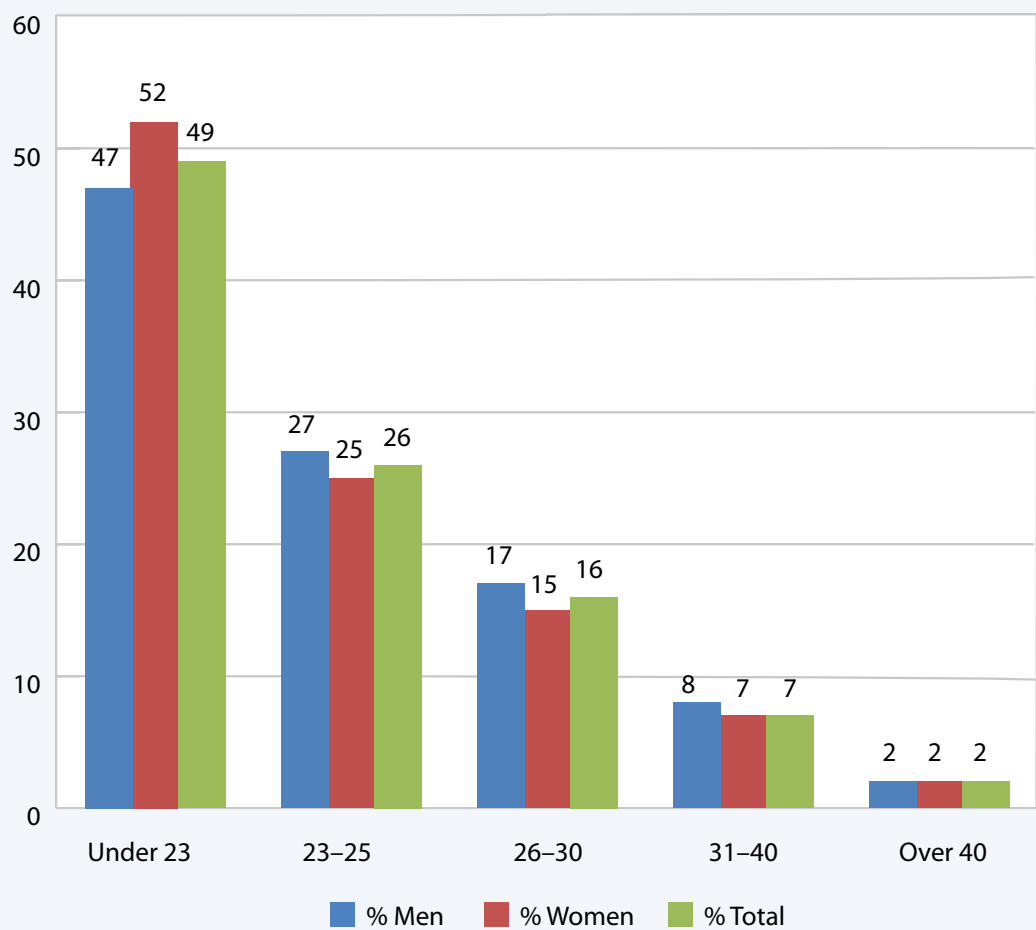
Starting from the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers selected these new options, these test takers are included in the “No Response/New” category since the 2022–23 testing year.

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

Age Group and Gender

Figure 1.1 shows that most examinees were 30 years of age or younger across gender groups.

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



Note: These analyses were based on a total of 256,215 test takers who took the GRE General Test between July 1, 2023, and June 30, 2024. The percentages in the figure above represent the percentage of test takers within each gender category (e.g., women) or test takers in the total groups who were in each age range. Due to rounding, percentages may not add up to 100.

Age Group and Gender (continued)

Table 1.4 shows that on all three measures, for both men and women, younger test takers had higher mean scores than older test takers. In addition, men consistently had higher mean scores than women on the Verbal Reasoning and Quantitative measures across all age groups while the two groups performed similarly on the Analytical Writing measure across all age groups.

Table 1.4. GRE General Test Score Information, by Age Group and Gender

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Under 18	132	<1	155.1	8.1	163.1	8.1	3.6	0.9
Men	72	55	155.3	7.7	163.9	7.4	3.7	0.9
Women	59	45	154.6	8.5	161.9	8.8	3.5	0.9
No Response/New	1	<1	-	-	-	-	-	-
18–22	126,218	49	151.2	8.1	159.4	9.5	3.5	0.8
Men	60,825	48	151.8	8.2	161.8	8.1	3.4	0.8
Women	64,768	51	150.6	7.9	157.1	10.1	3.5	0.8
No Response/New	625	1	157.8	6.7	157.0	9.0	4.2	0.8
23–25	66,355	26	151.0	8.5	157.0	9.6	3.5	0.9
Men	34,812	52	151.4	8.7	159.2	8.8	3.4	0.9
Women	31,240	47	150.5	8.3	154.5	9.9	3.5	0.9
No Response/New	303	1	157.3	7.4	155.3	9.1	4.0	0.9
26–30	40,023	16	151.7	9.2	155.7	9.7	3.5	1.0
Men	21,398	53	152.2	9.3	157.3	9.2	3.5	1.0
Women	18,400	46	151.0	9.1	153.8	10.0	3.5	1.0
No Response/New	225	1	158.0	7.2	154.6	8.3	4.0	0.9
31–35	13,556	5	151.0	9.7	154.1	10.3	3.4	1.1
Men	7,441	55	151.8	9.7	155.5	9.7	3.4	1.0
Women	5,996	44	150.0	9.7	152.3	10.6	3.3	1.1
No Response/New	119	1	155.7	9.1	153.6	9.1	3.9	1.1
36–40	5,481	2	150.4	10.1	152.1	10.6	3.3	1.1
Men	2,896	53	151.4	10.2	153.7	10.3	3.3	1.1
Women	2,534	46	149.2	10.0	150.2	10.7	3.2	1.2
No Response/New	51	1	153.7	9.2	150.4	10.0	3.4	1.1

Table continues on next page

Age Group and Gender (continued)

Table continued from previous page

Table 1.4. GRE General Test Score Information, by Age Group and Gender

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
41–45	2,370	1	150.0	10.2	149.7	10.8	3.3	1.1
Men	1,187	50	151.0	10.4	151.5	11.0	3.3	1.1
Women	1,159	49	148.8	9.8	147.8	10.4	3.2	1.2
No Response/New	24	1	-	-	-	-	-	-
46–50	1,075	<1	149.4	9.8	147.3	9.9	3.2	1.1
Men	468	44	150.4	9.7	149.8	10.3	3.2	1.0
Women	598	56	148.5	9.9	145.4	9.2	3.2	1.2
No Response/New	9	<1	-	-	-	-	-	-
51–55	531	<1	149.7	9.6	146.2	9.8	3.3	1.1
Men	235	44	151.0	9.6	148.2	10.1	3.3	1.0
Women	292	55	148.6	9.5	144.6	9.4	3.3	1.1
No Response/New	4	1	-	-	-	-	-	-
56–60	168	<1	149.3	9.4	144.5	9.5	3.3	1.1
Men	72	43	149.6	9.4	146.3	9.9	3.2	1.2
Women	95	57	149.0	9.4	143.1	8.9	3.4	1.0
No Response/New	1	<1	-	-	-	-	-	-
Over 60	134	<1	148.5	9.3	143.6	9.7	3.0	1.1
Men	84	63	149.2	9.5	145.5	10.4	3.0	1.1
Women	48	36	146.7	8.5	140.1	7.4	2.9	1.2
No Response/New	2	1	-	-	-	-	-	-
No Response	172	<1	151.2	8.0	155.6	9.7	3.7	0.8
Men	73	42	151.8	8.5	159.1	9.0	3.6	0.8
Women	98	57	150.8	7.5	153.0	9.4	3.7	0.8
No Response/New	1	1	-	-	-	-	-	-
Total	256,215	100	151.2	8.5	157.6	9.9	3.5	0.9
Men	129,563	51	151.7	8.7	159.6	9.0	3.4	0.9
Women	125,287	49	150.5	8.3	155.4	10.3	3.5	0.9
No Response/New	1,365	<1	157.3	7.4	155.4	9.2	4.1	0.9

Note: A total of 256,215 examinees took the GRE General Test between July 1, 2023, and June 30, 2024. The percentages for the overall age groups were based on this total group of test takers; the percentages for the gender groups within each age group were based on the group of test takers who were within each age group. Statistics are not reported for groups with fewer than 30 examinees.

Starting from the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers selected these new options, these test takers are included in the “No Response/New” category since the 2022–23 testing year.

Age Group and Gender (continued)

Table 1.5 provides information about examinees who tested in the United States, India and China. The table shows that China (72%) had a substantially higher percentage of test takers between the ages of 18 and 22 than the United States (47%) and India (58%). India and China had lower percentages of test takers who were 26 or older than the United States.

Table 1.5. Distribution of Examinees Who Tested in the United States, India and China, by Age Group and Gender

Age	United States N	United States Percent	India N	India Percent	China N	China Percent
Under 18	43	<1	16	<1	52	<1
Men	22	51	10	63	25	48
Women	20	47	6	38	27	52
No Response/New	1	2	0	0	0	0
18–22	48,904	47	34,345	58	29,805	72
Men	17,316	35	22,398	65	13,967	47
Women	31,041	63	11,932	35	15,835	53
No Response/New	547	1	15	<1	3	<1
23–25	26,538	26	17,411	29	6,987	17
Men	10,899	41	11,404	66	3,515	50
Women	15,392	58	6,006	35	3,471	50
No Response/New	247	1	1	<1	1	<1
26–30	17,000	16	5,973	10	3,093	7
Men	8,208	48	3,592	60	1,449	47
Women	8,614	51	2,377	40	1,643	53
No Response/New	178	1	4	<1	1	<1
31–35	5,871	6	1,047	2	946	2
Men	2,997	51	640	61	399	42
Women	2,776	47	406	39	546	58
No Response/New	98	2	1	<1	1	<1
36–40	2,724	3	204	<1	330	1
Men	1,328	49	129	63	153	46
Women	1,353	50	74	36	176	53
No Response/New	43	2	1	<1	1	<1
41–45	1,406	1	61	<1	114	<1
Men	616	44	41	67	55	48
Women	769	55	19	31	59	52
No Response/New	21	1	1	2	0	0
46–50	761	1	24	<1	17	<1
Men	289	38	16	67	11	65
Women	464	61	8	33	6	35
No Response/New	8	1	0	0	0	0

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Age Group and Gender (continued)

Table continued from previous page

Table 1.5. Distribution of Examinees Who Tested in the United States, India and China, by Age Group and Gender

Age	United States N	United States Percent	India N	India Percent	China N	China Percent
51–55	425	<1	3	<1	6	<1
Men	177	42	2	67	2	33
Women	244	57	1	33	4	67
No Response/New	4	1	0	0	0	0
56–60	144	<1	5	<1	2	<1
Men	56	39	5	100	1	50
Women	87	60	0	0	1	50
No Response/New	1	1	0	0	0	0
Over 60	113	<1	5	<1	0	0
Men	65	58	4	80	0	0
Women	46	41	1	20	0	0
No Response/New	2	2	0	0	0	0
No Response	105	<1	39	<1	8	<1
Men	37	35	23	59	6	75
Women	68	65	16	41	2	25
No Response/New	0	0	0	0	0	0
Total	104,034	100	59,133	100	41,360	100
Men	42,010	40	38,264	65	19,583	47
Women	60,874	59	20,846	35	21,770	53
No Response/New	1,150	1	23	<1	7	<1

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

Starting from the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers selected these new options, these test takers are included in the “No Response/New” category since the 2022–23 testing year.

Country of Citizenship

Table 1.6 provides performance information of test takers based on their country of citizenship. The table shows that the United States (85,877), India(62,498) and China (56,272) had the highest number of citizens who took the test.

Table 1.6. General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Afghanistan	106	149.7	9.6	157.1	11.2	3.3	0.9
Aland Islands	31	153.4	8.5	165.4	6.0	3.2	0.6
Albania	80	148.2	9.4	154.1	10.1	3.4	0.7
Algeria	54	148.5	9.9	154.5	10.5	2.9	0.7
American Samoa	20	-	-	-	-	-	-
Andorra	5	-	-	-	-	-	-
Angola	9	-	-	-	-	-	-
Anguilla	17	-	-	-	-	-	-
Antarctica	12	-	-	-	-	-	-
Antigua and Barbuda	6	-	-	-	-	-	-
Argentina	131	152.4	7.1	155.8	9.9	3.4	0.8
Armenia	58	149.8	11.9	159.0	9.5	3.2	1.3
Aruba	9	-	-	-	-	-	-
Australia	341	159.0	7.1	161.9	8.1	4.2	1.0
Austria	105	155.7	7.8	158.5	8.4	3.8	1.0
Azerbaijan	185	148.5	8.3	158.9	7.8	3.0	1.0
Bahamas	24	-	-	-	-	-	-
Bahrain	25	-	-	-	-	-	-
Bangladesh	3,666	146.7	8.4	156.2	7.3	3.2	0.7
Barbados	10	-	-	-	-	-	-
Belarus	22	-	-	-	-	-	-
Belgium	83	153.9	9.0	157.4	8.3	3.8	0.8
Belize	5	-	-	-	-	-	-
Benin	36	147.3	8.3	151.6	7.3	2.9	0.7
Bermuda	5	-	-	-	-	-	-
Bhutan	7	-	-	-	-	-	-
Bolivia	46	148.3	6.4	151.3	8.6	3.3	1.0
Bonaire, Sint Eustatius and Saba	1	-	-	-	-	-	-
Bosnia and Herzegovina	9	-	-	-	-	-	-
Botswana	26	-	-	-	-	-	-
Brazil	580	151.8	7.9	153.9	10.1	3.4	0.9
British Indian Ocean Territory	1	-	-	-	-	-	-
British Virgin Islands	1	-	-	-	-	-	-
Brunei Darussalam	8	-	-	-	-	-	-

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

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Country of Citizenship (continued)

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Table 1.6. GRE General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Bulgaria	37	153.7	8.7	156.5	8.1	3.7	1.0
Burkina Faso	15	-	-	-	-	-	-
Burundi	5	-	-	-	-	-	-
Cambodia	30	144.6	6.5	149.9	9.3	3.3	0.6
Cameroon	137	143.7	8.7	146.8	10.4	3.0	0.8
Canada	1,652	156.0	7.8	158.2	9.1	4.1	0.8
Cayman Islands	3	-	-	-	-	-	-
Central African Republic	4	-	-	-	-	-	-
Chad	6	-	-	-	-	-	-
Chile	253	150.5	7.9	157.4	8.9	3.3	0.8
China	56,272	151.7	9.0	165.7	5.2	3.3	0.8
Christmas Island	7	-	-	-	-	-	-
Cocos (Keeling) Islands	1	-	-	-	-	-	-
Colombia	654	149.5	7.8	151.2	8.9	3.2	0.9
Comoros	5	-	-	-	-	-	-
Congo (Brazzaville)	6	-	-	-	-	-	-
Congo, The Democratic Republic of the	48	142.5	7.6	143.4	8.4	2.7	0.8
Costa Rica	49	150.2	7.1	151.7	9.3	3.5	0.9
Cote D'Ivoire	41	145.6	8.3	146.0	9.6	2.7	0.9
Croatia	16	-	-	-	-	-	-
Cuba	10	-	-	-	-	-	-
Curacao	3	-	-	-	-	-	-
Cyprus	23	-	-	-	-	-	-
Czech Republic	34	152.5	7.6	157.7	8.3	3.4	0.8
Denmark	33	154.7	9.0	155.7	8.7	4.2	0.7
Djibouti	1	-	-	-	-	-	-
Dominica	9	-	-	-	-	-	-
Dominican Republic	36	148.8	7.9	147.5	10.4	3.3	0.8
Ecuador	148	149.2	7.7	152.3	8.2	3.3	0.8
Egypt	379	145.1	7.9	152.4	8.4	3.2	0.8
El Salvador	46	149.9	7.3	148.2	8.8	3.4	0.9
Equatorial Guinea	1	-	-	-	-	-	-
Eritrea	24	-	-	-	-	-	-
Estonia	18	-	-	-	-	-	-
Ethiopia	170	145.4	8.9	150.9	8.2	2.8	1.0
Falkland Islands	1	-	-	-	-	-	-

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

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Country of Citizenship (continued)

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Table 1.6. GRE General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Fiji	4	-	-	-	-	-	-
Finland	66	152.2	7.5	152.5	9.7	3.3	1.3
France	652	155.9	8.0	158.9	8.7	3.5	0.9
Gabon	7	-	-	-	-	-	-
Gambia	9	-	-	-	-	-	-
Georgia	63	150.2	8.2	154.9	10.0	3.5	0.9
Germany	695	155.0	7.8	158.2	7.8	3.9	0.9
Ghana	1,905	147.4	9.2	149.2	9.0	3.3	0.7
Gibraltar	1	-	-	-	-	-	-
Greece	198	152.7	8.3	158.7	8.2	3.8	0.8
Grenada	1	-	-	-	-	-	-
Guam	2	-	-	-	-	-	-
Guatemala	71	149.9	7.7	149.4	7.8	3.5	0.8
Guinea	8	-	-	-	-	-	-
Guinea-Bissau	1	-	-	-	-	-	-
Guyana	8	-	-	-	-	-	-
Haiti	44	145.4	7.8	145.1	7.8	3.1	0.8
Honduras	55	148.5	7.5	147.1	10.0	3.4	0.9
Hong Kong, China	572	153.8	8.9	162.9	6.8	3.7	0.8
Hungary	62	153.1	7.7	156.9	8.3	3.7	0.7
Iceland	29	-	-	-	-	-	-
India	62,498	150.2	7.7	160.0	8.5	3.3	0.7
Indonesia	940	147.4	7.7	154.1	8.3	3.3	0.8
Iran, Islamic Republic of	3,644	151.5	10.0	162.6	7.9	3.4	0.9
Iraq	63	144.3	8.2	148.1	8.6	3.2	1.1
Ireland	80	157.3	8.2	157.2	8.5	4.1	0.8
Israel	115	150.9	9.8	158.9	7.8	3.2	1.2
Italy	840	155.5	7.2	158.7	8.2	3.4	1.0
Jamaica	100	149.3	7.9	147.6	8.2	3.7	0.8
Japan	836	147.4	7.8	160.5	7.5	3.1	0.8
Jordan	239	142.2	8.0	152.9	7.7	2.7	1.1
Kazakhstan	252	150.1	8.3	157.7	8.5	3.3	0.7
Kenya	378	146.1	7.2	147.5	7.1	3.3	0.7
Korea, Democratic People's Republic of	7	-	-	-	-	-	-
Korea, Republic of	2,521	151.4	8.0	161.5	7.0	3.4	0.8
Kosovo	8	-	-	-	-	-	-

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

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Country of Citizenship (continued)

Table continued from previous page

Table 1.6. GRE General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Kuwait	151	146.9	10.2	150.6	10.6	3.1	1.0
Kyrgyzstan	32	148.2	6.5	149.4	8.0	3.1	0.6
Lao PDR	9	-	-	-	-	-	-
Latvia	18	-	-	-	-	-	-
Lebanon	357	153.0	11.4	156.9	10.2	3.3	0.8
Lesotho	5	-	-	-	-	-	-
Liberia	10	-	-	-	-	-	-
Libya	18	-	-	-	-	-	-
Lithuania	21	-	-	-	-	-	-
Luxembourg	19	-	-	-	-	-	-
Macau, China	52	152.4	9.3	162.3	6.8	3.5	0.8
Macedonia, Republic of	22	-	-	-	-	-	-
Madagascar	12	-	-	-	-	-	-
Malawi	25	-	-	-	-	-	-
Malaysia	246	152.0	8.6	157.2	8.1	3.8	0.8
Maldives	4	-	-	-	-	-	-
Mali	8	-	-	-	-	-	-
Malta	4	-	-	-	-	-	-
Marshall Islands	1	-	-	-	-	-	-
Mauritania	9	-	-	-	-	-	-
Mauritius	28	-	-	-	-	-	-
Mexico	1,177	150.1	7.3	150.6	8.2	3.3	0.9
Micronesia, Federated	1	-	-	-	-	-	-
Moldova	12	-	-	-	-	-	-
Monaco	2	-	-	-	-	-	-
Mongolia	79	147.6	8.3	153.8	8.6	3.3	0.8
Montenegro	3	-	-	-	-	-	-
Montserrat	1	-	-	-	-	-	-
Morocco	151	150.8	9.5	155.2	9.1	3.2	1.0
Mozambique	14	-	-	-	-	-	-
Myanmar	97	145.3	8.9	149.6	9.5	3.3	0.7
Namibia	11	-	-	-	-	-	-
Nauru	1	-	-	-	-	-	-
Nepal	2,282	146.1	7.6	155.9	7.7	3.2	0.6
Netherlands	140	153.2	7.3	154.9	8.3	3.6	1.2
New Caledonia	3	-	-	-	-	-	-
New Zealand	63	158.6	8.5	160.2	9.5	4.3	0.9
Nicaragua	14	-	-	-	-	-	-

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

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Country of Citizenship (continued)

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Table 1.6. GRE General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Niger	6	-	-	-	-	-	-
Nigeria	5,271	153.4	10.1	155.2	11.8	3.4	0.8
Niue	4	-	-	-	-	-	-
Norfolk Island	1	-	-	-	-	-	-
Northern Mariana Islands	1	-	-	-	-	-	-
Norway	52	152.1	9.5	154.1	8.2	3.7	1.0
Oman	24	-	-	-	-	-	-
Pakistan	2,767	149.8	9.3	153.4	9.3	3.4	0.8
Palestinian Territories	57	144.2	8.6	151.5	8.0	3.0	1.0
Panama	48	145.9	9.3	147.4	9.1	3.1	0.9
Papua New Guinea	3	-	-	-	-	-	-
Paraguay	34	148.7	8.9	148.9	10.0	3.0	1.0
Peru	275	150.7	7.1	156.6	7.4	3.3	0.7
Philippines	223	151.9	8.8	151.9	9.8	3.7	0.9
Poland	127	154.5	6.7	158.5	8.2	3.8	0.8
Portugal	128	154.5	7.0	159.7	8.0	3.7	0.7
Puerto Rico	219	141.4	8.6	139.7	7.3	2.2	1.3
Qatar	32	142.4	9.6	146.4	10.0	2.5	1.1
Romania	83	152.2	7.0	156.1	9.7	3.8	0.9
Saint Vincent and the Grenadines	3	-	-	-	-	-	-
Russian Federation	430	151.1	8.1	157.6	8.8	3.4	0.8
Rwanda	44	143.5	7.6	146.4	7.7	3.2	0.8
Saint Kitts and Nevis	4	-	-	-	-	-	-
Saint Lucia	4	-	-	-	-	-	-
Saint Vincent and the Grenadines	1	-	-	-	-	-	-
Saudi Arabia	571	142.8	9.9	146.8	10.6	2.4	1.1
Senegal	18	-	-	-	-	-	-
Serbia	31	151.0	8.0	156.9	9.5	3.1	1.1
Seychelles	1	-	-	-	-	-	-
Sierra Leone	10	-	-	-	-	-	-
Singapore	603	156.8	7.4	160.9	7.6	4.3	0.9
Sint Maarten (Dutch part)	2	-	-	-	-	-	-
Slovakia	22	-	-	-	-	-	-
Slovenia	13	-	-	-	-	-	-
Somalia	8	-	-	-	-	-	-
South Africa	140	150.5	8.3	148.7	9.3	3.9	0.8
South Sudan	6	-	-	-	-	-	-
Spain	281	154.2	6.9	157.7	7.4	3.7	0.8

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

Table continues on next page

Country of Citizenship (continued)

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Table 1.6. GRE General Test Score Information, by Country of Citizenship

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Sri Lanka	235	143.9	8.5	153.6	8.0	3.2	0.8
Sudan	61	143.5	9.6	150.8	7.8	2.7	1.0
Suriname	7	-	-	-	-	-	-
Swaziland	16	-	-	-	-	-	-
Sweden	104	154.1	7.6	154.9	8.1	3.7	0.8
Switzerland	136	155.3	8.1	158.2	8.0	3.8	0.8
Syrian	92	142.8	9.2	152.3	8.0	2.8	1.0
Taiwan, China	2,783	149.4	7.8	164.0	5.9	3.0	0.7
Tajikistan	8	-	-	-	-	-	-
Tanzania *, United Republic of	70	142.6	7.6	147.3	8.3	3.1	0.8
Thailand	330	147.2	8.5	157.8	8.1	3.1	0.9
Timor-Leste	2	-	-	-	-	-	-
Togo	13	-	-	-	-	-	-
Tonga	1	-	-	-	-	-	-
Trinidad and Tobago	45	148.8	7.7	147.6	7.2	3.7	0.9
Tunisia	47	147.6	8.0	151.4	8.0	3.3	1.0
Turkey	1,105	147.5	8.1	161.0	7.1	3.1	0.9
Turkmenistan	22	-	-	-	-	-	-
Turks and Caicos Islands	2	-	-	-	-	-	-
Tuvalu	1	-	-	-	-	-	-
Uganda	124	144.0	7.8	143.5	8.6	3.3	0.8
Ukraine	109	150.0	9.2	153.3	10.0	3.3	0.9
United Arab Emirates	326	142.6	9.2	149.5	8.8	2.8	1.1
United Kingdom	741	157.6	7.9	157.8	9.1	4.3	0.9
United States Minor Outlying Islands	28	-	-	-	-	-	-
United States of America	85,877	152.3	7.9	151.0	8.5	3.9	0.9
Uruguay	34	152.8	8.2	155.7	9.6	2.9	1.5
Uzbekistan	1,343	133.6	6.5	154.9	6.9	0.4	1.0
Vanuatu	1	-	-	-	-	-	-
Venezuela	79	152.1	8.4	151.4	9.8	3.6	0.9
Viet Nam	617	148.8	8.5	159.5	7.6	3.4	0.8
Virgin Islands, U.S.	8	-	-	-	-	-	-
Yemen	21	-	-	-	-	-	-
Zambia	35	145.6	7.1	144.8	6.8	3.3	0.9
Zimbabwe	84	147.9	7.3	146.9	7.5	3.6	0.7

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

Major Fields

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

Business

Accounting
Banking and Finance
Business Administration and Management

Education

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

Engineering

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

Humanities and Arts

Arts
English Language and Literature
Foreign Languages and Literatures
History
Philosophy

Law

Law

Life Sciences

Agriculture
Biological Sciences
Health and Medical Sciences

Physical Sciences

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

Social and Behavioral Sciences

Anthropology and Archaeology
Economics
Political Science
Psychology
Sociology

Other Fields

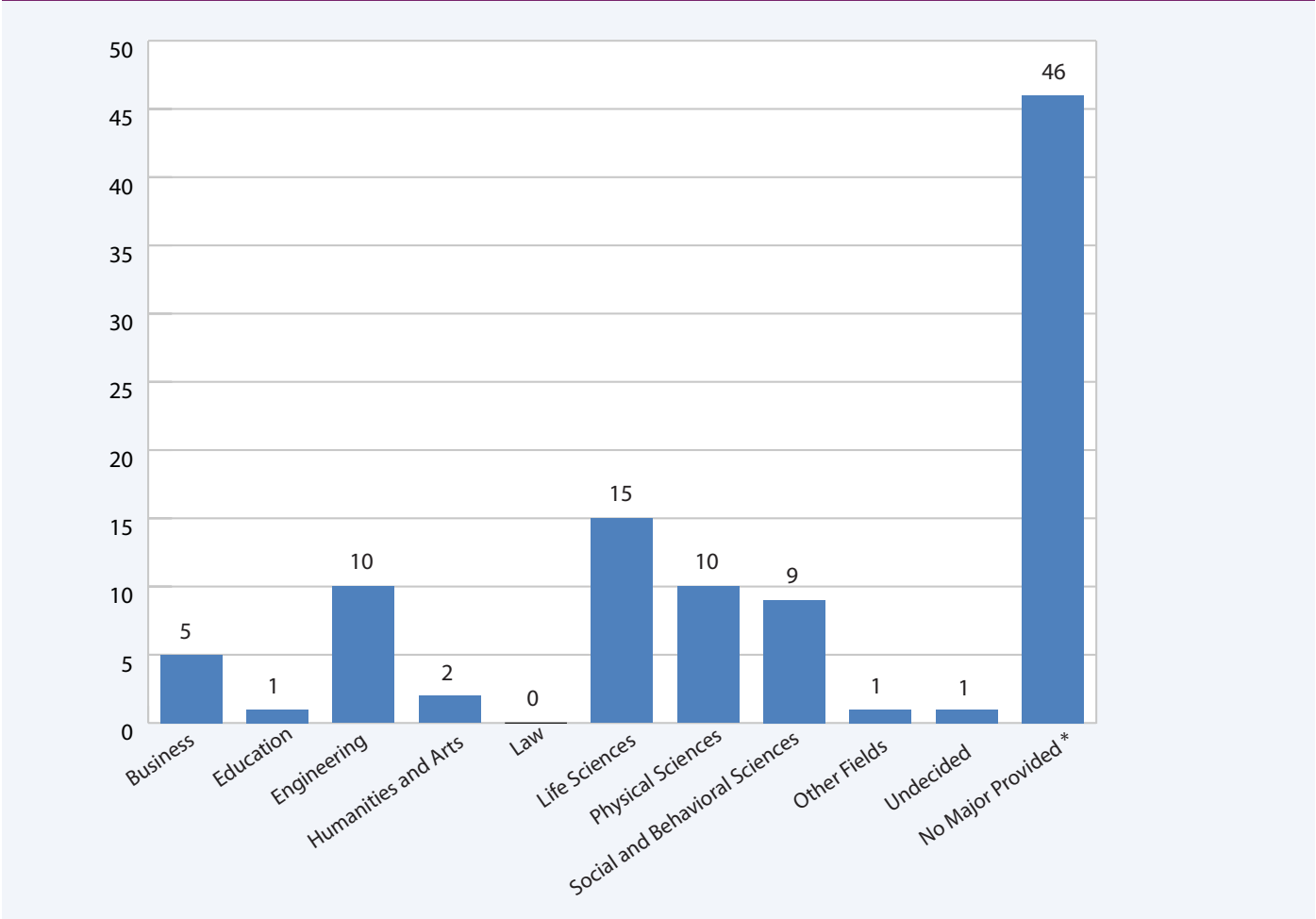
Architecture and Environmental Design
Communications and Journalism
Family and Consumer Sciences
Library and Archival Studies
Public Administration
Religion and Theology
Social Work
Other

Note: See the [detailed list of major fields](#).

Undergraduate Major Field

Figure 1.2 shows that, overall, the most commonly reported undergraduate major fields were Life Sciences (15%), followed by Engineering and Physical Sciences (each 10%), and Social and Behavioral Sciences (9%). Forty-six percent of test takers did not provide undergraduate major information.

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



Note: See page 20 for a list of major fields.

These analyses were based on a total of 256,215 test takers who took the GRE General Test between July 1, 2023, and June 30, 2024.

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

Undergraduate Major Field (continued)

Table 1.7 shows that men and women indicating an undergraduate major in Humanities and Arts had higher mean scores on the Verbal Reasoning and Analytical Writing measures than men and women in other major fields. In addition, men and women indicating an undergraduate major in Engineering, Physical Sciences or Undecided had higher mean scores on the Quantitative Reasoning measure than men and women in other major fields.

Table 1.7. GRE General Test Score Information, by Undergraduate Major Field and Gender

Undergraduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Business	13,228	5	150.7	8.7	156.1	10.2	3.4	0.9
Men	6,779	51	151.5	8.8	156.7	9.9	3.5	0.9
Women	6,429	49	149.8	8.6	155.5	10.4	3.4	0.9
No Response/New	20	<1	-	-	-	-	-	-
Education	1,291	1	148.1	8.6	146.9	9.5	3.5	1.0
Men	322	25	148.6	9.4	149.1	10.1	3.4	1.1
Women	954	74	147.8	8.3	146.1	9.2	3.5	0.9
No Response/New	15	1	-	-	-	-	-	-
Engineering	25,354	10	149.8	8.5	158.8	8.0	3.4	0.8
Men	18,493	73	150.1	8.5	159.4	7.9	3.4	0.8
Women	6,790	27	149.1	8.5	157.2	8.2	3.4	0.8
No Response/New	71	<1	157.5	6.4	161.4	7.5	3.9	0.9
Humanities and Arts	4,887	2	155.1	8.5	151.8	9.4	3.9	0.9
Men	1,973	40	156.7	8.5	152.6	9.3	4.0	0.9
Women	2,816	58	154.0	8.3	151.3	9.5	3.9	0.9
No Response/New	98	2	157.7	6.6	150.6	8.7	4.2	0.9
Law	581	<1	151.7	8.3	151.8	10.8	3.6	0.9
Men	279	48	152.9	8.4	154.1	11.2	3.6	0.9
Women	302	52	150.5	8.0	149.6	9.9	3.6	0.9
No Response/New	0	0	-	-	-	-	-	-
Life Sciences	37,198	15	149.3	7.1	149.2	7.5	3.6	0.8
Men	10,993	30	150.3	7.3	151.1	7.8	3.6	0.8
Women	26,055	70	148.9	6.9	148.4	7.2	3.7	0.8
No Response/New	150	<1	156.1	7.1	152.3	8.1	4.0	0.8
Physical Sciences	26,678	10	150.5	9.1	159.3	8.5	3.5	0.9
Men	17,600	66	151.0	9.0	160.3	8.2	3.5	0.9
Women	8,928	33	149.4	9.0	157.3	8.8	3.4	1.0
No Response/New	150	1	159.0	8.3	159.7	7.5	4.1	1.0

Table continues on next page

Undergraduate Major Field (continued)

Table continued from previous page

Table 1.7. GRE General Test Score Information, by Undergraduate Major Field and Gender

Undergraduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Social and Behavioral Sciences	23,040	9	153.1	8.3	153.2	9.9	3.8	0.9
Men	8,987	39	154.7	8.4	156.3	9.4	3.9	0.9
Women	13,759	60	151.9	8.0	151.2	9.7	3.8	0.9
No Response/New	294	1	156.5	7.1	151.4	7.9	4.1	0.9
Other Fields	3,687	1	150.2	8.4	150.4	10.1	3.6	0.9
Men	1,176	32	151.1	8.9	151.6	10.3	3.6	1.0
Women	2,474	67	149.7	8.1	149.9	10.0	3.6	0.9
No Response/New	37	1	156.5	6.9	150.1	8.5	3.8	1.0
Undecided	1,289	1	150.8	9.0	160.2	9.7	3.2	0.9
Men	747	58	151.1	9.0	160.9	9.1	3.2	0.9
Women	540	42	150.3	9.0	159.1	10.4	3.2	0.9
No Response/New	2	<1	-	-	-	-	-	-
No Major Provided*	118,982	46	151.8	8.7	161.1	8.9	3.4	0.9
Men	62,214	52	152.2	8.7	162.3	8.1	3.3	0.9
Women	56,240	47	151.3	8.7	159.8	9.6	3.4	0.9
No Response/New	528	<1	157.8	7.4	158.0	9.0	4.0	0.9
Total	256,215	100	151.2	8.5	157.6	9.9	3.5	0.9
Men	129,563	51	151.7	8.7	159.6	9.0	3.4	0.9
Women	125,287	49	150.5	8.3	155.4	10.3	3.5	0.9
No Response/New	1,365	1	157.3	7.4	155.4	9.2	4.1	0.9

Note: See page 20 for a list of major fields.

A total of 256,215 examinees took the GRE General Test between July 1, 2023, and June 30, 2024. The percentages for the overall undergraduate major fields were based on those total groups of test takers; the percentages for the gender groups within each undergraduate major group were based on the group of test takers who were within each undergraduate major group. Statistics are not reported for groups with fewer than 30 examinees.

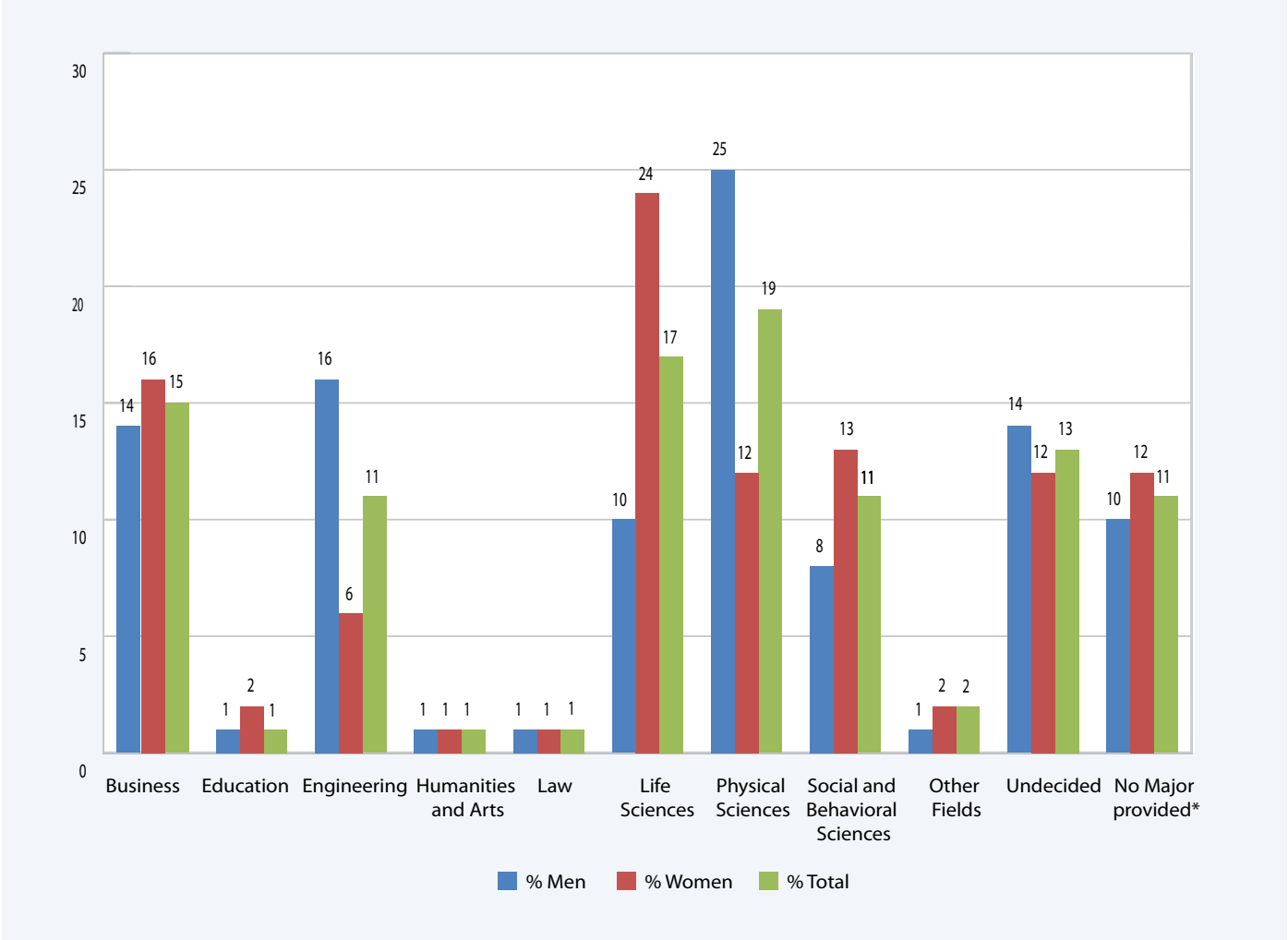
Starting from the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers selected these new options, these test takers are included in the “No Response/New” category since the 2022–23 testing year.

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

Intended Graduate Major Field

Figure 1.3 shows that the percentages of men who indicated an intended graduate major in Engineering (16%) and Physical Sciences (25%) were much higher than the percentages of women indicating those intended graduate majors. The percentage of women who indicated an intended graduate major in Life Sciences (24%) was much higher than the percentage of men indicating that intended graduate major. In Social and Behavioral Sciences, the percentage of women was higher than the percentage of men indicating that intended graduate major. The percentages of men and women indicating an intended graduate major in Business, Education, Humanities and Arts, and Law were similar. Eleven percent of test takers did not provide intended graduate major information.

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



Note: See page 20 for a list of major fields.

These analyses were based on a total of 256,215 test takers who took the GRE General Test between July 1, 2023, and June 30, 2024. The percentages in the figure above represent the percentage of test takers within each gender category (e.g., men, women) for each intended graduate major field.

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

Intended Graduate Major Field (continued)

Table 1.8 shows that men and women indicating an intended graduate major in Humanities and Arts had higher Verbal Reasoning mean scores than men and women in other majors. Men and women indicating an intended graduate major in Physical Sciences had higher Quantitative Reasoning mean scores than men and women in other majors. Regarding Analytical Writing, men indicating an intended graduate major in Humanities and Arts or Law had higher mean scores than men in other majors, and women with an intended graduate major in Law had a higher mean score than women in other majors.

Table 1.8. GRE General Test Score Information, by Intended Graduate Major Field and Gender

Intended Graduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Business	37,376	15	152.5	8.7	159.9	9.1	3.5	0.9
Men	17,853	48	153.2	8.8	160.0	8.9	3.6	0.9
Women	19,415	52	151.9	8.5	159.8	9.2	3.5	0.8
No Response/New	108	<1	157.8	7.5	157.6	8.7	4.1	0.9
Education	3,174	1	151.5	9.1	150.8	11.1	3.6	0.9
Men	803	25	153.4	9.4	153.8	11.4	3.7	1.0
Women	2,338	74	150.8	8.9	149.8	10.8	3.6	0.9
No Response/New	33	1	155.1	9.6	150.9	9.2	4.2	1.0
Engineering	27,315	11	149.7	8.6	160.5	8.0	3.3	0.8
Men	20,323	74	149.9	8.6	160.8	7.8	3.3	0.8
Women	6,898	25	149.1	8.5	159.5	8.3	3.3	0.8
No Response/New	94	<1	156.7	7.3	160.5	7.5	3.9	0.9
Humanities and Arts	2,923	1	154.8	8.6	155.6	10.3	3.8	0.9
Men	1,181	40	156.6	8.6	155.2	10.1	3.9	1.0
Women	1,683	58	153.4	8.5	156.0	10.4	3.7	0.9
No Response/New	59	2	158.4	6.3	150.8	8.8	4.2	0.9
Law	1,873	1	153.6	8.9	151.9	10.5	3.9	1.0
Men	818	44	155.4	8.6	154.3	10.3	3.9	1.0
Women	1,035	55	152.0	8.9	149.9	10.2	3.8	1.0
No Response/New	20	1	-	-	-	-	-	-
Life Sciences	42,535	17	149.6	7.1	150.0	8.0	3.6	0.8
Men	12,514	29	150.5	7.3	152.0	8.2	3.6	0.8
Women	29,831	70	149.2	7.0	149.2	7.7	3.7	0.8
No Response/New	190	<1	156.2	6.9	152.5	7.9	4.0	0.8
Physical Sciences	47,475	19	150.7	8.8	161.5	7.9	3.3	0.9
Men	31,958	67	151.1	8.6	162.1	7.6	3.3	0.9
Women	15,309	32	149.8	9.0	160.4	8.4	3.3	1.0
No Response/New	208	<1	158.5	7.7	161.2	7.1	4.0	0.9

Table continues on next page

Intended Graduate Major Field (continued)

Table continued from previous page

Table 1.8. GRE General Test Score Information, by Intended Graduate Major Field and Gender

Intended Graduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Social and Behavioral Sciences	26,906	11	153.3	8.5	156.5	10.3	3.7	0.9
Men	10,790	40	154.7	8.7	159.0	9.4	3.8	0.9
Women	15,766	59	152.2	8.2	154.8	10.6	3.7	0.9
No Response/New	350	1	157.4	7.1	153.1	8.7	4.2	0.9
Other Fields	4,337	2	151.5	9.1	154.2	10.6	3.5	0.9
Men	1,557	36	152.7	9.4	154.2	10.4	3.6	1.0
Women	2,725	63	150.6	8.8	154.3	10.8	3.5	0.9
No Response/New	55	1	157.4	5.7	152.1	7.3	4.2	0.9
Undecided	33,361	13	152.6	8.6	161.0	9.0	3.4	0.9
Men	18,596	56	153.0	8.4	162.0	8.3	3.3	0.9
Women	14,661	44	152.1	8.8	159.8	9.7	3.4	0.9
No Response/New	104	<1	158.0	8.1	158.6	10.7	3.9	1.0
No Major Provided*	28,940	11	149.7	8.6	155.2	10.5	3.4	0.9
Men	13,170	46	150.3	8.8	157.7	9.8	3.3	0.9
Women	15,626	54	149.2	8.4	153.1	10.5	3.4	0.9
No Response/New	144	<1	156.3	7.6	153.3	9.2	4.0	0.9
Total	256,215	100	151.2	8.5	157.6	9.9	3.5	0.9
Men	129,563	51	151.7	8.7	159.6	9.0	3.4	0.9
Women	125,287	49	150.5	8.3	155.4	10.3	3.5	0.9
No Response/New	1,365	<1	157.3	7.4	155.4	9.2	4.1	0.9

Note: See page 20 for a list of major fields.

A total of 256,215 examinees took the GRE General Test between July 1, 2023, and June 30, 2024. The percentages for the overall intended graduate major fields were based on those total groups of test takers; the percentages for the gender groups within each intended graduate major group were based on the group of test takers who were within each intended graduate major group. Statistics are not reported for groups with fewer than 30 examinees.

Starting from the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers selected these new options, these test takers are included in the “No Response/New” category since the 2022–23 testing year.

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

Intended Graduate Major Field (continued)

Table 1.9 shows that, among U.S. citizens, Asian, Black, Mexican, Other Hispanic and White test takers with an intended graduate major in Humanities and Arts had higher mean scores on the Verbal Reasoning measure than those with other intended graduate majors. American Indian test takers with an intended graduate major in Business had higher Verbal Reasoning mean scores, and Puerto Rican test takers with an intended graduate major in Physical Sciences had higher Verbal Reasoning mean scores.

Table 1.9. GRE Verbal Reasoning Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens)

Intended Graduate Major Field		American Indian	Asian	Hawaiian/ Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White	Other	No Response	Total
Business	N	36	1,162	23	932	292	61	466	3,291	306	2,070	8,639
	Mean	154.3	156.3	-	151.5	152.1	152.6	153.7	156.3	156.3	156.6	155.5
	SD	7.9	7.4	-	8.0	7.5	7.6	8.5	7.3	7.2	7.6	7.7
Education	N	12	89	6	308	86	32	102	1,029	58	306	2,028
	Mean	-	153.6	-	146.0	147.8	148.9	147.6	153.1	149.8	151.0	151.1
	SD	-	8.3	-	7.4	6.7	8.9	7.3	7.9	9.3	9.0	8.4
Engineering	N	17	599	15	197	143	45	239	2,033	162	930	4,380
	Mean	-	156.5	-	151.5	151.6	153.1	152.4	156.9	157.0	156.4	156.0
	SD	-	7.1	-	7.4	7.6	7.2	7.5	6.3	6.0	7.2	7.0
Humanities and Arts	N	2	88	2	73	35	14	61	762	44	220	1,301
	Mean	-	157.7	-	151.8	152.9	-	155.2	158.3	159.1	157.9	157.5
	SD	-	7.8	-	8.0	7.2	-	7.6	7.4	7.4	7.3	7.6
Law	N	8	124	6	225	60	14	100	422	74	273	1,306
	Mean	-	156.7	-	148.8	152.3	-	150.5	156.1	154.8	155.5	154.0
	SD	-	8.3	-	7.8	8.3	-	7.7	8.1	8.4	9.2	8.8
Life Sciences	N	220	3,164	94	2,497	1,537	331	2,201	18,438	922	5,812	35,216
	Mean	148.5	150.2	148.3	146.0	147.2	148.3	147.9	150.3	150.3	150.4	149.7
	SD	6.9	7.0	7.1	6.6	6.5	6.1	6.5	6.5	7.1	7.1	6.8
Physical Sciences	N	26	1,281	12	223	160	42	203	2,383	247	1,431	6,008
	Mean	-	157.1	-	150.8	151.4	154.5	154.3	158.1	158.4	157.8	157.2
	SD	-	7.4	-	8.2	7.2	7.3	7.2	6.5	6.8	7.2	7.2
Social and Behavioral Sciences	N	45	925	19	906	426	140	720	5,848	411	1,783	11,223
	Mean	152.6	155.8	-	148.6	149.1	150.6	151.2	155.2	155.4	155.1	154.2
	SD	7.0	7.8	-	8.3	7.5	8.6	7.9	7.5	8.0	8.4	8.1
Other Fields	N	15	114	2	207	69	23	101	901	60	321	1,813
	Mean	-	154.9	-	146.8	150.6	-	149.6	154.8	154.8	154.0	153.2
	SD	-	8.3	-	8.2	8.4	-	8.1	7.9	8.9	8.8	8.7
Undecided	N	16	500	10	377	110	47	213	1,402	179	1,160	4,014
	Mean	-	154.3	-	148.4	149.5	150.3	150.9	154.5	155.6	155.6	153.9
	SD	-	8.3	-	8.2	8.0	9.8	8.3	7.9	8.7	8.1	8.4
No Major Provided*	N	57	984	28	927	399	112	635	4,715	324	1,768	9,949
	Mean	146.6	152.0	-	146.7	147.3	148.7	148.9	151.7	152.0	152.2	150.9
	SD	6.9	7.7	-	7.3	7.3	7.9	7.6	7.2	7.9	8.0	7.7
Total	N	454	9,030	217	6,872	3,317	861	5,041	41,224	2,787	16,074	85,877
	Mean	149.8	153.6	150.0	147.8	148.6	149.9	149.8	152.9	153.7	153.6	152.3
	SD	7.7	7.9	7.4	7.7	7.3	7.7	7.6	7.5	8.1	8.1	7.9

Note: See page 20 for a list of major fields. A total of 85,877 U.S. citizens took the GRE General Test between July 1, 2023, and June 30, 2024. Racial/Ethnic groups are defined as follows: **American Indian** — American Indian or Alaskan Native; **Asian** — Asian or Asian American; **Hawaiian/Pacific Islander** — Native Hawaiian or Other Pacific Islander; **Black** — Black or African American; **Mexican** — Mexican, Mexican American, or Chicano; **Puerto Rican** — Puerto Rican; **Other Hispanic** — Other Hispanic, Latino, or Latin American; **White** — White (non-Hispanic); **Other** — Other

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

Intended Graduate Major Field (continued)

Table 1.10 shows that for Black, Mexican, and Puerto Rican groups, test takers with an intended graduate major in Engineering had higher mean scores on the Quantitative Reasoning measure than those with other majors. For Asian, Other Hispanic, and White test takers with an intended graduate major in Physical Sciences had higher mean scores than other intended majors. The American Indian test takers with an intended graduate major in Business had higher mean scores on the Quantitative Reasoning measure than those with other majors.

Table 1.10. GRE Quantitative Reasoning Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens)

Intended Graduate Major Field		American Indian	Asian	Hawaiian/ Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White	Other	No Response	Total
Business	N	36	1,162	23	932	292	61	466	3,291	306	2,070	8,639
	Mean	152.5	157.6	-	148.7	150.1	150.4	152.0	154.6	153.7	156.4	154.4
	SD	7.4	7.6	-	7.9	7.9	8.9	8.5	7.5	8.4	8.5	8.3
Education	N	12	89	6	308	86	32	102	1,029	58	306	2,028
	Mean	-	153.3	-	141.6	144.3	142.6	143.3	148.1	144.5	146.8	146.5
	SD	-	8.5	-	7.2	7.5	8.7	8.0	7.7	8.9	9.0	8.4
Engineering	N	17	599	15	197	143	45	239	2,033	162	930	4,380
	Mean	-	161.1	-	151.6	153.2	155.2	154.6	159.0	159.4	159.5	158.6
	SD	-	6.4	-	7.6	7.4	5.0	7.0	6.1	6.6	6.8	6.9
Humanities and Arts	N	2	88	2	73	35	14	61	762	44	220	1,301
	Mean	-	153.9	-	144.5	144.7	-	148.4	150.7	151.0	151.6	150.4
	SD	-	9.3	-	7.1	6.8	-	7.9	8.1	8.3	7.8	8.3
Law	N	8	124	6	225	60	14	100	422	74	273	1,306
	Mean	-	155.1	-	143.7	146.5	-	145.5	151.2	149.7	152.5	149.7
	SD	-	9.3	-	7.9	8.5	-	7.1	8.9	9.2	9.9	9.5
Life Sciences	N	220	3,164	94	2,497	1,537	331	2,201	18,438	922	5,812	35,216
	Mean	146.5	150.8	148.6	143.9	145.8	146.5	146.4	149.3	148.6	149.6	148.7
	SD	6.5	7.2	6.7	6.3	6.1	6.2	6.3	6.2	7.2	7.1	6.7
Physical Sciences	N	26	1,281	12	223	160	42	203	2,383	247	1,431	6,008
	Mean	-	161.6	-	149.8	152.9	154.0	155.5	159.3	160.0	161.2	159.6
	SD	-	7.1	-	8.2	8.1	8.2	8.3	7.0	7.9	7.3	7.7
Social and Behavioral Sciences	N	45	925	19	906	426	140	720	5,848	411	1,783	11,223
	Mean	146.3	155.0	-	144.0	145.2	146.6	147.1	151.0	150.9	152.2	150.4
	SD	6.9	8.7	-	8.0	7.8	9.3	8.6	8.3	9.2	9.5	9.0
Other Fields	N	15	114	2	207	69	23	101	901	60	321	1,813
	Mean	-	153.0	-	141.9	147.1	-	144.9	149.3	149.7	150.3	148.5
	SD	-	8.7	-	6.8	6.9	-	6.4	7.7	8.8	8.8	8.3
Undecided	N	16	500	10	377	110	47	213	1,402	179	1,160	4,014
	Mean	-	156.0	-	145.9	147.6	147.7	148.4	151.9	153.5	155.6	152.6
	SD	-	8.9	-	8.8	7.7	10.1	8.3	8.1	9.7	9.6	9.4
No Major Provided*	N	57	984	28	927	399	112	635	4,715	324	1,768	9,949
	Mean	145.5	152.7	-	144.0	145.4	145.5	146.4	149.1	149.4	151.0	148.9
	SD	6.5	8.6	-	7.5	7.2	8.4	7.5	7.3	8.6	8.7	8.1
Total	N	454	9,030	217	6,872	3,317	861	5,041	41,224	2,787	16,074	85,877
	Mean	147.9	155.0	149.3	144.9	146.8	147.3	147.8	151.1	151.5	153.0	151.0
	SD	7.5	8.7	7.8	7.7	7.4	8.1	7.9	7.7	9.0	9.0	8.5

Note: See page 20 for a list of major fields. A total of 85,877 U.S. citizens took the GRE General Test between July 1, 2023, and June 30, 2024. Racial/Ethnic groups are defined as follows: **American Indian** — American Indian or Alaskan Native; **Asian** — Asian or Asian American; **Hawaiian/Pacific Islander** — Native Hawaiian or Other Pacific Islander; **Black** — Black or African American; **Mexican** — Mexican, Mexican American, or Chicano; **Puerto Rican** — Puerto Rican; **Other Hispanic** — Other Hispanic, Latino, or Latin American; **White** — White (non-Hispanic); **Other** — Other.

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

Intended Graduate Major Field (continued)

Table 1.11 shows that in general across all U.S. citizen racial/ethnic groups, test takers with an intended graduate major in Business, Humanities and Arts, or Law tended to have higher mean scores on the Analytical Writing measure than those with other majors.

Table 1.11. GRE Analytical Writing Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens)

Intended Graduate Major Field		American Indian	Asian	Hawaiian/Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White	Other	No Response	Total
Business	N	36	1,162	23	932	292	61	466	3,291	306	2,070	8,639
	Mean	4.0	4.3	-	3.7	3.8	3.8	3.9	4.2	4.2	4.1	4.1
	SD	0.7	0.8	-	1.0	0.8	0.9	1.0	0.9	0.9	0.9	0.9
Education	N	12	89	6	308	86	32	102	1,029	58	306	2,028
	Mean	-	4.1	-	3.3	3.6	3.4	3.5	4.0	3.7	3.7	3.8
	SD	-	0.9	-	0.9	0.9	1.1	0.9	0.9	1.0	1.1	0.9
Engineering	N	17	599	15	197	143	45	239	2,033	162	930	4,380
	Mean	-	4.1	-	3.6	3.6	3.8	3.7	4.0	4.2	4.0	4.0
	SD	-	0.9	-	0.8	0.8	0.9	0.9	0.8	0.8	0.8	0.8
Humanities and Arts	N	2	88	2	73	35	14	61	762	44	220	1,301
	Mean	-	4.3	-	3.6	3.8	-	4.0	4.3	4.4	4.3	4.2
	SD	-	0.8	-	1.1	0.7	-	0.9	0.9	0.9	0.9	0.9
Law	N	8	124	6	225	60	14	100	422	74	273	1,306
	Mean	-	4.4	-	3.6	3.9	-	3.8	4.2	4.3	4.1	4.0
	SD	-	0.8	-	1.0	0.9	-	1.0	0.9	0.8	0.9	0.9
Life Sciences	N	220	3,164	94	2,497	1,537	331	2,201	18,438	922	5,812	35,216
	Mean	3.5	3.9	3.6	3.2	3.5	3.6	3.6	3.8	3.8	3.8	3.7
	SD	0.7	0.8	0.7	0.8	0.8	0.8	0.7	0.7	0.8	0.8	0.8
Physical Sciences	N	26	1,281	12	223	160	42	203	2,383	247	1,431	6,008
	Mean	-	4.2	-	3.5	3.8	4.0	3.9	4.1	4.1	4.1	4.1
	SD	-	0.8	-	1.0	0.8	0.8	0.9	0.8	0.8	0.8	0.8
Social and Behavioral Sciences	N	45	925	19	906	426	140	720	5,848	411	1,783	11,223
	Mean	3.8	4.3	-	3.5	3.7	3.7	3.8	4.1	4.1	4.1	4.0
	SD	0.9	0.8	-	1.1	0.9	1.0	0.9	0.9	1.0	0.9	0.9
Other Fields	N	15	114	2	207	69	23	101	901	60	321	1,813
	Mean	-	4.1	-	3.1	3.7	-	3.6	4.0	3.9	3.8	3.8
	SD	-	0.9	-	1.2	0.9	-	1.0	0.9	1.1	1.0	1.0
Undecided	N	16	500	10	377	110	47	213	1,402	179	1,160	4,014
	Mean	-	4.0	-	3.4	3.6	3.3	3.6	4.0	4.0	3.9	3.9
	SD	-	1.0	-	1.0	0.9	1.2	1.0	0.9	1.0	1.0	1.0
No Major Provided*	N	57	984	28	927	399	112	635	4,715	324	1,768	9,949
	Mean	3.4	3.9	-	3.3	3.5	3.3	3.5	3.8	3.8	3.8	3.7
	SD	0.9	0.8	-	1.0	0.8	1.0	0.9	0.8	0.9	0.9	0.9
Total	N	454	9,030	217	6,872	3,317	861	5,041	41,224	2,787	16,074	85,877
	Mean	3.6	4.1	3.7	3.4	3.6	3.6	3.7	3.9	4.0	3.9	3.9
	SD	0.8	0.8	0.8	1.0	0.8	0.9	0.9	0.8	0.9	0.9	0.9

Note: See page 20 for a list of major fields. A total of 85,877 U.S. citizens took the GRE General Test between July 1, 2023, and June 30, 2024. Racial/Ethnic groups are defined as follows: **American Indian** — American Indian or Alaskan Native; **Asian** — Asian or Asian American; **Hawaiian/Pacific Islander** — Native Hawaiian or Other Pacific Islander; **Black** — Black or African American; **Mexican** — Mexican, Mexican American, or Chicano; **Puerto Rican** — Puerto Rican; **Other Hispanic** — Other Hispanic, Latino, or Latin American; **White** — White (non-Hispanic); **Other** — Other

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

Graduate Degree Objective

Table 1.12 shows that about 46% of test takers reported a graduate degree objective of either master’s (29%) or doctorate (17%) degree. A total of 47% of test takers did not respond to this question.

Table 1.12. Percentage of GRE General Test Examinees, by Graduate Degree Objective		
Graduate Degree Objective	Number	Percent
Master’s (MA, MS, MEd)	75,154	29
Specialized Master’s in Business	1,351	1
Intermediate (such as specialist)	687	<1
MBA	11,916	5
JD	1,825	1
Doctorate (PhD, EdD)	43,399	17
Postdoctoral Study	1,174	<1
Non-Degree Graduate Study	450	<1
Not Currently Planning Graduate Study	502	<1
No Response	119,757	47
Total	256,215	100

Enrollment Preference

Table 1.13 shows that 50% of test takers planned to enroll in a full-time program, 2% part time, and 3% undecided. A total of 45% of test takers did not respond to this question. Test takers who were undecided and who planned to enroll full time had higher mean scores on Quantitative Reasoning measure than those who planned to enroll part time.

Table 1.13. GRE General Test Score Information, by Enrollment Preference								
Enrollment Preference	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Full Time	128,436	50	150.6	8.3	154.4	9.6	3.6	0.9
Part Time	3,895	2	151.4	9.0	150.6	9.4	3.6	1.0
Undecided	8,171	3	151.9	9.0	154.5	9.9	3.6	1.0
No Response	115,713	45	151.8	8.7	161.5	8.7	3.3	0.9
Total	256,215	100	151.2	8.5	157.6	9.9	3.5	0.9

Full-time Work Experience

Table 1.14 shows that 32% of test takers had two years of full-time work experience or less and about 12% had more than two years. Approximately 56% of test takers did not answer this question. In general, test takers with more years of full-time work experience had relatively higher Verbal Reasoning scores but lower Quantitative Reasoning scores than those with fewer years of full-time work experience.

Table 1.14. GRE General Test Score Information, by Years of Full-time Work Experience								
Years of Full-time Work Experience	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Less than 1 Year	54,576	21	150.5	8.0	154.8	9.7	3.6	0.8
1–2 Years	29,139	11	150.3	8.3	153.9	9.5	3.6	0.9
3–4 Years	13,107	5	151.3	8.9	153.8	9.5	3.6	0.9
5–7 Years	8,844	3	152.4	8.9	153.6	9.4	3.7	0.9
8–10 Years	3,770	1	151.7	9.0	151.6	9.4	3.6	1.0
11–14 Years	1,716	1	151.6	9.1	151.0	9.4	3.5	1.0
15–19 Years	1,065	<1	150.7	9.5	149.4	9.5	3.5	1.0
20–29 Years	776	<1	150.1	9.3	147.1	9.7	3.5	1.0
Over 30 Years	361	<1	148.4	8.6	147.4	9.8	3.4	1.0
No Response	142,861	56	151.5	8.7	160.4	9.2	3.4	0.9
Total	256,215	100	151.2	8.5	157.6	9.9	3.5	0.9

Program Format

Table 1.15 shows that 44% of test takers indicated that they would like to pursue a graduate degree on campus. On average, these test takers had higher mean scores on the Verbal Reasoning and Quantitative Reasoning measures than test takers who planned to pursue a degree online or through a combination of on-campus and online courses. Approximately 47% of test takers did not respond to this question.

Table 1.15. GRE General Test Score Information, by Program Format								
Program Format	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
On Campus	111,969	44	150.8	8.4	155.1	9.4	3.6	0.9
Online	2,915	1	149.8	8.8	148.0	9.5	3.4	1.1
Combination	12,628	5	148.9	8.0	148.7	9.1	3.5	0.9
Undecided	7,779	3	151.7	8.8	153.9	9.7	3.6	1.0
No Response	120,924	47	151.8	8.7	161.2	8.8	3.4	0.9
Total	256,215	100	151.2	8.5	157.6	9.9	3.5	0.9

U.S. Citizenship Status and Racial/Ethnic Group

Table 1.16 shows that U.S. citizen test takers whose graduate degree objective was an MBA, and who classified themselves as Asian or White had higher mean scores than other racial/ethnic groups on Verbal Reasoning, and Analytical Writing measures, while Asian test takers also had higher mean Quantitative Reasoning scores than all other groups.

Table 1.16. GRE General Test Score Information for Examinees with MBA as Graduate Degree Objective, by Racial/Ethnic Group (U.S. Citizens)

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
American Indian	31	1	155.4	6.6	152.8	7.0	3.8	1.0
Asian	840	15	157.3	7.1	157.8	7.5	4.4	0.8
Hawaiian/Pacific Islander	21	<1	-	-	-	-	-	-
Black	783	14	152.3	7.5	149.3	7.8	3.8	0.9
Mexican	210	4	152.3	7.5	149.5	7.5	3.9	0.8
Puerto Rican	54	1	154.8	7.2	152.5	8.6	4.0	1.0
Other Hispanic	366	7	155.1	7.7	152.9	8.1	4.0	1.0
White	2,408	44	157.2	7.0	155.2	7.4	4.3	0.8
Other	223	4	157.1	7.3	154.6	7.9	4.3	0.8
No Response	532	10	157.1	7.4	155.8	8.3	4.2	0.9
Total	5,468	100	156.1	7.4	154.4	8.1	4.2	0.9

Note: This analysis is based on a total of 5,468 U.S. citizens who selected MBA as their graduate degree objective and who took the GRE General Test between July 1, 2023, and June 30, 2024

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

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

Age Group

Table 1.17 shows that younger test takers (from 18 to 30) whose graduate degree objective was an MBA had a higher mean score on the Quantitative Reasoning measure than older test takers. On the Verbal Reasoning and Analytical Writing measures, test takers from 23 to 30 years of age had higher mean scores than any other age group.

Table 1.17. GRE General Test Score Information for Examinees with MBA as Graduate Degree Objective, by Age Group

Age	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Under 18	1	<1	-	-	-	-	-	-
18–22	1,954	16	152.5	8.6	156.5	9.3	3.7	0.9
23–25	2,674	22	154.5	8.3	156.4	8.8	3.9	0.9
26–30	5,244	44	155.4	7.5	156.5	8.1	4.0	0.9
31–35	1,531	13	153.8	8.3	154.8	8.6	3.7	0.9
36–40	350	3	152.0	9.5	152.0	9.9	3.4	1.1
41–45	107	1	151.0	9.1	149.9	10.6	3.4	1.0
46–50	33	<1	148.5	9.0	146.2	10.1	3.2	0.8
51–55	16	<1	-	-	-	-	-	-
56–60	1	<1	-	-	-	-	-	-
Over 60	2	<1	-	-	-	-	-	-
No Response	3	<1	-	-	-	-	-	-
Total	11,916	100	154.4	8.2	156.0	8.7	3.9	0.9

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

Gender

Table 1.18 shows that men had a higher percentage of test takers whose graduate degree objective was an MBA (54%) than women (46%). The table also shows that men who indicated MBA as their graduate degree objective had higher mean scores on the Verbal Reasoning and Quantitative Reasoning measures than women.

Table 1.18. GRE General Test Score Information for Examinees with MBA as Graduate Degree Objective, by Gender

Gender	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Men	6,377	54	154.8	8.1	157.3	8.4	3.8	0.9
Women	5,496	46	153.8	8.2	154.6	8.9	3.9	0.9
No Response/ New	43	<1	157.5	8.3	153.6	9.7	4.0	1.0
Total	11,916	100	154.4	8.2	156.0	8.7	3.9	0.9

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

Starting from the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers selected these new options, these test takers are included in the “No Response/New” category since the 2022–23 testing year.

Enrollment Preference

Table 1.19 shows that 85% of the test takers who indicated MBA as their graduate degree objective planned to enroll in a full time program. These test takers had a higher Quantitative Reasoning mean score than test takers who planned to enroll part time or who were undecided. Test takers who were undecided or who planned to enroll full had higher mean scores on the Verbal Reasoning measure compared to test takers who planned to enroll part time.

Table 1.19. GRE General Test Score Information for Examinees with MBA as Graduate Degree Objective, by Enrollment Preference								
Enrollment Preference	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Full Time	10,139	85	154.4	8.1	156.3	8.7	3.9	0.9
Part Time	590	5	152.3	8.5	151.7	8.7	3.7	1.0
Undecided	856	7	155.2	8.0	155.4	8.9	3.9	0.9
No Response	331	3	155.6	8.0	157.7	8.7	3.9	1.0
Total	11,916	100	154.4	8.2	156.0	8.7	3.9	0.9

Full-time Work Experience

Table 1.20 shows that 27% of test takers who indicated MBA as their graduate degree objective had two years of full-time work experience or less. Test takers who had three to seven years of full-time work experience obtained higher scores on all three measures than test takers with fewer years (<3 years) or more years (>7 years) of full-time work experience.

Table 1.20. GRE General Test Score Information for Examinees with MBA as Graduate Degree Objective, by Years of Full-time Work Experience								
Years of Full-time Work Experience	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Less than 1 Year	1,677	14	152.4	8.5	155.4	9.6	3.7	0.9
1–2 Years	1,600	13	153.1	8.8	155.6	9.5	3.8	0.9
3–4 Years	2,617	22	155.2	7.8	156.4	8.1	4.0	0.9
5–7 Years	2,751	23	155.4	7.3	156.3	8.3	4.0	0.9
8–10 Years	906	8	154.2	8.1	154.6	8.6	3.8	0.9
11–14 Years	285	2	154.1	8.4	153.7	9.2	3.7	0.9
15–19 Years	95	1	151.6	9.3	151.4	8.9	3.4	1.0
20–29 Years	38	<1	149.5	9.1	149.6	11.4	3.3	0.9
Over 30 Years	13	<1	-	-	-	-	-	-
No Response	1,934	16	154.9	8.3	157.4	8.4	3.9	0.9
Total	11,916	100	154.4	8.2	156.0	8.7	3.9	0.9

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

Program Format

Table 1.21 shows that 79% of test takers with MBA as their graduate degree objective indicated they would like to pursue the degree on campus. On average, those test takers had higher mean scores on the Verbal Reasoning, Quantitative Reasoning and Analytical Writing measures than test takers who planned to pursue a degree online or through a combination of on-campus and online courses.

Table 1.21. GRE General Test Score Information for Examinees with MBA as Graduate Degree Objective, by Program Format								
Program Format	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
On Campus	9,395	79	154.6	8.0	156.6	8.5	3.9	0.9
Online	257	2	147.9	8.5	147.3	8.0	3.3	1.1
Combination	827	7	151.2	8.4	150.9	9.2	3.6	1.0
Undecided	559	5	155.0	8.0	155.5	8.6	3.9	0.9
No Response	878	7	156.1	7.9	158.0	8.0	4.0	0.9
Total	11,916	100	154.4	8.2	156.0	8.7	3.9	0.9

U.S. Citizenship Status and Racial/Ethnic Group

Figure 2.1 shows that in testing year 2019–20, there were more test takers who were U.S. citizens than non-U.S. citizens. However, beginning in testing year 2020–21, more test takers were non-U.S. citizens than U.S. citizens. The number of U.S. citizens who took the test decreased from 2019–20 to 2023–24. The number of non-U.S. citizens who took the test decreased from 2019–20 to 2020–21, then increased in 2021–22 and 2022–23, but decreased again in 2023–24.

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



Table 2.1 shows that the percentage of test takers who were U.S. citizens has decreased from 54% in 2019–20 to 31% in 2022–23, and then slightly increased to 34% in 2023–24.

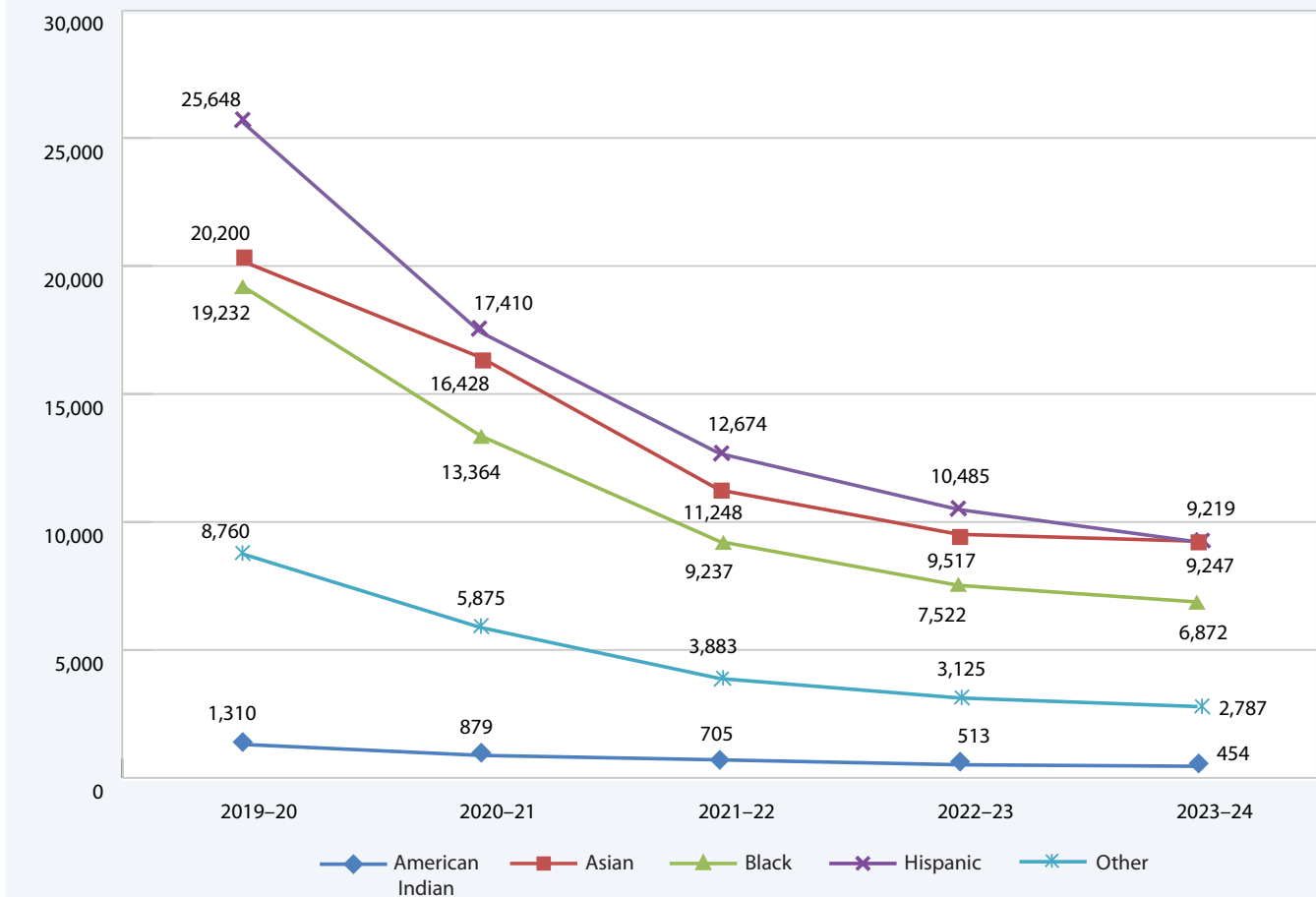
Table 2.1. Volume of GRE General Test Examinees, by U.S. Citizenship Status

U.S. Citizenship Status	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent
U.S. Citizen	250,274	54	180,294	49	124,151	36	97,676	31	85,877	34
Non-U.S. Citizen	216,936	46	186,357	51	217,392	64	221,404	69	170,315	66
No Response	67	<1	35	<1	31	<1	21	<1	23	<1
Total	467,277	100	366,686	100	341,574	100	319,101	100	256,215	100

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

Excluding White (non-Hispanic) test takers, Figure 2.2 shows that in testing years 2019–20 to 2023–24, U.S. citizen test takers who classified themselves as Hispanic were the largest racial/ethnic group (except 2023–24), followed by test takers who classified themselves as Asian, Black, Other and American Indian. In testing year 2023–24, U.S. citizen test takers who classified themselves as Asian became the largest racial/ethnic group slightly over Hispanic test takers. From 2019–20 to 2023–24, the number of test takers across all racial/ethnic groups continuously decreased.

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



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

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

Table 2.2 shows that the percentage of U.S. citizen test takers who identified themselves as White (non-Hispanic) accounted for a smaller percentage of the total test takers from 55% in 2019–20 to 48% in 2023–24 while those who identified themselves as Asian accounted for a larger percentage from 8% in 2019–20 to 11% in 2023–24.

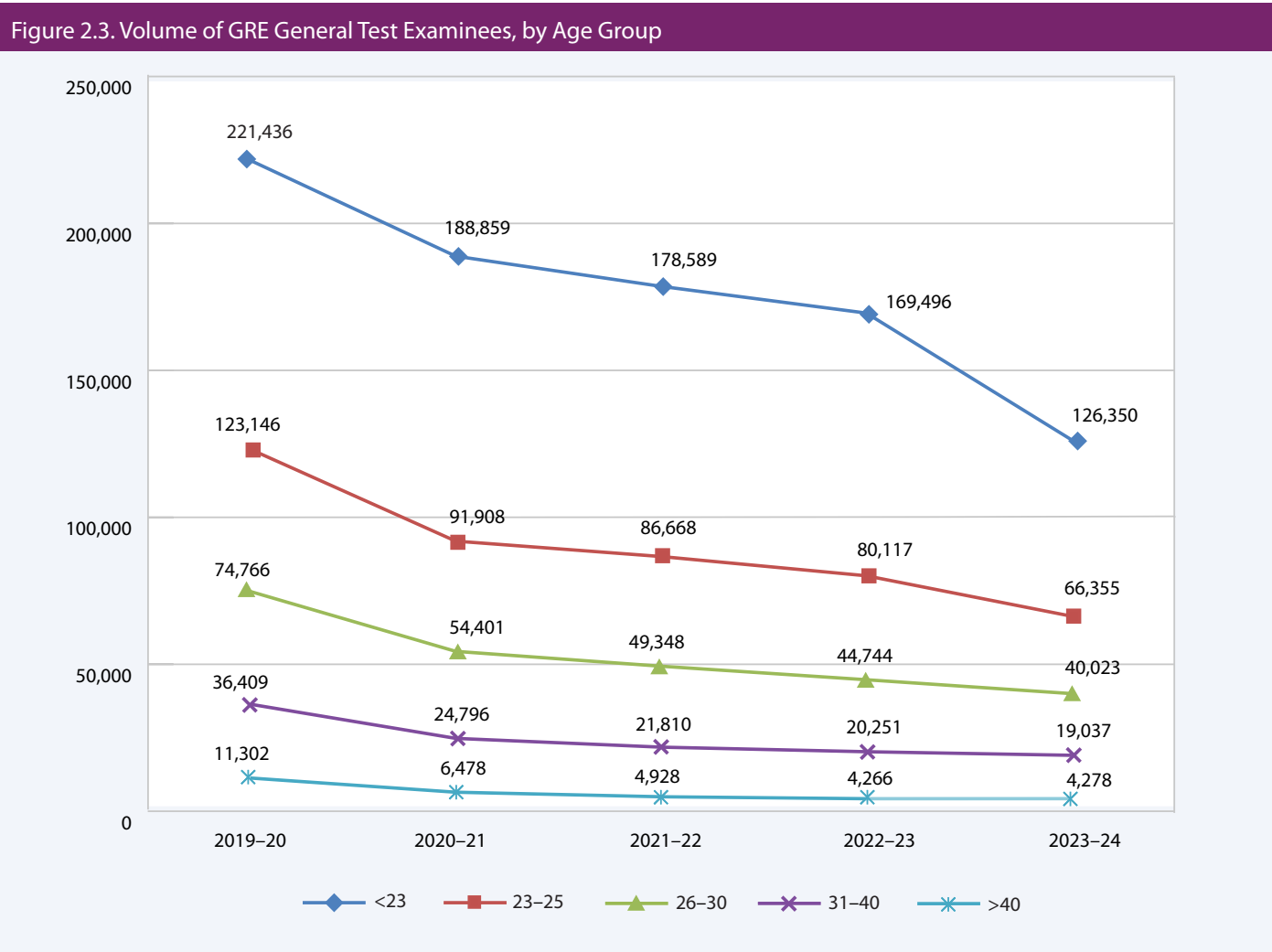
Table 2.2. Volume of GRE General Test Examinees, by Racial/Ethnic Group (U.S. Citizens)

Racial/ Ethnic Group	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent
American Indian	1,310	1	879	<1	705	1	513	1	454	1
Asian	19,411	8	15,937	9	10,935	9	9,244	9	9,030	11
Hawaiian/ Pacific Islander	789	<1	491	<1	313	<1	273	<1	217	<1
Black	19,232	8	13,364	7	9,237	7	7,522	8	6,872	8
Mexican	9,848	4	6,343	4	4,572	4	3,911	4	3,317	4
Puerto Rican	2,361	1	1,780	1	1,296	1	982	1	861	1
Other Hispanic	13,439	5	9,287	5	6,806	5	5,592	6	5,041	6
White	137,197	55	98,851	55	65,878	53	49,997	51	41,224	48
Other	8,760	4	5,875	3	3,883	3	3,125	3	2,787	3
No Response	37,927	15	27,487	15	20,526	17	16,517	17	16,074	19
Total	250,274	100	180,294	100	124,151	100	97,676	100	85,877	100

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

Age Group and Gender

Figure 2.3 shows that test takers under 23 years of age represented the largest group of test takers from testing year 2019–20 to 2023–24. Overall, the volume of test takers in all age groups decreased from 2019–20 to 2023–24 (except that the above 40 age group increased slightly from 2022–23 to 2023–24).



Age Group and Gender (continued)

Table 2.3 shows that from testing year 2019–20 to 2023–24, the majority of the test takers were between the ages of 18 and 30. The percentage of test takers between the ages of 18 and 22 increased from 47% in 2019–20 to 53% in 2022–23, but then decreased to 49% in 2023–24. The percentage of test takers in all other age groups tended to remain stable from 2019–20 to 2023–24.

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

Age	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent
Under 18	115	<1	122	<1	205	<1	166	<1	132	<1
18–22	221,321	47	188,737	51	178,384	52	169,330	53	126,218	49
23–25	123,146	26	91,908	25	86,668	25	80,117	25	66,355	26
26–30	74,766	16	54,401	15	49,348	14	44,744	14	40,023	16
31–35	25,261	5	17,571	5	15,630	5	14,549	5	13,556	5
36–40	11,148	2	7,225	2	6,180	2	5,702	2	5,481	2
41–45	5,422	1	3,326	1	2,605	1	2,304	1	2,370	1
46–50	3,134	1	1,771	<1	1,259	<1	1,074	<1	1,075	<1
51–55	1,558	<1	806	<1	626	<1	552	<1	531	<1
56–60	730	<1	369	<1	255	<1	213	<1	168	<1
Over 60	458	<1	206	<1	183	<1	123	<1	134	<1
No Response	218	<1	244	<1	231	<1	227	<1	172	<1
Total	467,277	100	366,686	100	341,574	100	319,101	100	256,215	100

Age Group and Gender (continued)

Figure 2.4 shows that in testing years 2019–20 and 2020–21, there were more women test takers than men while there were slightly more men than women starting from testing year 2021–22. Overall, the number of test takers had a decreasing trend over the testing years for both gender groups.

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



Table 2.4 shows that starting from 2021–22, men accounted for a slightly higher percentage of the test takers than women.

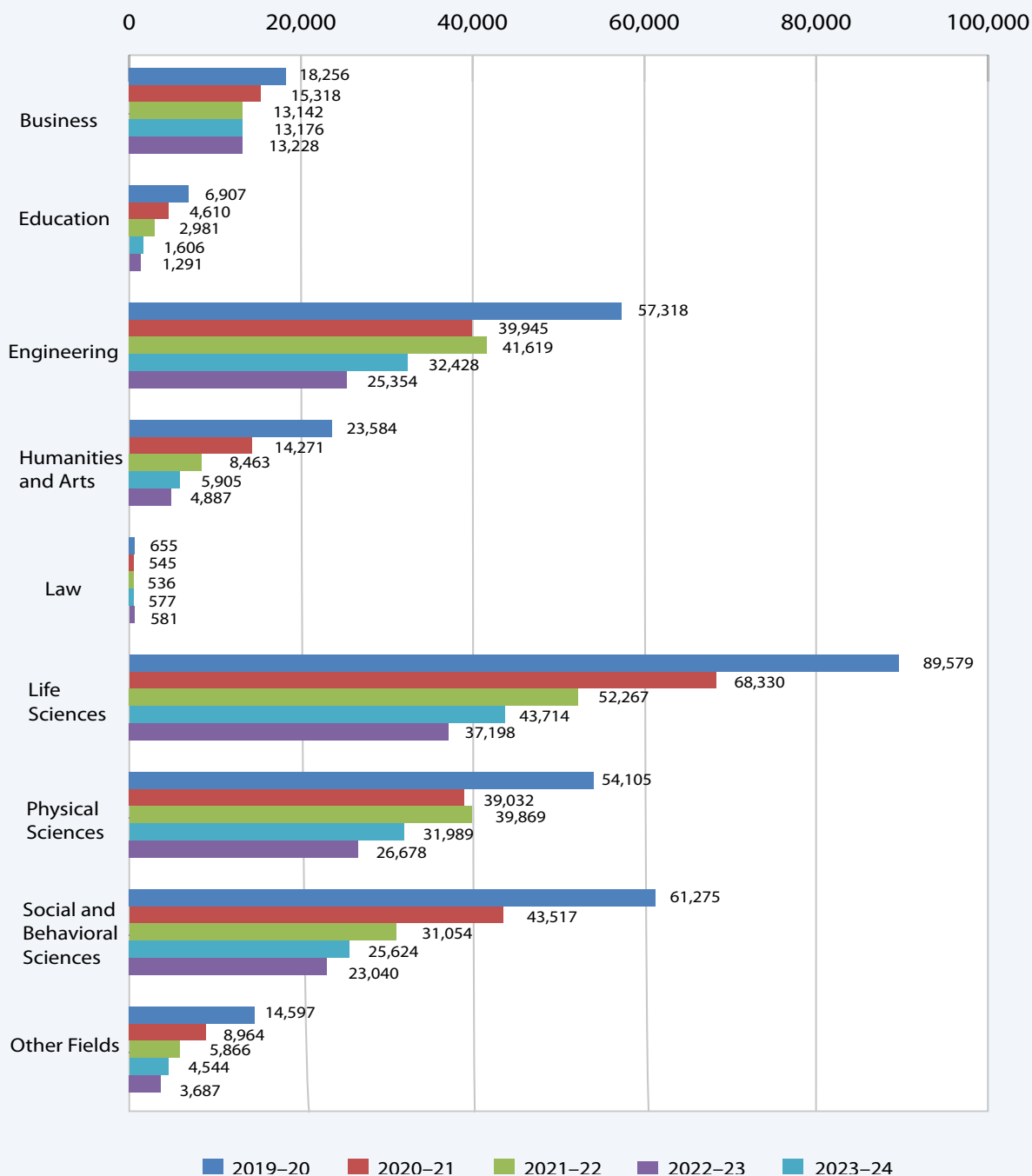
Gender	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent
Men	210,134	45	169,479	46	174,471	51	168,452	53	129,563	51
Women	256,276	55	196,697	54	166,834	49	150,098	47	125,287	49
No Response/New	867	<1	510	<1	269	<1	551	<1	1,365	<1
Total	467,277	100	366,686	100	341,574	100	319,101	100	256,215	100

Starting from the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers selected these new options, these test takers are included in the “No Response/New” category since the 2022–23 testing year.

Undergraduate Major Field

Figure 2.5 shows that from testing year 2019–20 to 2023–24, test takers who had an undergraduate major in Life Sciences represented the largest group of test takers, followed by Social and Behavioral Sciences, Engineering, and Physical Sciences. Overall, the number of test takers in all of the undergraduate major fields tended to decline from 2019–20 to 2023–24.

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



Note: See page 20 for a list of major fields.

Undergraduate Major Field (continued)

Table 2.5 shows that from testing year 2019–20 to 2023–24, the percentages of test takers with undergraduate majors in Humanities and Arts, Life Sciences (except 2023–24) and Social and Behavioral Sciences (except 2023–24) decreased. The percentages of test takers with undergraduate majors in Business, Education, Engineering, Law, and Physical Sciences remained relatively stable. A total of 46% of test takers did not provide an undergraduate major field in 2023–24.

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

Undergraduate Major Field	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent
Business	18,256	4	15,318	4	13,142	4	13,176	4	13,228	5
Education	6,907	1	4,610	1	2,981	1	1,606	1	1,291	1
Engineering	57,318	12	39,945	11	41,619	12	32,428	10	25,354	10
Humanities and Arts	23,584	5	14,271	4	8,463	2	5,905	2	4,887	2
Law	655	<1	545	<1	536	<1	577	<1	581	<1
Life Sciences	89,579	19	68,330	19	52,267	15	43,714	14	37,198	15
Physical Sciences	54,105	12	39,032	11	39,869	12	31,989	10	26,678	10
Social and Behavioral Sciences	61,275	13	43,517	12	31,054	9	25,624	8	23,040	9
Other Fields	14,597	3	8,964	2	5,866	2	4,544	1	3,687	1
Undecided	1,583	<1	1,400	<1	1,503	<1	1,577	<1	1,289	1
No Major Provided*	139,418	30	130,754	36	144,274	42	157,961	50	118,982	46
Total	467,277	100	366,686	100	341,574	100	319,101	100	256,215	100

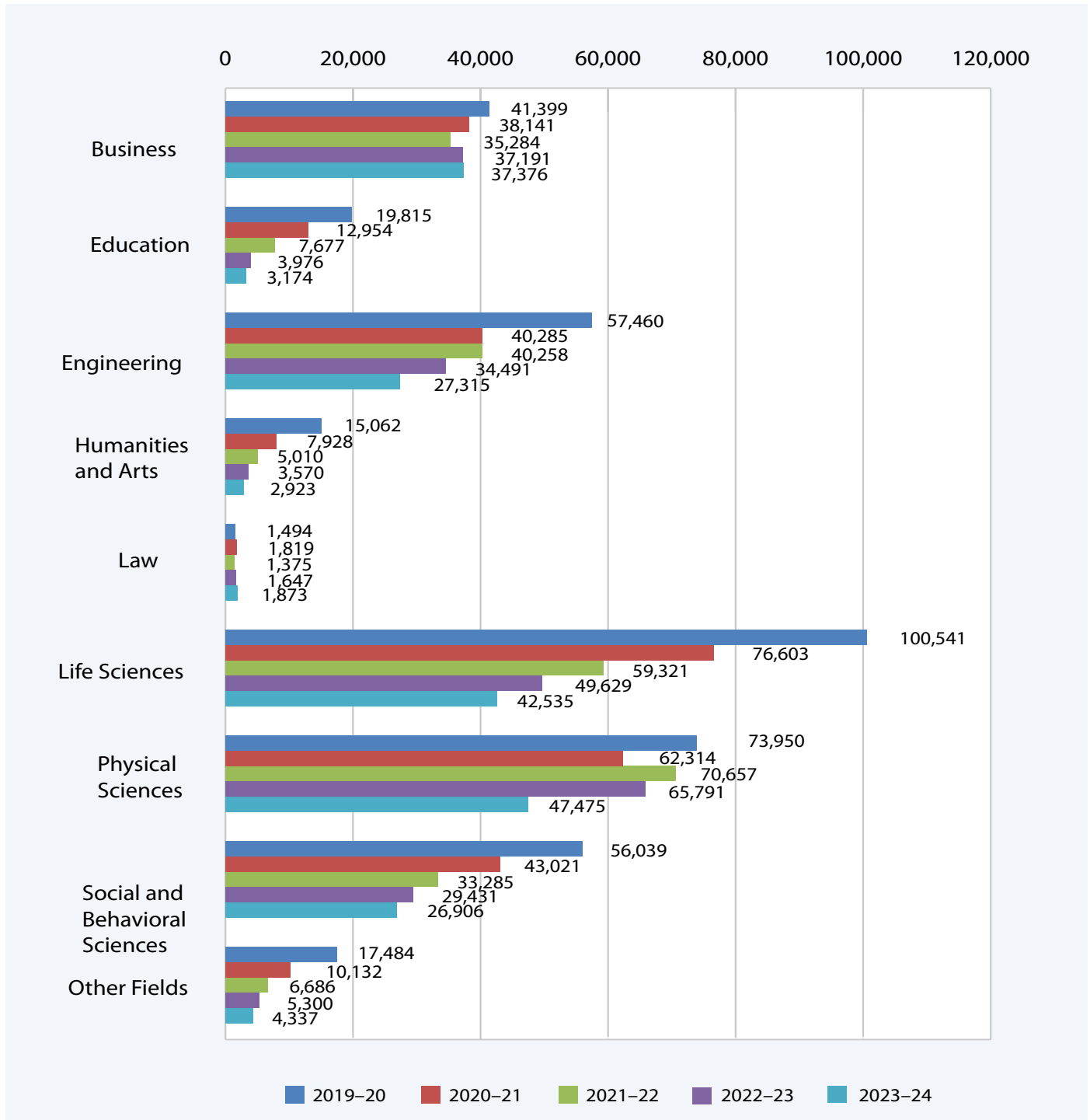
Note: See page 20 for a list of major fields.

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

Intended Graduate Major Field

Figure 2.6 shows that from testing year 2019–20 to 2020–21, the number of test takers with an intended graduate major in Life Sciences was the largest, while in testing years 2021–22 to 2023–24, the number of test takers with an intended graduate major in Physical Sciences was the largest.

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



Note: See page 20 for a list of major fields.

Intended Graduate Major Field (continued)

Table 2.6 shows that in testing years 2019–20 to 2023–24, higher percentages of test takers indicated intended graduate major field in Life Science and Physical Sciences, followed by Business, Engineering and Social and Behavioral Sciences, and lower percentages in the remaining groups. The percentages for male and female test takers within each intended graduate major remained relatively stable across the five testing years except Social and Behavioral Sciences (male increased). More women indicated an intended graduate major in Education, Humanities and Arts, Law, Life Sciences, Social and Behavioral Sciences than men. More men indicated an intended graduate major in Engineering and Physical Sciences than women. The percentages of men and women in Business were similar from 2019–20 to 2023–24.

Table 2.6. Volume of GRE General Test Examinees, by Intended Graduate Major Field and Gender

Intended Graduate Major Field	Testing Year	Men N	Men Percent	Women N	Women Percent	No Response N	No Response Percent	Total N	Total Percent
Business	2019–20	20,879	50	20,430	49	90	0	41,399	9
	2020–21	18,997	50	19,073	50	71	0	38,141	10
	2021–22	18,071	51	17,185	49	28	0	35,284	10
	2022–23	18,481	50	18,656	50	54	0	37,191	12
	2023–24	17,853	48	19,415	52	108	0	37,376	15
Education	2019–20	4,556	23	15,190	77	69	0	19,815	4
	2020–21	2,995	23	9,914	77	45	0	12,954	4
	2021–22	1,745	23	5,917	77	15	0	7,677	2
	2022–23	919	23	3,012	76	45	1	3,976	1
	2023–24	803	25	2,338	74	33	1	3,174	1
Engineering	2019–20	42,442	74	14,978	26	40	0	57,460	12
	2020–21	29,981	74	10,286	26	18	0	40,285	11
	2021–22	30,532	76	9,715	24	11	0	40,258	12
	2022–23	25,938	75	8,522	25	31	0	34,491	11
	2023–24	20,323	74	6,898	25	94	0	27,315	11
Humanities and Arts	2019–20	6,336	42	8,661	58	65	0	15,062	3
	2020–21	3,354	42	4,549	57	25	0	7,928	2
	2021–22	2,186	44	2,807	56	17	0	5,010	1
	2022–23	1,538	43	2,007	56	25	1	3,570	1
	2023–24	1,181	40	1,683	58	59	2	2,923	1
Law	2019–20	709	47	777	52	8	1	1,494	0
	2020–21	796	44	1,015	56	8	0	1,819	0
	2021–22	588	43	785	57	2	0	1,375	0
	2022–23	737	45	896	54	14	1	1,647	1
	2023–24	818	44	1,035	55	20	1	1,873	1
Life Sciences	2019–20	27,699	28	72,649	72	193	0	100,541	22
	2020–21	20,709	27	55,781	73	113	0	76,603	21
	2021–22	16,707	28	42,551	72	63	0	59,321	17
	2022–23	14,588	29	34,957	70	84	0	49,629	16
	2023–24	12,514	29	29,831	70	190	0	42,535	17

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Intended Graduate Major Field (continued)

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Table 2.6. Volume of GRE General Test Examinees, by Intended Graduate Major Field and Gender

Intended Graduate Major Field	Testing Year	Men N	Men Percent	Women N	Women Percent	No Response N	No Response Percent	Total N	Total Percent
Physical Sciences	2019–20	48,260	65	25,600	35	90	0	73,950	16
	2020–21	41,065	66	21,212	34	37	0	62,314	17
	2021–22	47,171	67	23,461	33	25	0	70,657	21
	2022–23	43,882	67	21,843	33	66	0	65,791	21
	2023–24	31,958	67	15,309	32	208	0	47,475	19
Social and Behavioral Sciences	2019–20	19,295	34	36,613	65	131	0	56,039	12
	2020–21	15,688	36	27,249	63	84	0	43,021	12
	2021–22	12,620	38	20,616	62	49	0	33,285	10
	2022–23	11,850	40	17,497	59	84	0	29,431	9
	2023–24	10,790	40	15,766	59	350	1	26,906	11
Other Fields	2019–20	6,107	35	11,344	65	33	0	17,484	4
	2020–21	3,446	34	6,669	66	17	0	10,132	3
	2021–22	2,434	36	4,240	63	12	0	6,686	2
	2022–23	1,950	37	3,326	63	24	0	5,300	2
	2023–24	1,557	36	2,725	63	55	1	4,337	2
Undecided	2019–20	14,396	48	15,668	52	46	0	30,110	6
	2020–21	16,420	53	14,810	47	41	0	31,271	9
	2021–22	24,453	59	16,879	41	18	0	41,350	12
	2022–23	30,605	61	19,810	39	58	0	50,473	16
	2023–24	18,596	56	14,661	44	104	0	33,361	13
No Major Provided*	2019–20	19,455	36	34,366	64	102	0	53,923	12
	2020–21	16,028	38	26,139	62	51	0	42,218	12
	2021–22	17,964	44	22,678	56	29	0	40,671	12
	2022–23	17,964	48	19,572	52	66	0	37,602	12
	2023–24	13,170	46	15,626	54	144	1	28,940	11
Total	2019–20	210,134	45	256,276	55	867	0	467,277	100
	2020–21	169,479	46	196,697	54	510	0	366,686	100
	2021–22	174,471	51	166,834	49	269	0	341,574	100
	2022–23	168,452	53	150,098	47	551	0	319,101	100
	2023–24	129,563	51	125,287	49	1,365	1	256,215	100

Note: See page 20 for a list of major fields.

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

Starting from the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers selected these new options, these test takers are included in the “No Response/New” category since the 2022–23 testing year.

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

Intended Graduate Major Field (continued)

Table 2.7 shows that the racial/ethnic composition of the U.S. citizen test-taker population was generally stable from testing year 2019–20 to 2023–24, except Asian (increased in Business, Physical Sciences and Social and Behavioral Sciences, and increased in Humanities and Arts in testing year 2023–24), Black (increased in Education and Law), and Other Hispanic (increased in Law). The White (non-Hispanic) U.S. citizen test-taker population tended to decrease in all intended graduate major fields from testing year 2019–20 to 2023–24.

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

Intended Graduate Major Field	Testing Year	American Indian N	American Indian Percent	Asian N	Asian Percent	Hawaiian/Pacific Islander N	Hawaiian/Pacific Islander Percent	Black N	Black Percent	Mexican N	Mexican Percent
Business	2019–20	72	<1	1,532	10	62	<1	1,742	11	536	3
	2020–21	54	<1	1,372	11	42	<1	1,251	10	361	3
	2021–22	48	1	930	11	25	<1	801	10	273	3
	2022–23	32	<1	925	12	31	<1	850	11	264	3
	2023–24	36	<1	1,162	13	23	<1	932	11	292	3
Education	2019–20	90	1	711	4	41	<1	2,032	12	804	5
	2020–21	45	<1	548	5	28	<1	1,282	12	325	3
	2021–22	22	<1	251	4	10	<1	758	12	212	3
	2022–23	17	1	128	5	7	<1	417	15	122	4
	2023–24	12	1	89	4	6	<1	308	15	86	4
Engineering	2019–20	66	<1	1,859	12	52	<1	670	4	588	4
	2020–21	34	<1	1,390	14	25	<1	428	4	344	3
	2021–22	25	<1	867	13	14	<1	271	4	233	4
	2022–23	23	<1	622	13	12	<1	229	5	169	3
	2023–24	17	<1	599	14	15	<1	197	5	143	3
Humanities and Arts	2019–20	64	1	424	4	20	<1	593	6	395	4
	2020–21	23	<1	255	5	18	<1	257	5	189	3
	2021–22	17	1	156	5	2	<1	141	5	107	3
	2022–23	7	<1	66	4	3	<1	84	5	76	4
	2023–24	2	<1	88	7	2	<1	73	6	35	3
Law	2019–20	8	1	108	10	10	1	128	12	49	5
	2020–21	17	1	112	9	6	<1	188	14	54	4
	2021–22	8	1	79	9	6	1	133	16	36	4
	2022–23	11	1	94	9	10	1	185	17	45	4
	2023–24	8	1	124	9	6	<1	225	17	60	5
Life Sciences	2019–20	447	1	6,696	8	323	<1	5,846	7	3,339	4
	2020–21	339	1	5,745	9	204	<1	4,547	7	2,501	4
	2021–22	280	1	4,257	9	142	<1	3,438	7	1,938	4
	2022–23	218	1	3,714	9	124	<1	2,844	7	1,755	4
	2023–24	220	1	3,164	9	94	<1	2,497	7	1,537	4
Physical Sciences	2019–20	95	<1	2,447	12	46	<1	768	4	593	3
	2020–21	46	<1	1,902	15	22	<1	437	3	326	3
	2021–22	60	1	1,303	16	8	<1	320	4	219	3
	2022–23	31	<1	1,126	17	12	<1	231	4	183	3
	2023–24	26	<1	1,281	21	12	<1	223	4	160	3

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Intended Graduate Major Field (continued)

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

Intended Graduate Major Field	Testing Year	American Indian N	American Indian Percent	Asian N	Asian Percent	Hawaiian/Pacific Islander N	Hawaiian/Pacific Islander Percent	Black N	Black Percent	Mexican N	Mexican Percent
Social and Behavioral Sciences	2019–20	202	1	2,179	6	92	<1	3,072	9	1,544	4
	2020–21	127	1	1,775	7	63	<1	1,959	8	1,023	4
	2021–22	104	1	1,204	7	44	<1	1,398	8	729	4
	2022–23	73	1	1,027	8	25	<1	1,049	8	575	4
	2023–24	45	<1	925	8	19	<1	906	8	426	4
Other Fields	2019–20	47	<1	552	5	33	<1	1,085	10	561	5
	2020–21	25	<1	362	6	11	<1	576	10	224	4
	2021–22	16	<1	190	6	11	<1	329	10	140	4
	2022–23	9	<1	124	5	6	<1	257	11	101	4
	2023–24	15	1	114	6	2	<1	207	11	69	4
Undecided	2019–20	40	<1	790	9	17	<1	723	8	297	3
	2020–21	30	<1	762	10	17	<1	546	7	220	3
	2021–22	37	1	531	10	13	<1	400	8	150	3
	2022–23	34	1	438	10	14	<1	377	9	108	3
	2023–24	16	<1	500	12	10	<1	377	9	110	3
No Major Provided*	2019–20	179	1	2,113	7	93	<1	2,573	9	1,142	4
	2020–21	139	1	1,714	8	55	<1	1,893	8	776	3
	2021–22	88	1	1,167	8	38	<1	1,248	8	535	4
	2022–23	58	1	980	8	29	<1	999	9	513	4
	2023–24	57	1	984	10	28	<1	927	9	399	4
Total	2019–20	1,310	1	19,411	8	789	<1	19,232	8	9,848	4
	2020–21	879	<1	15,937	9	491	<1	13,364	7	6,343	4
	2021–22	705	1	10,935	9	313	<1	9,237	7	4,572	4
	2022–23	513	1	9,244	9	273	<1	7,522	8	3,911	4
	2023–24	454	1	9,030	11	217	<1	6,872	8	3,317	4

Note: See page 20 for a list of major fields.

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

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

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

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Intended Graduate Major Field (continued)

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

Intended Graduate Major Field	Testing Year	Puerto Rican N	Puerto Rican Percent	Other Hispanic N	Other Hispanic Percent	White N	White Percent	Other N	Other Percent	No Response N	No Response Percent	Total N	Total Percent
Business	2019–20	95	1	818	5	7,431	48	535	3	2,752	18	15,575	6
	2020–21	88	1	682	6	5,638	46	421	3	2,336	19	12,245	7
	2021–22	83	1	432	5	3,621	44	280	3	1,671	20	8,164	7
	2022–23	71	1	445	6	3,422	43	269	3	1,669	21	7,978	8
	2023–24	61	1	466	5	3,291	38	306	4	2,070	24	8,639	10
Education	2019–20	261	2	1,040	6	8,968	53	554	3	2,501	15	17,002	7
	2020–21	210	2	678	6	5,949	54	399	4	1,645	15	11,109	6
	2021–22	125	2	378	6	3,412	54	186	3	986	16	6,340	5
	2022–23	47	2	153	5	1,492	53	84	3	351	12	2,818	3
	2023–24	32	2	102	5	1,029	51	58	3	306	15	2,028	2
Engineering	2019–20	110	1	806	5	8,248	53	538	3	2,648	17	15,585	6
	2020–21	87	1	483	5	5,312	53	311	3	1,687	17	10,101	6
	2021–22	42	1	299	5	3,255	51	213	3	1,215	19	6,434	5
	2022–23	48	1	248	5	2,357	48	184	4	986	20	4,878	5
	2023–24	45	1	239	5	2,033	46	162	4	930	21	4,380	5
Humanities and Arts	2019–20	98	1	439	4	6,693	63	406	4	1,565	15	10,697	4
	2020–21	41	1	250	5	3,576	65	192	3	694	13	5,495	3
	2021–22	37	1	148	5	1,917	62	121	4	457	15	3,103	2
	2022–23	25	1	81	5	1,091	62	66	4	273	15	1,772	2
	2023–24	14	1	61	5	762	59	44	3	220	17	1,301	2
Law	2019–20	7	1	58	5	424	40	68	6	205	19	1,065	0
	2020–21	8	1	80	6	511	39	70	5	269	20	1,315	1
	2021–22	10	1	59	7	317	37	53	6	153	18	854	1
	2022–23	18	2	57	5	408	37	61	6	211	19	1,100	1
	2023–24	14	1	100	8	422	32	74	6	273	21	1,306	2
Life Sciences	2019–20	767	1	4,442	5	48,387	57	2,496	3	11,629	14	84,372	34
	2020–21	596	1	3,416	5	37,862	57	1,718	3	9,203	14	66,131	37
	2021–22	465	1	2,700	5	27,514	55	1,333	3	7,648	15	49,715	40
	2022–23	393	1	2,459	6	22,309	54	1,059	3	6,288	15	41,163	42
	2023–24	331	1	2,201	6	18,438	52	922	3	5,812	17	35,216	41
Physical Sciences	2019–20	130	1	849	4	10,811	53	762	4	3,718	18	20,219	8
	2020–21	90	1	456	4	6,518	52	450	4	2,365	19	12,612	7
	2021–22	56	1	322	4	3,911	48	298	4	1,648	20	8,145	7
	2022–23	39	1	260	4	2,869	44	235	4	1,462	23	6,448	7
	2023–24	42	1	203	3	2,383	40	247	4	1,431	24	6,008	7

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Intended Graduate Major Field (continued)

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

Intended Graduate Major Field	Testing Year	Puerto Rican N	Puerto Rican Percent	Other Hispanic N	Other Hispanic Percent	White N	White Percent	Other N	Other Percent	No Response N	No Response Percent	Total N	Total Percent
Social and Behavioral Sciences	2019–20	370	1	2,169	6	19,730	55	1,438	4	4,785	13	35,581	14
	2020–21	258	1	1,391	5	14,491	57	1,076	4	3,409	13	25,572	14
	2021–22	203	1	1,109	6	9,688	55	620	4	2,543	14	17,642	14
	2022–23	157	1	851	6	7,099	53	522	4	1,939	15	13,317	14
	2023–24	140	1	720	6	5,848	52	411	4	1,783	16	11,223	13
Other Fields	2019–20	95	1	587	5	5,817	54	413	4	1,504	14	10,694	4
	2020–21	60	1	284	5	3,414	57	184	3	844	14	5,984	3
	2021–22	37	1	178	5	1,839	56	99	3	443	14	3,282	3
	2022–23	30	1	133	6	1,181	52	87	4	348	15	2,276	2
	2023–24	23	1	101	6	901	50	60	3	321	18	1,813	2
Undecided	2019–20	99	1	449	5	4,321	47	444	5	2,090	23	9,270	4
	2020–21	70	1	334	5	3,373	46	322	4	1,692	23	7,366	4
	2021–22	51	1	245	5	2,239	43	207	4	1,327	26	5,200	4
	2022–23	33	1	233	5	1,722	40	205	5	1,151	27	4,315	4
	2023–24	47	1	213	5	1,402	35	179	4	1,160	29	4,014	5
No Major Provided*	2019–20	329	1	1,782	6	16,367	54	1,106	4	4,530	15	30,214	12
	2020–21	272	1	1,233	6	12,207	55	732	3	3,343	15	22,364	12
	2021–22	187	1	936	6	8,165	53	473	3	2,435	16	15,272	12
	2022–23	121	1	672	6	6,047	52	353	3	1,839	16	11,611	12
	2023–24	112	1	635	6	4,715	47	324	3	1,768	18	9,949	12
Total	2019–20	2,361	1	13,439	5	137,197	55	8,760	4	37,927	15	250,274	100
	2020–21	1,780	1	9,287	5	98,851	55	5,875	3	27,487	15	180,294	100
	2021–22	1,296	1	6,806	5	65,878	53	3,883	3	20,526	17	124,151	100
	2022–23	982	1	5,592	6	49,997	51	3,125	3	16,517	17	97,676	100
	2023–24	861	1	5,041	6	41,224	48	2,787	3	16,074	19	85,877	100

Note: See page 20 for a list of major fields.

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

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

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

Current Educational Level

Table 2.8 shows that from testing year 2019–20 to 2023–24, the majority of test takers (about 60%) were seniors or unenrolled college graduates. The next largest group was unenrolled test takers with master's degree.

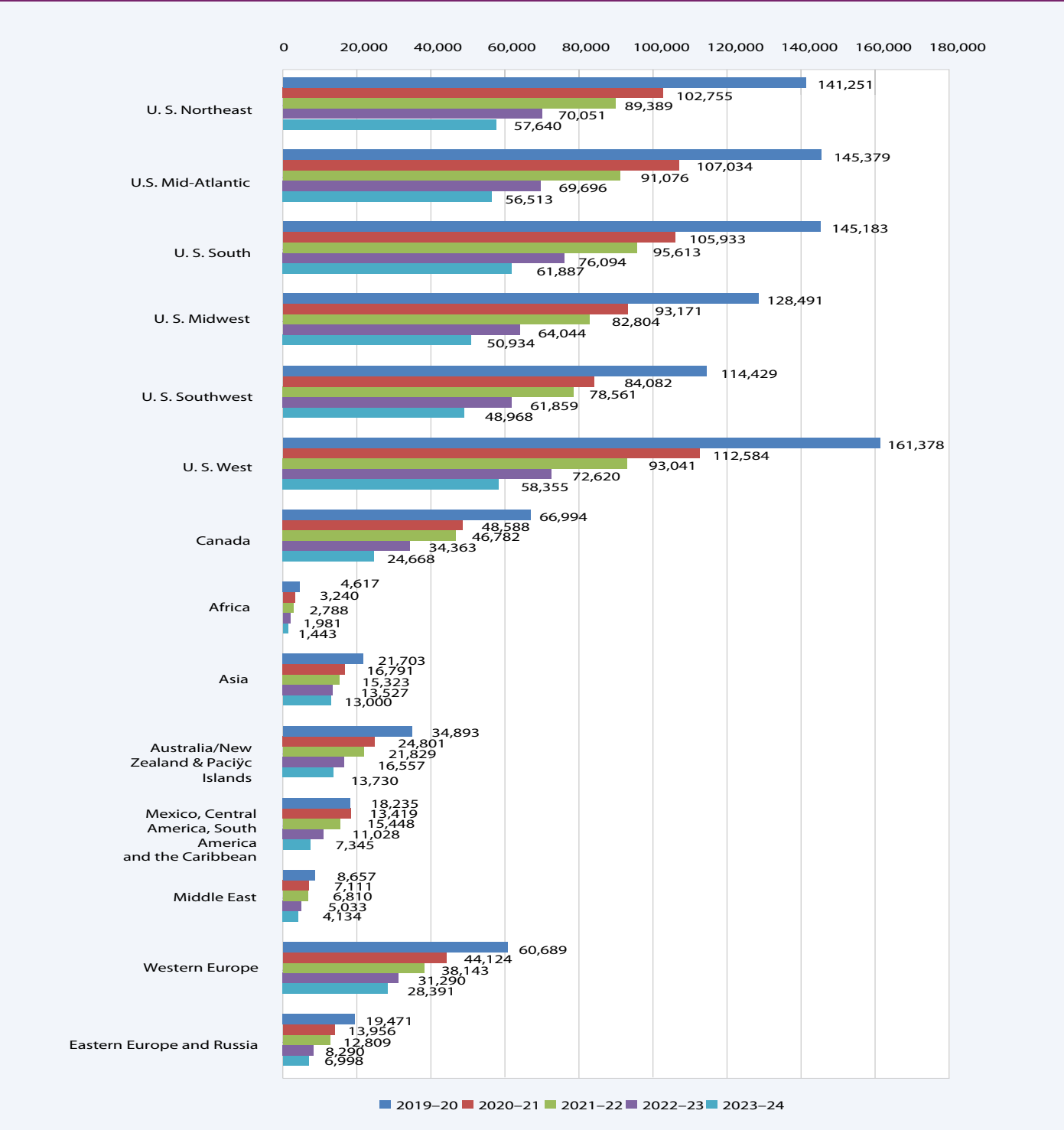
Table 2.8. Volume of GRE General Test Examinees, by Current Educational Level

Current Educational Level	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent
Sophomore	3,306	1	4,433	1	3,909	1	4,412	1	4,119	2
Junior	20,775	4	28,215	8	24,971	7	26,769	8	18,464	7
Senior	164,150	35	126,428	34	107,505	31	92,263	29	74,282	29
Unenrolled College Graduate	149,194	32	111,591	30	102,705	30	93,547	29	77,353	30
First-Year Graduate Student	13,286	3	10,845	3	8,585	3	7,689	2	7,029	3
Second-Year Graduate Student	15,075	3	9,801	3	8,211	2	8,831	3	7,567	3
Unenrolled Master's Degree	64,110	14	44,293	12	44,375	13	41,111	13	35,962	14
Other	37,311	8	31,044	8	41,282	12	44,458	14	31,416	12
No Response	70	<1	36	<1	31	<1	21	<1	23	<1
Total	467,277	100	366,686	100	341,574	100	319,101	100	256,215	100

Preferred Region for Graduate Study

Figure 2.7 shows that from testing year 2019–20 to 2023–24, test takers showed the most interest in studying in a U.S. region. For non-U.S. regions, test takers showed the most interest in studying in Canada and Western Europe.

Figure 2.7. Preferred Region for Graduate Study, Examinee Population



Note: This figure is based on 467,277; 366,686; 341,574; 319,101; and 256,215 unique examinees who took the GRE General Test in testing years 2019–20, 2020–21, 2021–22, 2022–23, and 2023–24, respectively. Since examinees were allowed to select more than one region, the number of examinees in each region do not add up to the total number of examinees.

Preferred Region for Graduate Study (continued)

Table 2.9 shows that from testing year 2019–20 to 2023–24, the most preferred regions for graduate study to test takers were the U.S. regions. In testing year 2023–24, the most preferred U.S. regions were the South and West. When considering non-U.S. regions, test takers preferred to study in Canada and Western Europe over the other regions.

Table 2.9. Preferred Region for Graduate Study, Examinee Population

Preferred Region	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent
U.S. Regions										
Northeast	141,251	30	102,755	28	89,389	26	70,051	22	57,640	22
Mid-Atlantic	145,379	31	107,034	29	91,076	27	69,696	22	56,513	22
South	145,183	31	105,933	29	95,613	28	76,094	24	61,887	24
Midwest	128,491	27	93,171	25	82,804	24	64,044	20	50,934	20
Southwest	114,429	24	84,082	23	78,561	23	61,859	19	48,968	19
West	161,378	35	112,584	31	93,041	27	72,620	23	58,355	23
Non-U.S. Regions										
Canada	66,994	14	48,588	13	46,782	14	34,363	11	24,668	10
Africa	4,617	1	3,240	1	2,788	1	1,981	1	1,443	1
Asia	21,703	5	16,791	5	15,323	4	13,527	4	13,000	5
Australia/ New Zealand	34,893	7	24,801	7	21,829	6	16,557	5	13,730	5
Latin America	18,235	4	13,419	4	15,448	5	11,028	3	7,345	3
Middle East	8,657	2	7,111	2	6,810	2	5,033	2	4,134	2
Western Europe	60,689	13	44,124	12	38,143	11	31,290	10	28,391	11
Eastern Europe and Russia	19,471	4	13,956	4	12,809	4	8,290	3	6,998	3

Note: This table is based on 467,277; 366,686; 341,574; 319,101; and 256,215 unique examinees who took the GRE General Test in testing years 2019–20, 2020–21, 2021–22, 2022–23, and 2023–24, respectively. Since examinees were allowed to select more than one region, the number of examinees in each region do not add up to the total number of examinees.

Examinee Population

Excluding testing in the United States, Figure 3.1 shows that from testing year 2019–20 to 2023–24, the largest number of test takers were in India. The number of test takers in India drastically increased from 2020–21 to 2021–22, and then drastically decreased from 2022–23 to 2023–24. The number of test takers in China gradually decreased from 2019–20 to 2021–22, and then increased from 2021–22 to 2023–24. The numbers of test takers in Europe and Other Regions/Countries decreased from 2019–20 to 2020–21, and then they tended to be stable from 2020–21 to 2023–24.

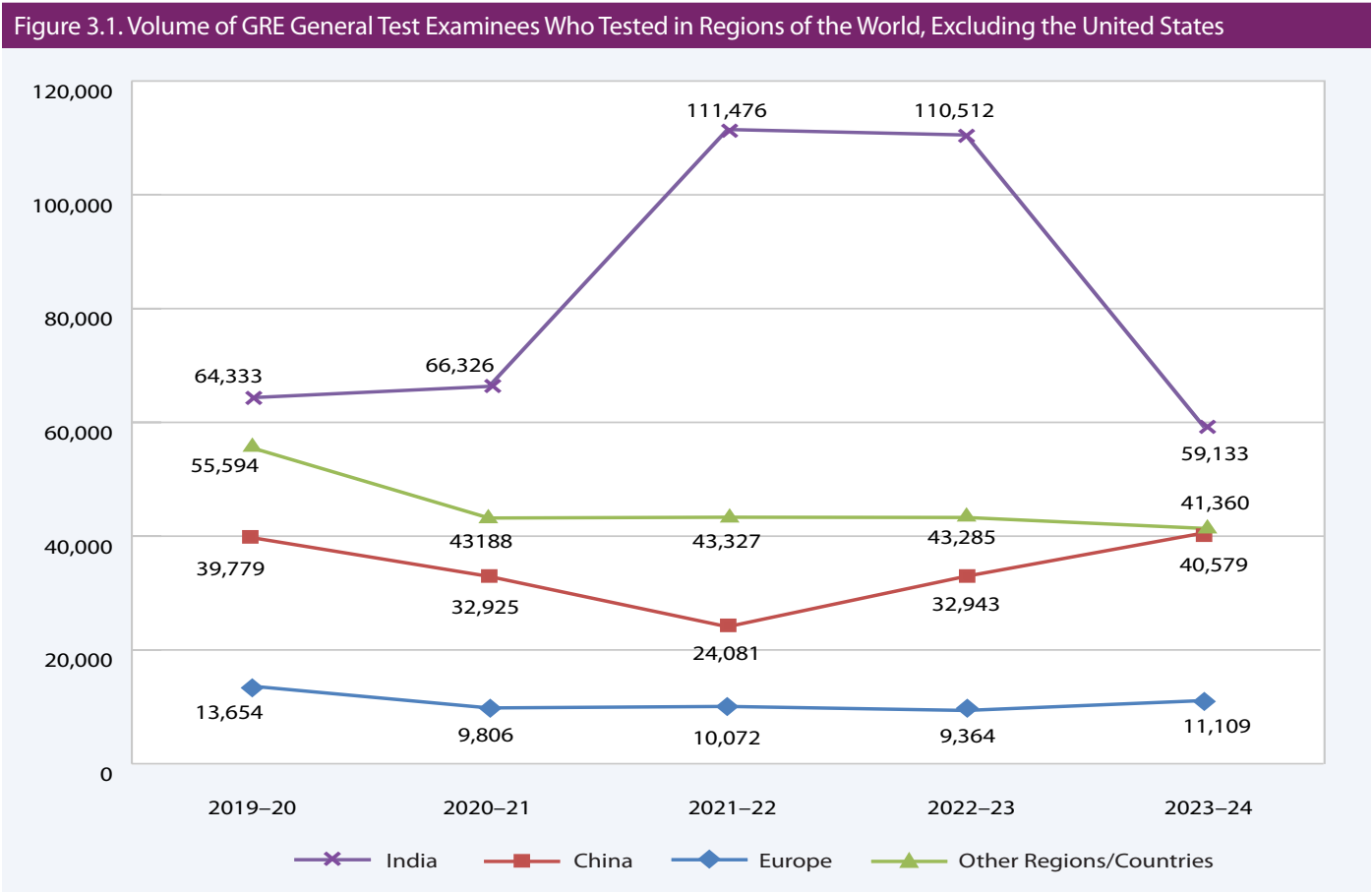
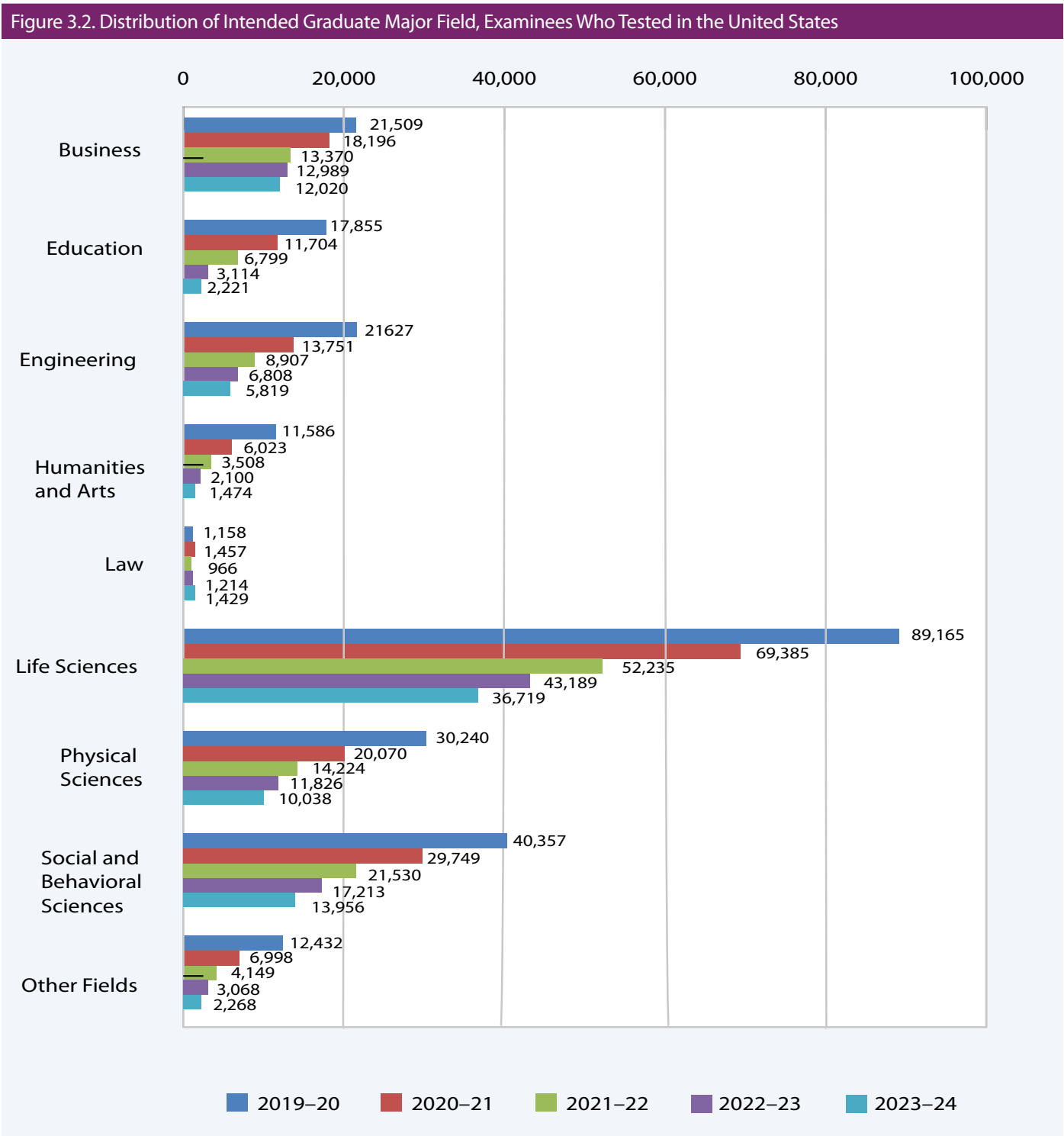


Table 3.1 shows that in general, from 2019–20 to 2023–24, the percentage of test takers in the United States decreased while the percentages of test takers in India , China and Other Regions/Countries increased. Note that the percentage of test takers in India dropped from 35% in 2022–23 to 23% in 2023–24, but the percentage in China went up from 10% to 16%. The percentage of test takers in Europe remained stable across all testing years.

Table 3.1. Volume of GRE General Test Examinees, by World Region/Country										
World Region/ Country Where Examinees Tested	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent
United States	293,917	63	214,441	58	152,618	45	122,997	39	104,034	41
India	64,333	14	66,326	18	111,476	33	110,512	35	59,133	23
China	39,779	9	32,925	9	24,081	7	32,943	10	41,360	16
Europe	13,654	3	9,806	3	10,072	3	9,364	3	11,109	4
Other Regions/ Countries	55,594	12	43,188	12	43,327	13	43,285	14	40,579	16
Total	467,277	100	366,686	100	341,574	100	319,101	100	256,215	100

Intended Graduate Major Field

Figure 3.2 shows that from testing year 2019–20 to 2023–24, test takers in the United States with an intended graduate major in Life Sciences was the largest group.



Note: See page 20 for a list of major fields.

Intended Graduate Major Field (continued)

Table 3.2 shows that from testing year 2019–20 to 2023–24, The percentages of test takers in the United States in Education and Humanities and Arts decreased while Business and Life Sciences increased. The percentages of test takers remained relatively stable across all other intended graduate majors. In each testing year, at least 11% of the test takers did not indicate their intended graduate major.

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

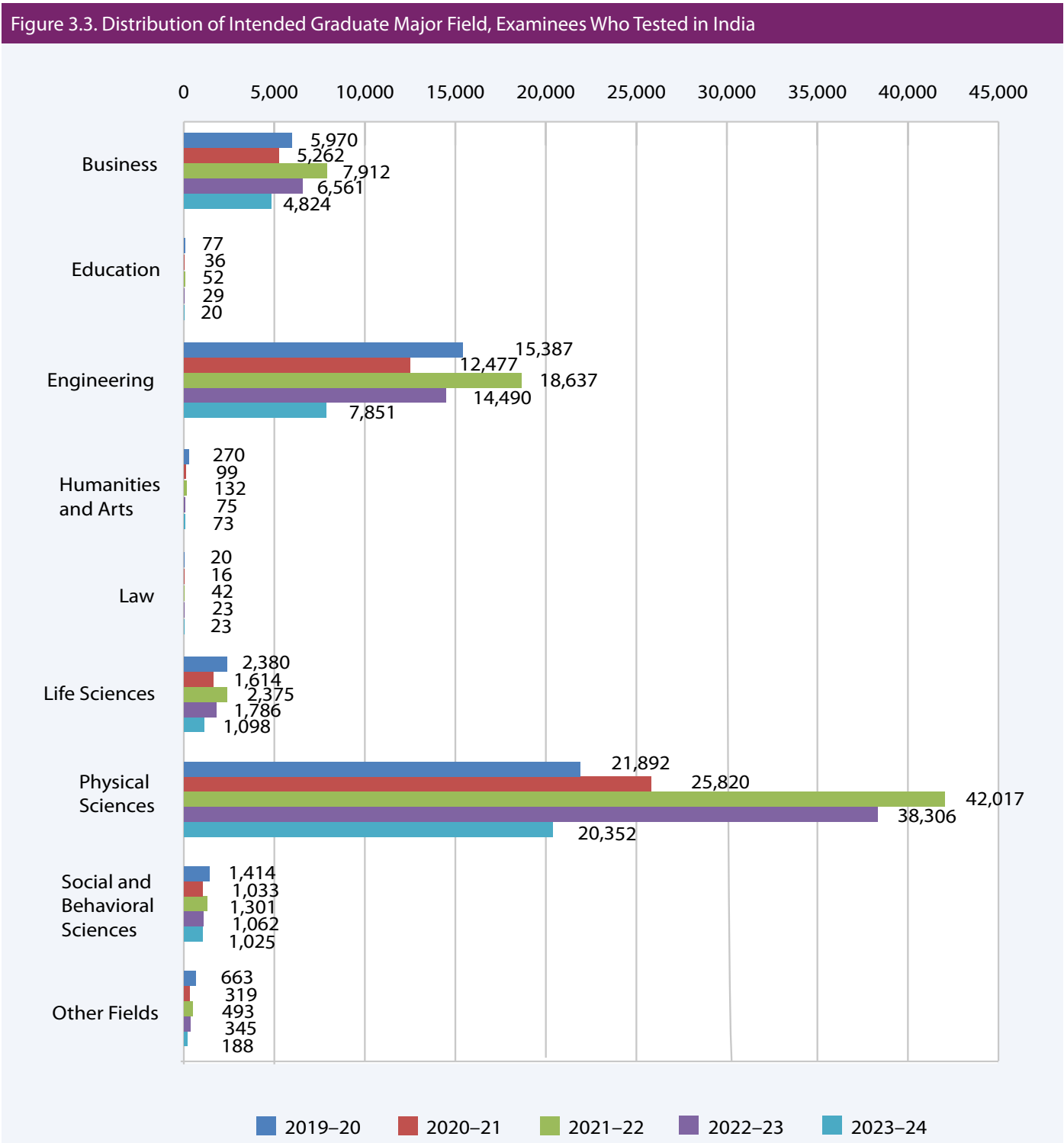
Intended Graduate Major Field	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent
Business	21,509	7	18,196	8	13,370	9	12,989	11	12,020	12
Education	17,855	6	11,704	5	6,799	4	3,114	3	2,221	2
Engineering	21,627	7	13,751	6	8,907	6	6,808	6	5,819	6
Humanities and Arts	11,586	4	6,023	3	3,508	2	2,100	2	1,474	1
Law	1,158	<1	1,457	1	966	1	1,214	1	1,429	1
Life Sciences	89,165	30	69,385	32	52,235	34	43,189	35	36,719	35
Physical Sciences	30,240	10	20,070	9	14,224	9	11,826	10	10,038	10
Social and Behavioral Sciences	40,357	14	29,749	14	21,530	14	17,213	14	13,956	13
Other Fields	12,432	4	6,998	3	4,149	3	3,068	2	2,268	2
Undecided	13,093	4	11,410	5	8,993	6	7,457	6	6,428	6
No Major Provided*	34,895	12	25,698	12	17,937	12	14,019	11	11,662	11
Total	293,917	100	214,441	100	152,618	100	122,997	100	104,034	100

Note: See page 20 for a list of major fields.

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

Intended Graduate Major Field (continued)

Figure 3.3 shows that from testing year 2019–20 to 2023–24, test takers in India with intended graduate majors in Physical Sciences was the largest groups, followed by Engineering and Business.



Note: See page 20 for a list of major fields.

Intended Graduate Major Field (continued)

Table 3.3 shows that from testing year 2019–20 to 2023–24, the percentage of test takers in India with an intended graduate major in Physical Sciences increased from 2019–20 to 2020–21 but then decreased starting from 2021–22. The percentage of test takers with an intended graduate major in Business (except 2023–24) and Engineering decreased. The percentages of test takers with intended graduate majors in Social and Behavioral Sciences, Humanities and Arts, Education, Life Sciences, and Law were largely stable. In each testing year, at least 13% of the test takers did not indicate their intended graduate major.

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

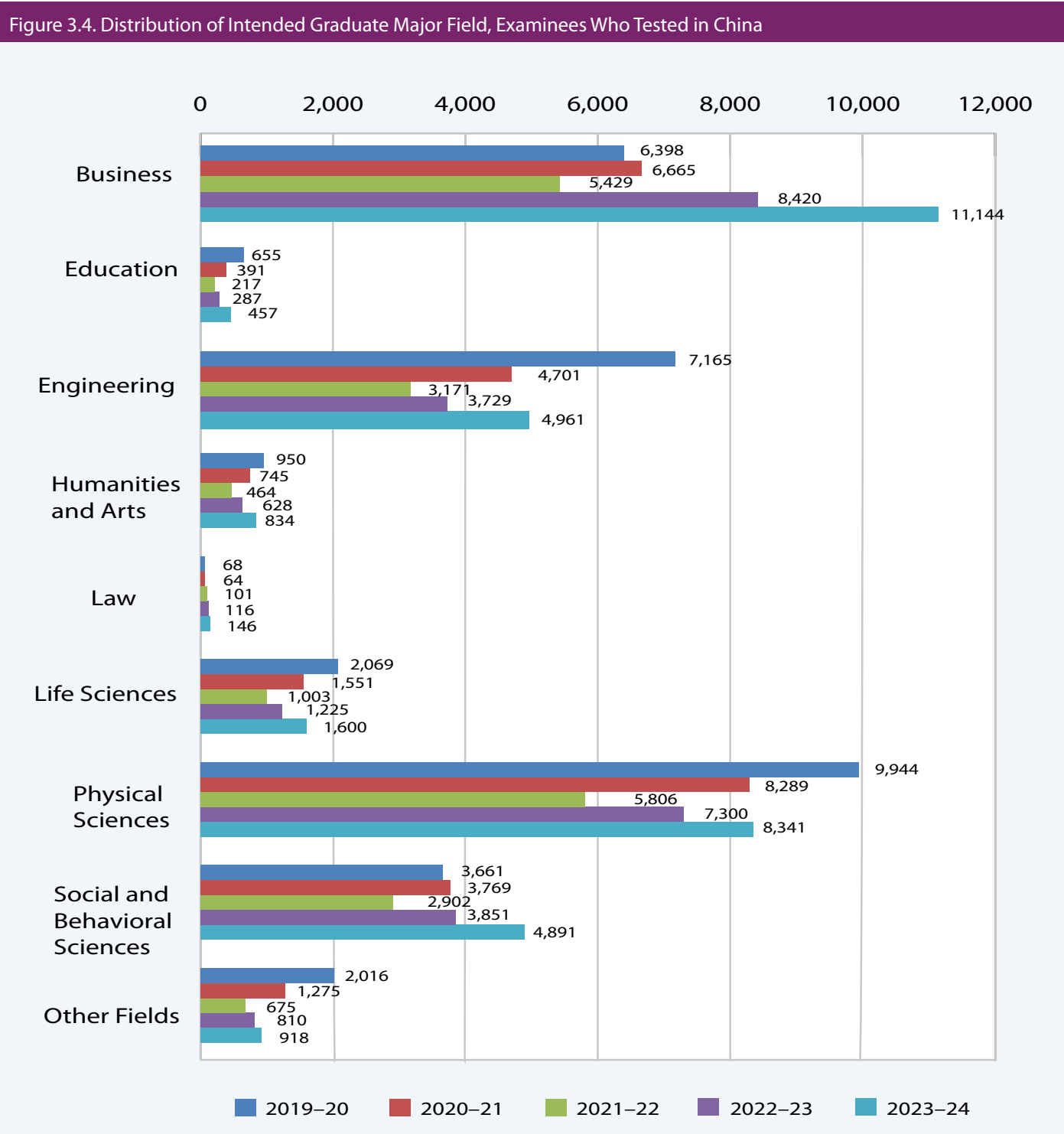
Intended Graduate Major Field	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent
Business	5,970	9	5,262	8	7,912	7	6,561	6	4,824	8
Education	77	<1	36	<1	52	<1	29	<1	20	<1
Engineering	15,387	24	12,477	19	18,637	17	14,490	13	7,851	13
Humanities and Arts	270	<1	99	<1	132	<1	75	<1	73	<1
Law	20	<1	16	<1	42	<1	23	<1	23	<1
Life Sciences	2,380	4	1,614	2	2,375	2	1,786	2	1,098	2
Physical Sciences	21,892	34	25,820	39	42,017	38	38,306	35	20,352	34
Social and Behavioral Sciences	1,414	2	1,033	2	1,301	1	1,062	1	1,025	2
Other Fields	663	1	319	<1	493	<1	345	<1	188	<1
Undecided	7,968	12	11,262	17	23,628	21	32,450	29	15,292	26
No Major Provided*	8,292	13	8,388	13	14,887	13	15,385	14	8,387	14
Total	64,333	100	66,326	100	111,476	100	110,512	100	59,133	100

Note: See page 20 for a list of major fields.

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

Intended Graduate Major Field (continued)

Figure 3.4 shows that from testing year 2019–20 to 2023–24, test takers in China with intended graduate majors in Physical Sciences and Business were the largest groups, followed by Engineering and Social and Behavioral Sciences.



Note: See page 20 for a list of major fields.

Intended Graduate Major Field (continued)

Table 3.4 shows that from testing year 2019–20 to 2023–24, the percentages of test takers in China whose intended graduate major was in Business or Social and Behavioral Sciences increased. Additionally, the number of test takers in China who intended to study Business increased from testing year 2019–20 to 2023–24 (except for a dip in number in testing year 2021–22). The percentage of test takers whose intended graduate major was in Engineering or Physical Sciences decreased. The percentages of test takers whose intended graduate major in Education, Humanities and Arts, Law or Life Sciences were stable. In each testing year, at least 7% of the test takers did not indicate their intended graduate major.

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

Intended Graduate Major Field	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent
Business	6,398	16	6,665	20	5,429	23	8,420	26	11,144	27
Education	655	2	391	1	217	1	287	1	457	1
Engineering	7,165	18	4,701	14	3,171	13	3,729	11	4,961	12
Humanities and Arts	950	2	745	2	464	2	628	2	834	2
Law	68	<1	64	<1	101	<1	116	<1	146	<1
Life Sciences	2,069	5	1,551	5	1,003	4	1,225	4	1,600	4
Physical Sciences	9,944	25	8,289	25	5,806	24	7,300	22	8,341	20
Social and Behavioral Sciences	3,661	9	3,769	11	2,902	12	3,851	12	4,891	12
Other Fields	2,016	5	1,275	4	675	3	810	2	918	2
Undecided	3,658	9	3,010	9	2,415	10	3,892	12	4,617	11
No Major Provided*	3,195	8	2,465	7	1,898	8	2,685	8	3,451	8
Total	39,779	100	32,925	100	24,081	100	32,943	100	41,360	100

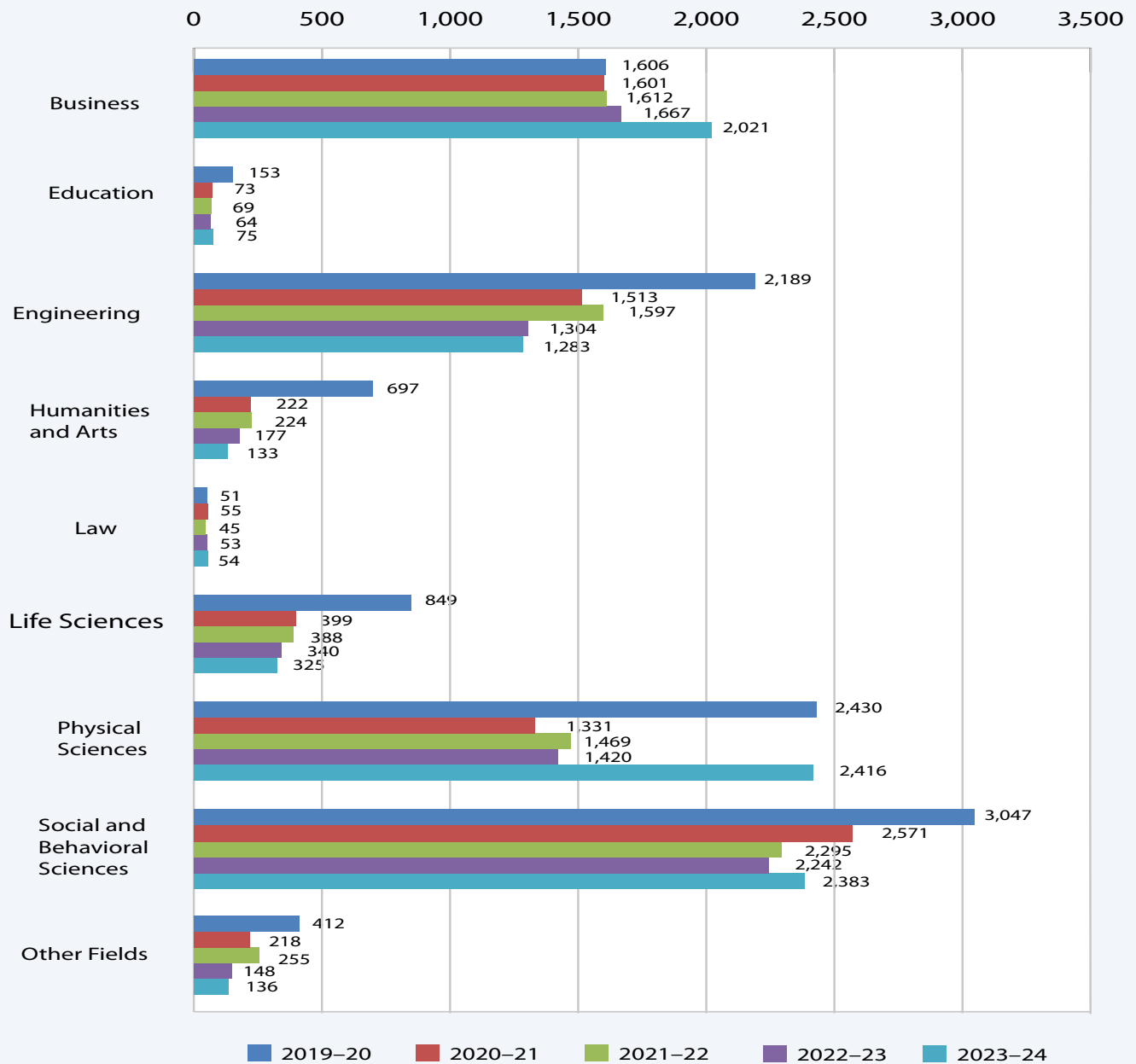
Note: See page 20 for a list of major fields.

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

Intended Graduate Major Field (continued)

Figure 3.5 shows that from testing year 2019–20 to 2023–24, test takers in Europe with intended graduate majors in Social and Behavioral Sciences, Physical Sciences, Engineering and Business were the largest groups.

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



Note: See page 20 for a list of major fields.

Intended Graduate Major Field (continued)

Table 3.5 shows that from testing year 2019–20 to 2023–24, the percentage of test takers in Europe whose intended graduate major was in Business increased. The percentages of test takers whose intended graduate major was in Engineering, Life Sciences and Humanities and Arts decreased. The percentages of test takers whose intended graduate major was in Education and Law remained stable. In each testing year, at least 10% of the test takers in Europe did not indicate their intended graduate major.

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

Intended Graduate Major Field	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent
Business	1,606	12	1,601	16	1,612	16	1,667	18	2,021	18
Education	153	1	73	1	69	1	64	1	75	1
Engineering	2,189	16	1,513	15	1,597	16	1,304	14	1,283	12
Humanities and Arts	697	5	222	2	224	2	177	2	133	1
Law	51	<1	55	1	45	<1	53	1	54	<1
Life Sciences	849	6	399	4	388	4	340	4	325	3
Physical Sciences	2,430	18	1,331	14	1,469	15	1,420	15	2,416	22
Social and Behavioral Sciences	3,047	22	2,571	26	2,295	23	2,242	24	2,383	21
Other Fields	412	3	218	2	255	3	148	2	136	1
Undecided	815	6	787	8	1,104	11	947	10	1,162	10
No Major Provided*	1,405	10	1,036	11	1,014	10	1,002	11	1,121	10
Total	13,654	100	9,806	100	10,072	100	9,364	100	11,109	100

Note: See page 20 for a list of major fields.

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

Preferred Region for Graduate Study

Table 3.6 shows that from testing year 2019–20 to 2023–24, test takers in the United States preferred to study in the United States. In testing year 2023–24, the most preferred United States region was the South. When considering other regions of the world, test takers in the United States preferred to study in Western Europe and Canada over the other non-U.S. regions.

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

Preferred Region	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent
U.S. Regions										
Northeast	85,038	29	61,392	29	39,520	26	30,225	25	26,125	25
Mid-Atlantic	90,382	31	66,663	31	42,061	28	30,714	25	25,750	25
South	96,116	33	69,661	32	49,637	33	39,871	32	34,258	33
Midwest	78,184	27	55,958	26	36,147	24	27,410	22	22,835	22
Southwest	66,801	23	48,669	23	33,345	22	26,171	21	22,027	21
West	103,005	35	70,398	33	42,800	28	32,321	26	26,383	25
Non-U.S. Regions										
Canada	20,002	7	13,528	6	7,090	5	4,958	4	3,730	4
Africa	2,255	1	1,361	1	778	1	522	<1	405	<1
Asia	5,994	2	4,220	2	2,824	2	2,126	2	1,659	2
Australia/ New Zealand	10,575	4	7,115	3	3,791	2	2,517	2	1,934	2
Latin America	4,819	2	2,888	1	1,756	1	1,361	1	954	1
Middle East	2,296	1	1,413	1	838	1	610	<1	509	<1
Western Europe	22,899	8	15,670	7	9,027	6	6,748	5	5,689	5
Eastern Europe and Russia	5,188	2	3,419	2	1,951	1	1,180	1	1,041	1

Note: This table is based on 293,917, 214,441, 152,618, 122,997 and 104,034 unique examinees who took the GRE General Test in the United States in testing years 2019–20 to 2023–24, respectively. Because examinees were allowed to select more than one region, the percentages do not add up to 100.

Preferred Region for Graduate Study (continued)

Table 3.7 shows that from testing year 2019–20 to 2023–24, test takers in India preferred to study in the United States. In testing year 2023–24, the percentages of preference were similar across all U.S. regions. When considering non-U.S. regions of the world, test takers in India preferred Canada and Western Europe.

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

Preferred Region	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent
U.S. Regions										
Northeast	30,620	48	24,109	36	34,243	31	24,079	22	15,567	26
Mid-Atlantic	30,708	48	24,084	36	33,988	30	23,990	22	15,539	26
South	30,035	47	23,731	36	33,585	30	23,471	21	14,946	25
Midwest	30,548	47	24,016	36	34,028	31	23,765	22	15,162	26
Southwest	29,802	46	23,514	35	33,553	30	23,603	21	15,009	25
West	31,389	49	24,146	36	34,222	31	24,155	22	15,859	27
Non-U.S. Regions										
Canada	26,920	42	21,212	32	27,342	25	17,255	16	9,141	15
Africa	1,459	2	1,348	2	1,524	1	940	1	488	1
Asia	8,861	14	6,580	10	7,218	6	5,428	5	4,421	7
Australia/ New Zealand	15,352	24	11,765	18	12,814	11	8,566	8	5,802	10
Latin America	9,896	15	8,141	12	11,282	10	7,056	6	3,788	6
Middle East	3,867	6	3,560	5	4,034	4	2,407	2	1,473	2
Western Europe	18,547	29	13,548	20	16,118	14	11,451	10	8,745	15
Eastern Europe and Russia	9,934	15	7,196	11	7,911	7	4,507	4	3,234	5

Note: This table is based on 64,333, 66,326, 111,476, 110,512 and 59,133 unique examinees who took the GRE General Test in India in testing years 2019–20 to 2023–24, respectively. Because examinees were allowed to select more than one region, the percentages do not add up to 100.

Preferred Region for Graduate Study (continued)

Table 3.8 shows that from testing year 2019–20 to 2023–24, test takers in Europe preferred to study in Western Europe. When considering other regions of the world, test takers in Europe preferred the United States and Canada.

Table 3.8. Preferred Region for Graduate Study, Examinees Who Tested in Europe

Preferred Region	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent
U.S. Regions										
Northeast	4,410	32	2,521	26	2,164	21	1,924	21	2,170	20
Mid-Atlantic	4,073	30	2,350	24	2,053	20	1,778	19	1,973	18
South	2,827	21	1,644	17	1,441	14	1,307	14	1,419	13
Midwest	2,937	22	1,702	17	1,476	15	1,329	14	1,457	13
Southwest	2,609	19	1,515	15	1,314	13	1,200	13	1,306	12
West	4,504	33	2,572	26	2,139	21	1,868	20	2,032	18
Non-U.S. Regions										
Canada	2,646	19	1,597	16	1,278	13	1,059	11	1,202	11
Africa	121	1	73	1	46	<1	47	1	53	<1
Asia	832	6	624	6	500	5	624	7	695	6
Australia/ New Zealand	1,144	8	695	7	555	6	449	5	547	5
Latin America	361	3	214	2	175	2	179	2	217	2
Middle East	344	3	306	3	232	2	198	2	300	3
Western Europe	5,075	37	3,989	41	3,381	34	3,193	34	3,568	32
Eastern Europe and Russia	735	5	606	6	462	5	338	4	413	4

Note: This table is based on 13,654, 9,806, 10,072, 9,364 and 11,109 unique examinees who took the GRE General Test in Europe in testing years 2019–20 to 2023–24, respectively. Because examinees were allowed to select more than one region, the percentages do not add up to 100.

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