



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

JULY 2015–JUNE 2020

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Overview

This report provides volume and performance information for test takers who took the *GRE*[®] General Test between July 1, 2019, and June 30, 2020. The report also provides volume information for the GRE General Test population between July 1, 2015, and June 30, 2020. The report is intended to help GRE score users understand the scores they receive and to encourage appropriate score use. The GRE Board and Program are committed to communicating about the appropriate use of GRE scores and score use guidelines included in this report to GRE score users. Readers are also encouraged to review the *Guidelines for the Appropriate Use of Scores* at www.ets.org/gre/guidelines. The GRE Board and Program have long been dedicated to the principles of fairness and equity, and this report includes information about the steps that ETS takes to ensure fairness in GRE tests.

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

The Data

It should be noted that the terms *test takers* and *examinees* are used interchangeably throughout this report. The data used in the analyses were based on test takers who took the GRE General Test between July 1, 2015, and June 30, 2020. The data used in the analyses of test takers' performance information were based on test takers who took the test between July 1, 2019, and June 30, 2020. The data used in the analyses of test volumes from July 2015 through June 2020 were based on five testing years: July 1, 2015 to June 30, 2016 (2015–16), July 1, 2016 to June 30, 2017 (2016–17), July 1, 2017 to June 30, 2018 (2017–18), July 1, 2018 to June 30, 2019 (2018–19), and July 1, 2019 to June 30, 2020 (2019–20).

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 584,677; 559,254; 541,750; 532,826; and 467,277 test takers in 2015–16, 2016–17, 2017–18, 2018–19 and 2019–20 respectively, with valid, reportable scores on the test. In each of the five testing years, approximately 99% of the test takers took the computer-delivered version of the test, while 1% took the paper-delivered version.

The data summarized in this document comes from the background information questionnaire that test takers are asked to complete during the registration process. Since they are not required to answer all 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.

Note that beginning in September 2016, test takers were required to answer gender and country of citizenship questions that had previously been optional. In addition, a new test registration system was launched which may have impacted the nonresponse rates of several background information questions. Due to changes in nonresponse rates, caution should be used when comparing differences in volumes and performance in the 2016–17 and later testing years to testing years prior to 2016–17.

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

Appropriate Use of This Document

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

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

Mean scores by gender, ethnic group, age, intended graduate major field and test-taker group within major field are included in this document. In addition, information about test takers who selected 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 has designed several procedures to build fairness into its tests: a) involving external faculty members in the design and oversight of the tests; b) using a fairness review process; and c) conducting differential item functioning (DIF) analyses. This multifaceted approach ensures that an array of information is considered in the development and review of test questions and test services.

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

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

Fairness Review

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

DIF Analysis

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

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

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

Examinee Population by Gender

Table 1.1 provides performance information for the total group of 467,277 examinees who took all three measures of the GRE General Test in the 2019–20 testing year. Fifty-five percent of the test takers were women and 45% were men. The table shows that men had higher mean Verbal Reasoning and Quantitative Reasoning scores than women, and women had a slightly higher mean Analytical Writing score than men.

Table 1.1. GRE General Test Score Information, Examinee Population by Gender

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Total	467,277	100	150.4	8.6	154.1	9.5	3.6	0.8
Men	210,134	45	150.7	9.1	156.8	9.1	3.5	0.9
Women	256,276	55	150.2	8.2	151.8	9.1	3.7	0.8
No Response	867	<1	155.1	8.3	152.5	9.1	4.0	0.9

U.S. Citizenship Status and Racial/Ethnic Group

Table 1.2 shows that non-U.S. citizens represented 46% of the GRE General Test test-taker population. The table also shows that non-U.S. citizens had a higher mean score on the Quantitative Reasoning measure than U.S. citizens and lower mean scores on the Verbal Reasoning and the Analytical Writing measures.

The table also shows that for non-U.S. citizens, men had a relatively higher mean score than women on the Quantitative Reasoning measure, while men and women had similar mean scores on the Verbal Reasoning and Analytical Writing measures. For U.S. citizens, men had higher mean scores than women on the Verbal Reasoning and Quantitative Reasoning measures while men and women had similar mean score 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	250,274	54	152.7	7.8	150.6	8.1	3.9	0.8
Men	89,509	19	154.7	7.7	153.7	8.4	4.0	0.8
Women	160,087	34	151.6	7.6	148.8	7.4	3.9	0.8
No Response	678	<1	155.9	7.9	151.1	8.6	4.1	0.8
Non-U.S. Citizens	216,936	46	147.7	8.7	158.1	9.3	3.3	0.7
Men	120,596	26	147.7	8.8	159.1	8.9	3.2	0.7
Women	96,151	21	147.8	8.6	156.8	9.5	3.3	0.7
No Response	189	<1	152.2	9.0	157.7	9.1	3.6	0.8
No Response	67	<1	152.9	9.0	152.5	9.2	4.0	0.9
Men	29	<1	-	-	-	-	-	-
Women	38	<1	154.1	8.9	150.6	8.9	4.1	0.9
No Response	0	0	-	-	-	-	-	-
Total	467,277	100	150.4	8.6	154.1	9.5	3.6	0.8
Men	210,134	45	150.7	9.1	156.8	9.1	3.5	0.9
Women	256,276	55	150.2	8.2	151.8	9.1	3.7	0.8
No Response	867	<1	155.1	8.3	152.5	9.1	4.0	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 (467,277) 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.

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

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

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
American Indian	1,310	1	150.4	7.1	147.3	7.4	3.7	0.8
Men	442	34	151.9	7.6	150.0	8.0	3.7	0.8
Women	862	66	149.6	6.7	145.9	6.8	3.7	0.7
No Response	6	<1	-	-	-	-	-	-
Asian	19,411	8	153.1	7.9	154.4	8.4	4.1	0.8
Men	8,003	41	154.6	7.9	157.6	8.1	4.1	0.8
Women	11,368	59	152.1	7.8	152.3	7.9	4.1	0.8
No Response	40	<1	153.9	6.5	155.0	7.3	4.2	0.7
Hawaiian/Pacific Islander	789	<1	150.2	6.9	149.0	7.5	3.8	0.7
Men	315	40	151.5	7.3	151.5	8.0	3.8	0.7
Women	473	60	149.3	6.5	147.4	6.7	3.9	0.7
No Response	1	<1	-	-	-	-	-	-
Black	19,232	8	147.5	7.6	144.4	7.2	3.4	0.8
Men	5,919	31	148.5	7.9	146.2	7.9	3.4	0.8
Women	13,264	69	147.0	7.4	143.6	6.7	3.5	0.8
No Response	49	<1	146.9	7.4	141.5	5.9	3.3	0.9
Mexican	9,848	4	149.4	7.2	147.1	7.3	3.7	0.7
Men	3,532	36	151.0	7.3	149.6	7.6	3.7	0.8
Women	6,300	64	148.5	7.0	145.7	6.7	3.7	0.7
No Response	16	<1	-	-	-	-	-	-
Puerto Rican	2,361	1	149.8	7.6	146.7	7.6	3.7	0.8
Men	825	35	151.2	8.0	149.4	8.1	3.7	0.9
Women	1,531	65	149.0	7.3	145.3	6.9	3.7	0.8
No Response	5	<1	-	-	-	-	-	-
Other Hispanic	13,439	5	149.8	7.7	147.6	7.8	3.7	0.8
Men	4,597	34	152.1	7.7	150.9	8.0	3.8	0.8
Women	8,822	66	148.7	7.5	145.8	7.0	3.7	0.8
No Response	20	<1	-	-	-	-	-	-

Table continues on next page

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 (Non-Hispanic)	137,197	55	153.7	7.3	151.2	7.5	4.0	0.7
Men	48,609	35	155.7	7.1	154.2	7.7	4.0	0.8
Women	88,323	64	152.6	7.1	149.5	6.8	4.0	0.7
No Response	265	<1	157.5	7.2	151.4	7.8	4.3	0.8
Other	8,760	4	153.3	8.2	150.5	8.5	4.0	0.8
Men	3,287	38	155.3	8.0	153.8	8.5	4.0	0.9
Women	5,442	62	152.1	8.0	148.6	7.8	4.0	0.8
No Response	31	<1	157.4	8.7	151.0	9.3	4.1	0.8
No Response	37,927	15	153.7	8.1	151.9	8.5	4.0	0.8
Men	13,980	37	155.8	8.0	155.2	8.5	4.0	0.8
Women	23,702	62	152.5	8.0	150.0	8.0	3.9	0.8
No Response	245	1	156.8	7.4	152.8	8.5	4.2	0.8
Total	250,274	100	152.7	7.8	150.6	8.1	3.9	0.8
Men	89,509	36	154.7	7.7	153.7	8.4	4.0	0.8
Women	160,087	64	151.6	7.6	148.8	7.4	3.9	0.8
No Response	678	<1	155.9	7.9	151.1	8.6	4.1	0.8

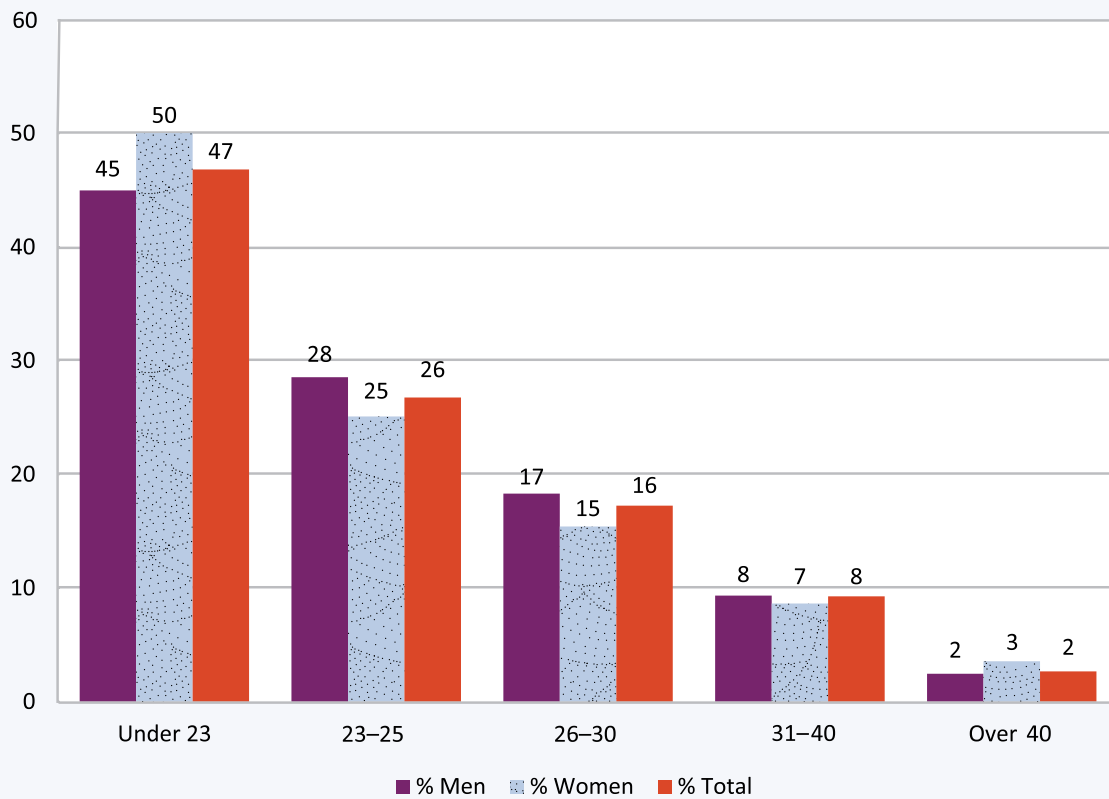
Note: A total of 250,274 U.S. citizens took the GRE General Test between July 1, 2019, and June 30, 2020. The percentages for the overall Racial/Ethnic groups were based on this total group of test takers; the percentages for the gender groups within each Racial/Ethnic group were based on the group of test takers who were within each Racial/Ethnic group. Statistics are not reported for groups with fewer than 30 examinees.

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 467,277 test takers who took the GRE General Test between July 1, 2019, and June 30, 2020. 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 for men, examinees older than 40 years of age had higher mean Verbal Reasoning scores than examinees younger than 40 years of age, except for the under 18 age group. In addition, men consistently had a higher mean score than woman on the Verbal Reasoning measure across all age groups except examinees younger than 18 years of age.

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

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

Table 1.4. 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	115	<1	155.6	8.5	162.9	8.2	3.8	0.8
Men	72	63	155.1	9.0	164.6	7.1	3.8	0.9
Women	43	37	156.3	7.6	160.2	9.3	3.9	0.7
No Response	0	0	-	-	-	-	-	-
18–22	221,321	47	150.7	8.2	155.9	9.3	3.7	0.8
Men	93,541	42	150.8	8.9	159.3	8.5	3.6	0.8
Women	127,776	58	150.5	7.7	153.4	9.1	3.8	0.8
No Response	4	<1	-	-	-	-	-	-
23–25	123,146	26	150.0	8.7	154.0	9.1	3.6	0.8
Men	58,157	47	150.1	9.0	156.6	8.7	3.5	0.9
Women	64,890	53	149.8	8.4	151.6	8.8	3.7	0.8
No Response	99	<1	155.7	6.3	155.2	8.5	4.2	0.8
26–30	74,766	16	150.4	9.1	152.3	9.0	3.6	0.9
Men	36,305	49	150.9	9.2	154.4	8.8	3.6	0.9
Women	37,986	51	149.8	8.8	150.2	8.7	3.6	0.9
No Response	475	1	155.9	8.0	153.6	8.9	4.1	0.8
31–35	25,261	5	150.5	9.3	150.2	8.9	3.5	0.9
Men	12,353	49	151.1	9.5	152.3	8.8	3.5	0.9
Women	12,733	50	149.9	9.0	148.1	8.5	3.5	0.9
No Response	175	1	153.6	9.5	150.7	8.5	3.8	1.0
36–40	11,148	2	150.2	9.3	148.0	8.6	3.5	0.9
Men	5,128	46	150.6	9.7	150.1	8.9	3.5	0.9
Women	5,955	53	149.8	8.9	146.2	8.0	3.5	0.9
No Response	65	1	154.0	8.4	152.1	9.4	3.8	0.7

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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	5,422	1	150.5	9.4	146.3	8.3	3.5	0.9
Men	2,196	41	151.0	9.6	148.5	8.8	3.5	0.9
Women	3,203	59	150.1	9.2	144.8	7.6	3.5	0.9
No Response	23	<1	-	-	-	-	-	-
46–50	3,134	1	150.8	9.1	145.6	8.2	3.5	0.9
Men	1,177	38	151.5	9.5	147.9	8.7	3.5	0.9
Women	1,943	62	150.3	8.8	144.2	7.5	3.5	0.9
No Response	14	<1	-	-	-	-	-	-
51–55	1,558	<1	150.6	9.3	144.3	8.3	3.4	0.9
Men	602	39	151.8	9.6	146.9	9.0	3.4	0.9
Women	950	61	149.9	9.1	142.6	7.4	3.5	0.9
No Response	6	<1	-	-	-	-	-	-
56–60	730	<1	150.6	9.6	143.4	8.1	3.4	0.9
Men	288	39	151.0	10.3	145.1	9.0	3.3	1.0
Women	438	60	150.3	9.2	142.4	7.2	3.4	0.8
No Response	4	1	-	-	-	-	-	-
Over 60	458	<1	150.9	9.7	143.4	8.6	3.3	0.9
Men	224	49	152.1	9.9	146.2	9.1	3.2	0.9
Women	232	51	149.8	9.3	140.8	7.1	3.3	0.9
No Response	2	<1	-	-	-	-	-	-
No Response	218	<1	149.8	8.2	150.7	8.9	3.7	0.9
Men	91	42	150.8	9.0	155.8	8.3	3.7	0.9
Women	127	58	149.1	7.5	146.9	7.5	3.6	0.8
No Response	0	0	-	-	-	-	-	-
Total	467,277	100	150.4	8.6	154.1	9.5	3.6	0.8
Men	210,134	45	150.7	9.1	156.8	9.1	3.5	0.9
Women	256,276	55	150.2	8.2	151.8	9.1	3.7	0.8
No Response	867	<1	155.1	8.3	152.5	9.1	4.0	0.9

Note: A total of 467,277 examinees took the GRE General Test between July 1, 2019, and June 30, 2020. 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.

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 India (55%) and China (72%) had a substantially higher percentage of test takers between the ages of 18 and 22 than the United States (47%). India and China had a lower percentage 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 and Gender

Age	United States N	United States Percent	India N	India Percent	China N	China Percent
Under 18	67	<1	2	<1	38	<1
Men	36	54	2	100	29	76
Women	31	46	0	0	9	24
No Response	0	0	0	0	0	0
18–22	138,520	47	35,508	55	28,464	72
Men	45,983	33	23,419	66	14,383	51
Women	92,534	67	12,089	34	14,081	49
No Response	3	<1	0	0	0	0
23–25	72,327	25	20,876	32	7,565	19
Men	28,547	39	12,976	62	4,030	53
Women	43,698	60	7,895	38	3,535	47
No Response	82	<1	5	<1	0	0
26–30	46,902	16	6,619	10	2,941	7
Men	20,559	44	3,642	55	1,408	48
Women	25,932	55	2,965	45	1,528	52
No Response	411	1	12	<1	5	<1
31–35	17,618	6	953	1	565	1
Men	7,847	45	565	59	242	43
Women	9,627	55	387	41	320	57
No Response	144	1	1	<1	3	1
36–40	8,466	3	248	<1	153	<1
Men	3,547	42	163	66	67	44
Women	4,867	57	85	34	85	56
No Response	52	1	0	0	1	1
41–45	4,537	2	63	<1	35	<1
Men	1,687	37	35	56	12	34
Women	2,830	62	28	44	23	66
No Response	20	<1	0	0	0	0
46–50	2,761	1	32	<1	13	<1
Men	955	35	22	69	7	54
Women	1,792	65	10	31	6	46
No Response	14	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 and Gender

Age	United States N	United States Percent	India N	India Percent	China N	China Percent
51–55	1,427	<1	12	<1	3	<1
Men	523	37	8	67	2	67
Women	898	63	4	33	1	33
No Response	6	<1	0	0	0	0
56–60	671	<1	7	<1	1	<1
Men	260	39	6	86	1	100
Women	407	61	1	14	0	0
No Response	4	1	0	0	0	0
Over 60	433	<1	2	<1	1	<1
Men	206	48	1	50	1	100
Women	225	52	1	50	0	0
No Response	2	<1	0	0	0	0
No Response	188	<1	11	<1	0	0
Men	72	38	7	64	0	0
Women	116	62	4	36	0	0
No Response	0	0	0	0	0	0
Total	293,917	100	64,333	100	39,779	100
Men	110,222	38	40,846	63	20,182	51
Women	182,957	62	23,469	36	19,588	49
No Response	738	<1	18	<1	9	<1

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

Country of Citizenship

Table 1.6 provides performance information of test takers based on their country of citizenship. The table shows that the United States (250,274), India (69,835) and China (68,240) had the highest number of citizens who took the test.

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
Afghanistan	314	146.4	7.9	157.8	11.2	3.1	0.5
Aland Islands	240	149.9	7.1	165.8	4.0	3.1	0.5
Albania	201	148.8	7.8	156.6	10.2	3.3	0.8
Algeria	107	146.2	7.9	156.1	10.1	2.9	0.7
American Samoa	25	-	-	-	-	-	-
Andorra	17	-	-	-	-	-	-
Angola	29	-	-	-	-	-	-
Anguilla	6	-	-	-	-	-	-
Antarctica	7	-	-	-	-	-	-
Antigua and Barbuda	6	-	-	-	-	-	-
Argentina	282	154.2	6.7	155.4	8.6	3.7	0.7
Armenia	95	148.9	8.1	158.6	7.9	3.5	0.8
Aruba	10	-	-	-	-	-	-
Australia	518	157.6	8.5	157.6	8.7	4.5	0.9
Austria	150	155.2	7.9	156.9	7.8	4.0	0.8
Azerbaijan	129	147.4	8.8	157.2	8.5	3.3	0.7
Bahamas	82	147.5	6.6	144.6	7.0	3.6	0.7
Bahrain	45	145.9	8.5	150.2	8.6	3.6	0.8
Bangladesh	3,876	144.8	7.7	156.0	7.1	3.1	0.6
Barbados	32	150.0	8.7	148.9	8.1	3.6	0.7
Belarus	56	148.4	8.6	151.9	9.7	3.2	0.7
Belgium	140	154.0	8.2	156.1	8.6	3.8	0.8
Belize	26	-	-	-	-	-	-
Benin	57	145.4	7.4	152.2	7.2	3.1	0.6
Bermuda	4	-	-	-	-	-	-
Bhutan	11	-	-	-	-	-	-
Bolivia	97	148.8	7.0	150.9	7.5	3.4	0.8
Bonaire, Sint Eustatius and Saba	2	-	-	-	-	-	-
Bosnia and Herzegovina	25	-	-	-	-	-	-
Botswana	40	147.3	8.8	146.1	7.5	3.4	0.7
Bouvet Island	1	-	-	-	-	-	-
Brazil	1,498	150.9	8.3	152.7	9.1	3.3	0.8

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
British Virgin Islands	1	-	-	-	-	-	-
Brunei Darussalam	11	-	-	-	-	-	-
Bulgaria	77	154.3	8.8	154.2	10.0	3.9	0.8
Burkina Faso	46	145.7	7.9	147.7	7.0	3.1	0.7
Burundi	9	-	-	-	-	-	-
Cambodia	39	142.2	8.1	147.5	7.8	3.0	0.8
Cameroon	290	142.9	7.0	145.9	7.4	3.0	0.7
Canada	5,214	155.2	7.5	154.3	8.5	4.3	0.8
Cape Verde	4	-	-	-	-	-	-
Cayman Islands	5	-	-	-	-	-	-
Central African Republic	3	-	-	-	-	-	-
Chad	17	-	-	-	-	-	-
Chile	446	151.2	7.6	156.3	8.7	3.3	0.7
China	68,240	149.2	8.2	164.7	5.3	3.2	0.6
Christmas Island	3	-	-	-	-	-	-
Cocos (Keeling) Islands	1	-	-	-	-	-	-
Colombia	1,228	148.8	7.6	150.7	8.5	3.2	0.8
Comoros	2	-	-	-	-	-	-
Congo (Brazzaville)	7	-	-	-	-	-	-
Congo, The Democratic Republic of	78	142.8	7.2	143.8	7.9	2.9	0.7
Costa Rica	160	151.0	7.5	151.6	8.0	3.6	0.8
Côte D'Ivoire	86	145.9	7.8	147.7	7.4	3.0	0.8
Croatia	38	153.3	8.8	155.2	9.5	3.9	0.8
Cuba	80	146.8	8.8	147.4	8.8	2.8	0.9
Curacao	6	-	-	-	-	-	-
Cyprus	56	148.7	7.3	155.5	7.9	3.7	0.7
Czech Republic	73	151.5	8.9	155.9	7.9	3.6	0.7
Denmark	76	154.3	7.6	154.9	9.3	4.0	0.8
Djibouti	1	-	-	-	-	-	-
Dominica	19	-	-	-	-	-	-
Dominican Republic	127	147.8	7.6	147.3	8.7	3.3	0.9
Ecuador	323	148.0	7.5	151.0	8.3	3.3	0.7
Egypt	1,066	145.4	8.1	153.8	7.7	3.3	0.8

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
El Salvador	109	150.0	7.8	148.9	8.9	3.5	0.8
Equatorial Guinea	3	-	-	-	-	-	-
Eritrea	58	143.2	6.8	151.8	6.9	3.1	0.6
Estonia	23	-	-	-	-	-	-
Ethiopia	312	145.4	8.5	151.2	7.4	3.0	0.8
Faroe Islands	1	-	-	-	-	-	-
Fiji	10	-	-	-	-	-	-
Finland	87	155.8	7.5	154.0	8.5	3.8	0.7
France	1,166	155.2	6.8	158.0	7.9	3.7	0.7
French Southern Territories	1	-	-	-	-	-	-
Gabon	5	-	-	-	-	-	-
Gambia	20	-	-	-	-	-	-
Georgia	93	148.5	9.0	153.5	9.8	3.3	0.9
Germany	1,207	155.4	7.2	157.6	7.9	4.0	0.8
Ghana	2,114	145.4	7.2	147.6	7.2	3.3	0.6
Greece	497	151.9	7.9	158.0	8.1	3.9	0.7
Greenland	7	-	-	-	-	-	-
Grenada	16	-	-	-	-	-	-
Guam	16	-	-	-	-	-	-
Guatemala	116	150.2	8.5	149.7	9.1	3.6	0.8
Guinea	13	-	-	-	-	-	-
Guinea-Bissau	2	-	-	-	-	-	-
Guyana	42	146.5	8.3	144.6	7.4	3.5	0.9
Haiti	130	143.8	7.5	143.4	7.2	3.1	0.7
Heard Island and McDonald Islands	1	-	-	-	-	-	-
Holy See (Vatican City State)	1	-	-	-	-	-	-
Honduras	156	148.5	8.4	147.9	7.8	3.5	0.9
Hong Kong, China	1,018	150.9	8.1	160.8	7.2	3.6	0.7
Hungary	107	152.6	7.6	156.9	8.2	3.7	0.8
Iceland	64	151.1	6.9	156.0	7.7	3.5	0.6
India	69,835	145.3	8.5	155.5	8.6	3.2	0.7
Indonesia	1,127	147.3	8.2	153.8	8.7	3.3	0.8

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
Iran, Islamic Republic of	4,304	143.9	7.4	158.6	7.9	3.0	0.6
Iraq	141	140.4	7.7	146.6	8.5	2.6	0.9
Ireland	157	156.9	8.0	153.3	8.9	4.2	0.8
Isle of Man	1	-	-	-	-	-	-
Israel	309	151.4	9.5	156.7	9.0	3.4	1.0
Italy	1,158	154.6	7.5	156.4	8.4	3.5	0.8
Jamaica	240	149.0	7.9	145.7	8.2	3.6	0.8
Japan	1,266	146.7	7.8	159.7	8.2	3.2	0.7
Jersey	1	-	-	-	-	-	-
Jordan	553	142.0	8.3	152.7	7.4	2.8	0.8
Kazakhstan	498	146.9	8.2	155.6	8.9	3.1	0.7
Kenya	582	146.3	8.0	147.1	6.8	3.4	0.7
Kiribati	1	-	-	-	-	-	-
Korea, Democratic People's Republic of	35	148.6	6.9	158.4	8.8	3.3	0.8
Korea, Republic of	5,309	150.8	8.1	161.2	7.1	3.4	0.7
Kosovo	30	146.0	7.7	148.9	9.8	3.6	0.6
Kuwait	411	141.1	7.8	147.3	7.9	2.8	0.9
Kyrgyzstan	43	145.4	8.8	151.7	9.7	3.0	0.7
Lao PDR	8	-	-	-	-	-	-
Latvia	25	-	-	-	-	-	-
Lebanon	820	148.3	7.3	155.9	7.6	3.6	0.7
Lesotho	12	-	-	-	-	-	-
Liberia	41	141.6	7.3	139.8	6.5	2.9	0.7
Libya	51	138.9	8.0	145.1	9.4	2.6	0.9
Liechtenstein	1	-	-	-	-	-	-
Lithuania	45	152.6	8.6	155.3	7.6	4.0	0.8
Luxembourg	19	-	-	-	-	-	-
Macau, China	56	149.9	8.0	160.8	6.9	3.4	0.6
Macedonia, Republic of	33	151.0	8.7	154.0	8.6	3.9	1.0
Madagascar	14	-	-	-	-	-	-
Malawi	72	145.3	7.4	145.2	7.0	3.5	0.6
Malaysia	455	152.1	7.6	156.0	7.6	3.9	0.7
Maldives	6	-	-	-	-	-	-

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
Mali	22	-	-	-	-	-	-
Malta	14	-	-	-	-	-	-
Marshall Islands	3	-	-	-	-	-	-
Mauritania	10	-	-	-	-	-	-
Mauritius	41	154.8	6.9	157.2	6.5	4.0	0.6
Mexico	2,555	149.1	7.7	149.7	8.1	3.3	0.8
Micronesia, Federated States of	4	-	-	-	-	-	-
Moldova	21	-	-	-	-	-	-
Monaco	1	-	-	-	-	-	-
Mongolia	106	146.4	8.2	154.4	8.8	3.2	0.8
Montenegro	14	-	-	-	-	-	-
Morocco	222	148.7	7.3	153.4	9.0	3.4	0.7
Mozambique	19	-	-	-	-	-	-
Myanmar	117	145.1	8.8	150.2	8.0	3.3	0.8
Namibia	12	-	-	-	-	-	-
Nauru	1	-	-	-	-	-	-
Nepal	2,545	145.1	7.4	155.4	7.1	3.2	0.6
Netherlands	332	154.3	7.5	155.0	7.7	4.0	0.7
New Zealand	160	158.0	7.4	158.7	8.4	4.4	0.8
Nicaragua	50	147.8	7.8	147.0	8.6	3.3	0.8
Niger	10	-	-	-	-	-	-
Nigeria	4,543	145.9	7.3	146.7	7.8	3.2	0.7
Northern Mariana Islands	5	-	-	-	-	-	-
Norway	102	154.4	7.5	154.4	9.2	3.9	0.7
Oman	59	140.6	7.9	145.9	9.0	2.9	0.7
Pakistan	2,545	148.8	8.2	153.4	8.0	3.6	0.8
Palau	21	-	-	-	-	-	-
Palestinian Territories	142	143.6	8.4	152.2	7.8	3.1	0.8
Panama	99	147.0	7.7	148.3	8.5	3.3	0.8
Papua New Guinea	4	-	-	-	-	-	-
Paraguay	43	151.4	8.2	153.7	8.0	3.6	0.8
Peru	452	149.3	8.2	154.5	8.6	3.4	0.8
Philippines	504	151.1	7.3	150.9	8.3	3.7	0.8

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

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Country of Citizenship (continued)

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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
Pitcairn	1	-	-	-	-	-	-
Poland	180	152.4	8.3	155.3	9.3	3.7	0.8
Portugal	163	155.3	7.5	157.3	8.4	3.7	0.8
Puerto Rico	652	145.0	7.4	143.0	6.7	2.9	0.8
Qatar	98	139.5	7.6	143.9	7.9	2.7	0.9
Reunion	1	-	-	-	-	-	-
Romania	132	154.6	8.2	156.9	9.8	3.9	0.8
Russian Federation	832	150.0	8.5	156.8	8.6	3.3	0.7
Rwanda	210	140.2	6.8	147.2	6.7	2.9	0.7
Saint Barthélemy	2	-	-	-	-	-	-
Saint Kitts and Nevis	18	-	-	-	-	-	-
Saint Lucia	18	-	-	-	-	-	-
Saint Martin (French part)	2	-	-	-	-	-	-
Saint Vincent and the Grenadines	11	-	-	-	-	-	-
Samoa	7	-	-	-	-	-	-
Sao Tome and Principe	1	-	-	-	-	-	-
Saudi Arabia	2,126	138.1	7.8	144.2	9.2	2.3	0.9
Senegal	27	-	-	-	-	-	-
Serbia	108	150.9	8.0	156.4	8.4	3.5	0.8
Seychelles	3	-	-	-	-	-	-
Sierra Leone	30	144.3	8.0	145.2	8.0	3.4	0.6
Singapore	897	158.4	6.9	161.3	6.6	4.5	0.8
Sint Maarten (Dutch part)	2	-	-	-	-	-	-
Slovakia	41	153.0	7.4	155.0	8.8	3.8	0.9
Slovenia	20	-	-	-	-	-	-
Solomon Islands	2	-	-	-	-	-	-
Somalia	18	-	-	-	-	-	-
South Africa	296	152.3	8.0	150.1	9.0	3.9	0.7
South Sudan	8	-	-	-	-	-	-
Spain	622	153.9	6.8	156.3	8.0	3.7	0.7
Sri Lanka	612	143.2	8.1	155.4	6.5	3.1	0.7
Sudan	129	142.9	8.5	150.3	7.7	2.8	0.8
Suriname	1	-	-	-	-	-	-

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

Table continues on next page

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
Svalbard and Jan Mayen Islands	1	-	-	-	-	-	-
Swaziland	15	-	-	-	-	-	-
Sweden	158	153.4	8.6	154.7	8.3	3.8	0.8
Switzerland	239	155.6	6.5	158.0	7.2	3.9	0.7
Syria	154	143.6	8.5	151.8	7.5	3.1	0.9
Taiwan, China	4,498	147.9	7.5	163.5	6.1	3.0	0.6
Tajikistan	19	-	-	-	-	-	-
Tanzania, United Republic of	103	143.5	7.9	147.0	8.6	3.3	0.8
Thailand	688	145.1	8.5	157.1	8.4	3.1	0.8
Timor-Leste	5	-	-	-	-	-	-
Togo	26	-	-	-	-	-	-
Tonga	2	-	-	-	-	-	-
Trinidad and Tobago	108	150.3	6.2	149.1	7.3	3.8	0.7
Tunisia	96	146.9	8.1	152.1	8.7	3.2	0.8
Turkey	1,874	147.1	8.5	160.3	7.9	3.2	0.8
Turkmenistan	21	-	-	-	-	-	-
Turks and Caicos Islands	3	-	-	-	-	-	-
Tuvalu	1	-	-	-	-	-	-
Uganda	213	144.6	7.4	146.2	7.7	3.3	0.7
Ukraine	293	148.2	8.1	153.1	8.6	3.3	0.7
United Arab Emirates	293	141.1	8.9	148.6	7.9	2.8	1.0
United Kingdom	1,421	157.9	7.7	155.6	8.6	4.4	0.8
United States Minor Outlying Islands	81	152.1	8.8	149.8	9.0	3.9	0.8
United States of America	250,274	152.7	7.8	150.6	8.1	3.9	0.8
Uruguay	68	154.2	7.3	154.9	8.8	3.6	0.8
Uzbekistan	102	145.4	8.5	152.8	10.0	3.1	0.7
Vanuatu	1	-	-	-	-	-	-
Venezuela	262	149.4	7.7	149.7	8.7	3.4	0.8
Viet Nam	908	148.9	8.4	159.6	7.1	3.5	0.7
Virgin Islands, U.S.	24	-	-	-	-	-	-
Yemen	66	139.8	7.0	149.9	7.9	2.7	0.8
Zambia	48	145.8	7.0	145.5	7.2	3.5	0.7
Zimbabwe	172	148.8	7.1	148.3	7.1	3.7	0.6

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

Major Fields

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

Business

Accounting
Banking and Finance
Business Administration and Management

Education

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

Engineering

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

Humanities and Arts

Arts
English Language and Literature
Foreign Languages and Literatures
History
Philosophy

Law

Law

Life Sciences

Agriculture
Biological Sciences
Health and Medical Sciences

Physical Sciences

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

Social and Behavioral Sciences

Anthropology and Archaeology
Economics
Political Science
Psychology
Sociology

Other Fields

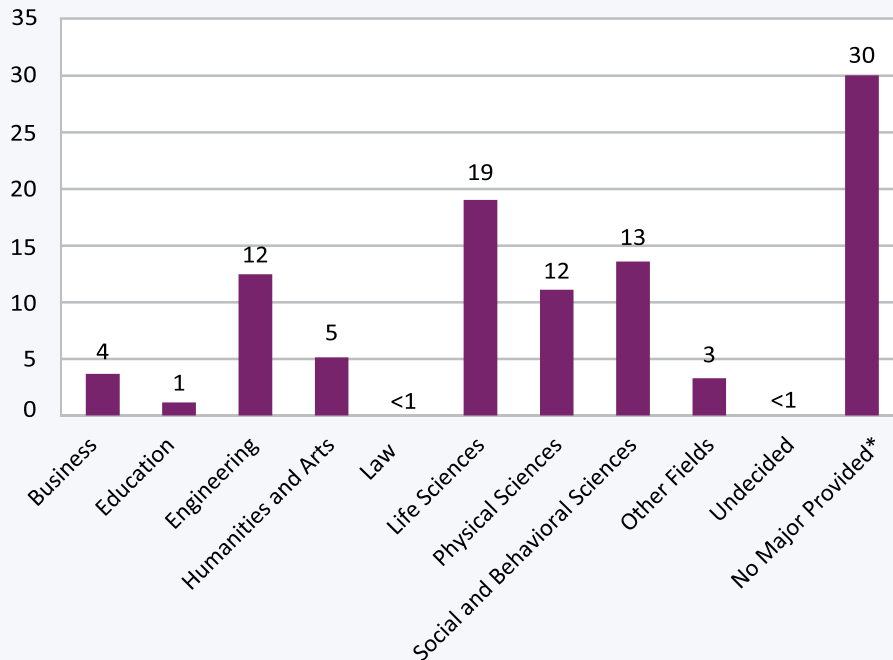
Architecture and Environmental Design
Communications and Journalism
Family and Consumer Sciences
Library and Archival Studies
Public Administration
Religion and Theology
Social Work
Other

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

Undergraduate Major Field

Figure 1.2 shows that, overall, the most commonly reported undergraduate major fields were within Life Sciences (19%), followed by Social and Behavioral Sciences (13%), and Engineering and Physical Sciences (each 12%).

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



Note: See page 21 for a list of major fields.

These analyses were based on a total of 467,277 test takers who took the GRE General Test between July 1, 2019, and June 30, 2020.

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

Table 1.7. 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	18,256	4	149.3	8.3	152.8	9.4	3.5	0.8
Men	8,949	49	150.0	8.5	153.6	9.1	3.5	0.9
Women	9,287	51	148.7	8.1	152.1	9.6	3.5	0.8
No Response	20	<1	-	-	-	-	-	-
Education	6,907	1	148.0	7.9	145.9	7.7	3.6	0.9
Men	1,291	19	148.9	8.4	147.7	8.6	3.6	0.9
Women	5,599	81	147.8	7.8	145.5	7.5	3.6	0.8
No Response	17	<1	-	-	-	-	-	-
Engineering	57,318	12	149.5	8.9	158.6	7.6	3.5	0.8
Men	41,416	72	149.6	8.9	159.2	7.6	3.5	0.8
Women	15,855	28	149.2	8.9	157.2	7.6	3.5	0.8
No Response	47	<1	157.0	9.8	159.5	6.6	4.1	0.8
Humanities and Arts	23,584	5	155.4	8.2	149.2	8.3	4.1	0.9
Men	8,671	37	156.9	8.1	150.7	8.4	4.1	0.9
Women	14,847	63	154.5	8.2	148.4	8.1	4.0	0.8
No Response	66	<1	156.5	8.0	148.8	8.0	4.3	0.9
Law	655	<1	151.1	8.7	150.4	9.5	3.6	0.9
Men	318	49	152.0	8.9	152.2	9.9	3.6	0.9
Women	336	51	150.2	8.5	148.7	8.8	3.6	0.9
No Response	1	<1	-	-	-	-	-	-
Life Sciences	89,579	19	150.2	7.2	149.9	7.2	3.8	0.8
Men	24,685	28	151.2	7.5	151.9	7.4	3.7	0.8
Women	64,774	72	149.9	7.0	149.1	6.9	3.8	0.7
No Response	120	<1	152.6	8.0	148.8	7.8	3.8	0.8
Physical Sciences	54,105	12	150.7	9.4	158.2	8.4	3.6	0.8
Men	33,203	61	151.2	9.4	159.5	8.0	3.6	0.8
Women	20,847	39	149.8	9.2	156.1	8.5	3.6	0.8
No Response	55	<1	156.2	8.3	158.6	6.6	4.0	0.8

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	61,275	13	152.5	7.9	150.4	8.6	3.9	0.8
Men	19,679	32	154.1	8.2	153.3	8.9	3.9	0.9
Women	41,478	68	151.7	7.7	149.0	8.2	3.9	0.8
No Response	118	<1	155.4	7.7	150.7	8.4	4.2	0.8
Other Fields	14,597	3	149.9	8.1	148.6	8.6	3.7	0.8
Men	4,468	31	150.9	8.6	150.2	8.8	3.6	0.9
Women	10,101	69	149.4	7.8	147.9	8.5	3.7	0.8
No Response	28	<1	-	-	-	-	-	-
Undecided	1,583	<1	146.5	8.7	153.2	10.9	3.1	0.8
Men	832	53	147.1	8.7	154.6	10.5	3.1	0.8
Women	748	47	145.9	8.7	151.8	11.1	3.1	0.8
No Response	3	<1	-	-	-	-	-	-
No Major Provided*	139,418	30	149.4	9.0	156.8	9.8	3.4	0.8
Men	66,622	48	149.2	9.4	158.7	9.3	3.3	0.8
Women	72,404	52	149.5	8.6	155.1	9.9	3.5	0.8
No Response	392	<1	155.5	8.2	153.9	9.3	4.0	0.9
Total	467,277	100	150.4	8.6	154.1	9.5	3.6	0.8
Men	210,134	45	150.7	9.1	156.8	9.1	3.5	0.9
Women	256,276	55	150.2	8.2	151.8	9.1	3.7	0.8
No Response	867	<1	155.1	8.3	152.5	9.1	4.0	0.9

Note: See page 21 for a list of major fields.

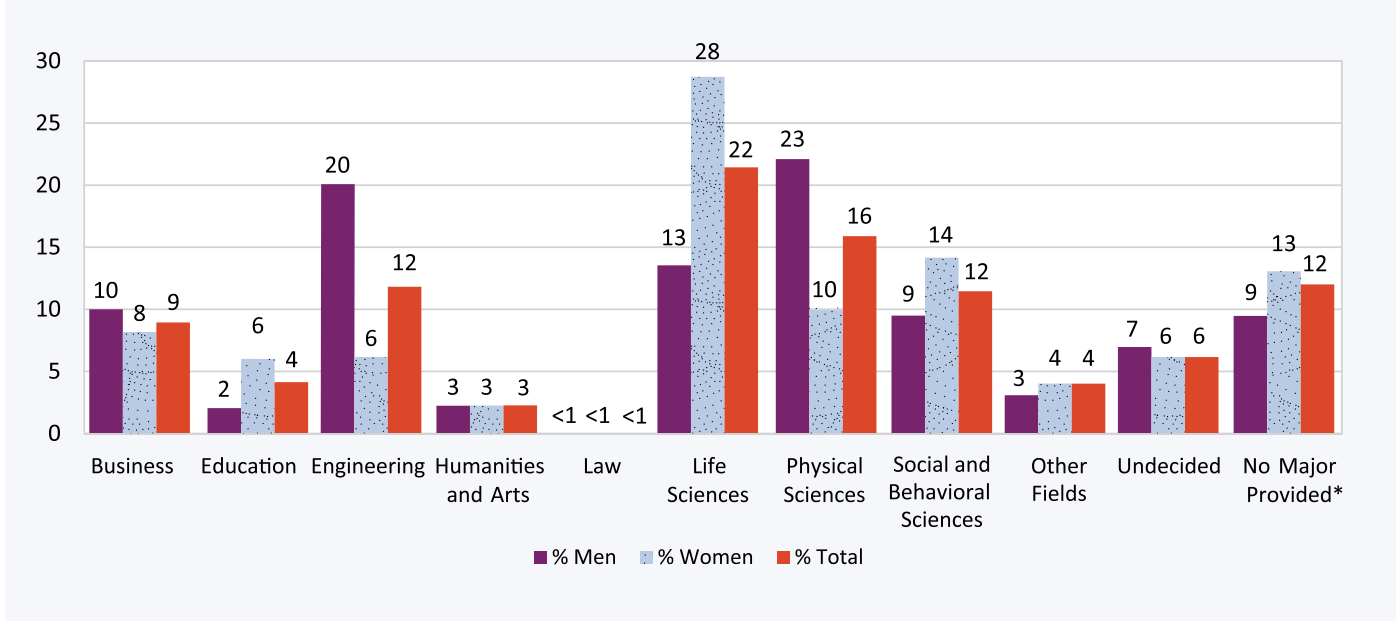
A total of 467,277 examinees took the GRE General Test between July 1, 2019, and June 30, 2020. The percentages for the overall undergraduate major fields were based on those total groups of test takers; the percentages for the gender groups within each undergraduate major group were based on the group of test takers who were within each undergraduate major group. Statistics are not reported for groups with fewer than 30 examinees.

*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 (20%) and Physical Sciences (23%) were significantly higher than the percentages of women indicating those intended graduate majors. The percentage of women who indicated an intended graduate major in Life Sciences (28%) was significantly higher than the percentage of men indicating that intended graduate major. In Social and Behavioral Sciences and Education, the percentages of women were higher than the percentages of men indicating those intended graduate majors. The percentages of men and women indicating an intended graduate major in Business and Humanities and Arts were similar.

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



Note: See page 21 for a list of major fields.

These analyses were based on a total of 467,277 test takers who took the GRE General Test between July 1, 2019, and June 30, 2020. 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 relatively higher mean Verbal Reasoning scores than men and women in other majors. Men with an intended graduate major in Physical Sciences had a higher mean score on the Quantitative Reasoning measure than men in other majors. Women with an intended graduate major in Engineering had a higher mean score on the Quantitative Reasoning measure than women in other majors. Men and women indicating an intended graduate major in Humanities and Arts or Law had higher mean Analytical Writing scores than men and women in other majors.

Table 1.8. 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	41,399	9	150.5	8.5	156.5	9.2	3.6	0.8
Men	20,879	50	150.7	8.7	156.9	8.9	3.5	0.8
Women	20,430	49	150.2	8.3	156.2	9.4	3.6	0.8
No Response	90	<1	156.5	7.5	155.8	7.3	4.1	0.9
Education	19,815	4	150.0	8.2	147.3	8.4	3.7	0.9
Men	4,556	23	151.4	8.6	149.0	8.8	3.7	0.9
Women	15,190	77	149.5	8.0	146.8	8.2	3.7	0.9
No Response	69	<1	155.2	8.5	150.0	8.5	4.1	0.8
Engineering	57,460	12	149.2	8.9	159.6	7.7	3.4	0.8
Men	42,442	74	149.2	9.0	159.9	7.7	3.4	0.8
Women	14,978	26	149.3	8.9	158.6	7.7	3.5	0.8
No Response	40	<1	153.6	9.9	158.9	6.3	3.8	0.8
Humanities and Arts	15,062	3	156.0	8.3	150.5	8.9	4.1	0.9
Men	6,336	42	157.0	8.3	151.5	8.9	4.1	0.9
Women	8,661	58	155.2	8.2	149.8	8.8	4.1	0.9
No Response	65	<1	158.1	7.8	149.1	8.8	4.4	0.8
Law	1,494	<1	155.2	8.6	152.9	9.0	4.1	0.9
Men	709	47	156.4	8.4	154.0	9.0	4.2	1.0
Women	777	52	154.0	8.6	151.8	8.9	4.0	0.9
No Response	8	1	-	-	-	-	-	-
Life Sciences	100,541	22	150.6	7.2	150.5	7.4	3.8	0.8
Men	27,699	28	151.3	7.5	152.5	7.6	3.7	0.8
Women	72,649	72	150.3	7.1	149.7	7.1	3.8	0.7
No Response	193	<1	152.3	7.2	150.2	7.7	3.9	0.8
Physical Sciences	73,950	16	150.2	9.3	159.9	8.2	3.5	0.8
Men	48,260	65	150.6	9.4	160.9	7.8	3.5	0.8
Women	25,600	35	149.4	9.2	158.0	8.6	3.5	0.8
No Response	90	<1	156.6	8.4	160.0	7.1	3.9	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	56,039	12	152.9	8.1	152.5	9.3	3.9	0.8
Men	19,295	34	154.2	8.4	155.3	9.1	3.9	0.9
Women	36,613	65	152.2	7.8	151.0	9.0	3.9	0.8
No Response	131	<1	156.5	8.1	152.0	9.7	4.2	0.8
Other Fields	17,484	4	150.8	8.6	151.1	9.3	3.7	0.9
Men	6,107	35	151.8	9.0	152.1	9.1	3.7	0.9
Women	11,344	65	150.2	8.4	150.6	9.4	3.7	0.8
No Response	33	<1	156.2	7.1	150.4	7.4	4.2	0.7
Undecided	30,110	6	148.4	9.4	154.6	9.7	3.4	0.9
Men	14,396	48	148.3	9.6	155.7	9.5	3.3	0.9
Women	15,668	52	148.3	9.2	153.5	9.8	3.4	0.9
No Response	46	<1	154.7	9.3	153.6	10.6	3.8	1.1
No Major Provided*	53,923	12	148.5	8.6	150.7	9.3	3.5	0.9
Men	19,455	36	148.5	9.2	153.5	9.5	3.4	0.9
Women	34,366	64	148.5	8.2	149.2	8.8	3.6	0.8
No Response	102	<1	153.5	8.7	149.5	9.7	3.9	0.8
Total	467,277	100	150.4	8.6	154.1	9.5	3.6	0.8
Men	210,134	45	150.7	9.1	156.8	9.1	3.5	0.9
Women	256,276	55	150.2	8.2	151.8	9.1	3.7	0.8
No Response	867	<1	155.1	8.3	152.5	9.1	4.0	0.9

Note: See page 21 for a list of major fields.

A total of 467,277 examinees took the GRE General Test between July 1, 2019, and June 30, 2020. 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.

*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 across all U.S. citizen racial/ethnic groups, except Hawaiian/Pacific Islander, Puerto Rican and Other Hispanic, test takers with an intended graduate major in Humanities and Arts or Law had a higher mean score on the Verbal Reasoning measure than those with other intended graduate majors.

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 (Non-Hispanic)	Other	No Response	Total
Business	N	72	1,532	62	1,742	536	95	818	7,431	535	2,752	15,575
	Mean	151.1	153.9	150.6	148.6	150.4	150.7	151.2	154.4	154.4	154.5	153.3
	SD	8.2	8.0	7.2	7.9	7.2	8.8	7.5	7.2	7.9	7.9	7.8
Education	N	90	711	41	2,032	804	261	1,040	8,968	554	2,501	17,002
	Mean	148.6	151.1	148.0	145.8	147.9	147.5	147.0	152.0	149.5	150.3	150.3
	SD	6.7	8.3	8.6	7.3	7.2	7.1	7.9	7.6	8.7	8.4	8.1
Engineering	N	66	1,859	52	670	588	110	806	8,248	538	2,648	15,585
	Mean	152.9	155.6	153.2	151.5	152.3	152.6	153.5	157.1	156.3	156.6	156.1
	SD	6.9	7.3	6.9	7.6	7.0	7.9	7.1	6.0	7.3	7.2	6.8
Humanities and Arts	N	64	424	20	593	395	98	439	6,693	406	1,565	10,697
	Mean	154.8	157.2	-	151.5	153.3	153.0	154.1	158.2	157.1	158.7	157.4
	SD	7.4	7.5	-	7.8	7.4	8.1	8.1	6.8	8.1	7.5	7.4
Law	N	8	108	10	128	49	7	58	424	68	205	1,065
	Mean	-	156.6	-	151.6	155.2	-	153.4	157.8	155.6	157.2	156.2
	SD	-	8.2	-	8.2	7.8	-	8.3	7.5	8.3	8.2	8.2
Life Sciences	N	447	6,696	323	5,846	3,339	767	4,442	48,387	2,496	11,629	84,372
	Mean	149.5	151.1	149.4	146.9	148.7	149.1	148.9	151.8	151.7	151.9	151.1
	SD	6.2	7.0	6.5	6.8	6.5	6.6	6.8	6.6	7.5	7.3	6.9
Physical Sciences	N	95	2,447	46	768	593	130	849	10,811	762	3,718	20,219
	Mean	154.5	157.1	154.3	151.3	152.8	153.2	154.2	157.4	157.5	158.0	156.9
	SD	6.0	7.9	6.6	7.7	7.3	8.1	7.0	6.6	7.2	7.4	7.2
Social and Behavioral Sciences	N	202	2,179	92	3,072	1,544	370	2,169	19,730	1,438	4,785	35,581
	Mean	150.4	153.9	150.4	148.3	149.8	151.0	150.6	154.8	154.3	154.5	153.6
	SD	7.4	7.7	6.2	7.6	7.0	7.4	7.8	7.1	7.6	8.2	7.7
Other Fields	N	47	552	33	1,085	561	95	587	5,817	413	1,504	10,694
	Mean	149.9	152.6	151.3	146.5	148.1	150.1	149.5	154.4	153.5	153.7	152.7
	SD	8.3	8.3	8.1	7.6	7.7	8.4	8.1	7.4	8.5	8.4	8.2
Undecided	N	40	790	17	723	297	99	449	4,321	444	2,090	9,270
	Mean	148.9	152.9	-	146.3	149.2	148.3	149.6	154.5	152.1	154.3	153.0
	SD	7.7	8.9	-	8.6	7.9	9.0	8.8	7.9	9.3	8.6	8.7
No Major Provided*	N	179	2,113	93	2,573	1,142	329	1,782	16,367	1,106	4,530	30,214
	Mean	148.8	151.7	148.3	145.9	147.4	148.4	147.7	151.8	151.7	151.8	150.8
	SD	7.0	8.0	6.6	7.5	7.0	7.7	7.8	7.3	8.0	8.2	7.8
Total	N	1,310	19,411	789	19,232	9,848	2,361	13,439	137,197	8,760	37,927	250,274
	Mean	150.4	153.1	150.2	147.5	149.4	149.8	149.8	153.7	153.3	153.7	152.7
	SD	7.1	7.9	6.9	7.6	7.2	7.6	7.7	7.3	8.2	8.1	7.8

Note: See page 21 for a list of major fields. A total of 250,274 U.S. citizens took the GRE General Test between July 1, 2019, and June 30, 2020. 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 test takers across all U.S. citizen racial/ethnic groups except Asian test takers with an intended graduate major in Engineering had a higher mean score 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 (Non-Hispanic)	Other	No Response	Total	
Business	N	72	1,532	62	1,742	536	95	818	7,431	535	2,752	15,575
	Mean	148.7	155.5	150.2	146.2	148.9	147.7	149.5	152.7	152.8	153.5	152.1
	SD	7.8	7.8	7.5	7.5	7.2	7.5	7.6	7.3	8.3	8.1	8.0
Education	N	90	711	41	2,032	804	261	1,040	8,968	554	2,501	17,002
	Mean	144.4	150.4	144.9	141.7	144.1	143.1	143.2	147.7	145.6	146.6	146.3
	SD	7.1	8.1	7.3	6.4	6.7	6.8	7.0	7.0	7.8	7.8	7.5
Engineering	N	66	1,859	52	670	588	110	806	8,248	538	2,648	15,585
	Mean	155.7	160.8	157.7	152.7	154.9	154.8	156.2	159.6	159.1	159.8	159.1
	SD	6.1	6.3	5.8	7.5	6.2	7.1	6.8	5.8	6.6	6.5	6.4
Humanities and Arts	N	64	424	20	593	395	98	439	6,693	406	1,565	10,697
	Mean	145.3	152.1	-	143.4	145.5	145.2	146.2	149.4	148.6	150.5	149.0
	SD	7.2	8.4	-	6.9	7.5	7.4	7.2	7.5	8.3	8.1	7.8
Law	N	8	108	10	128	49	7	58	424	68	205	1,065
	Mean	-	155.7	-	145.8	150.9	-	148.4	153.6	150.1	153.3	152.1
	SD	-	8.1	-	7.0	7.7	-	7.6	7.7	7.6	8.7	8.4
Life Sciences	N	447	6,696	323	5,846	3,339	767	4,442	48,387	2,496	11,629	84,372
	Mean	147.2	151.9	148.2	144.7	147.2	147.1	147.3	150.3	149.7	150.6	149.7
	SD	6.3	7.1	6.2	6.2	6.1	6.4	6.4	6.2	7.1	7.0	6.6
Physical Sciences	N	95	2,447	46	768	593	130	849	10,811	762	3,718	20,219
	Mean	154.3	161.6	156.7	151.1	154.1	153.8	154.9	158.1	158.6	159.7	158.3
	SD	7.7	6.9	6.7	8.0	7.2	8.2	7.5	7.0	7.3	7.3	7.5
Social and Behavioral Sciences	N	202	2,179	92	3,072	1,544	370	2,169	19,730	1,438	4,785	35,581
	Mean	145.7	152.4	147.7	143.8	145.8	146.1	146.6	150.2	149.2	150.5	149.3
	SD	6.7	8.0	7.2	6.8	6.9	7.2	7.4	7.2	7.7	8.4	7.7
Other Fields	N	47	552	33	1,085	561	95	587	5,817	413	1,504	10,694
	Mean	144.3	151.0	146.8	141.8	143.8	146.4	145.3	149.2	147.9	148.8	147.9
	SD	8.2	8.2	6.9	6.3	6.2	7.5	7.1	6.8	7.7	7.7	7.5
Undecided	N	40	790	17	723	297	99	449	4,321	444	2,090	9,270
	Mean	145.6	154.7	-	143.7	146.0	145.0	146.5	151.2	149.3	152.4	150.6
	SD	7.0	8.6	-	7.5	7.6	8.2	8.1	7.8	9.0	8.8	8.6
No Major Provided*	N	179	2,113	93	2,573	1,142	329	1,782	16,367	1,106	4,530	30,214
	Mean	145.0	152.4	146.7	142.6	144.6	144.8	145.0	148.5	147.9	149.2	147.9
	SD	6.8	8.5	7.8	6.8	6.8	7.2	7.4	7.1	7.9	8.1	7.7
Total	N	1,310	19,411	789	19,232	9,848	2,361	13,439	137,197	8,760	37,927	250,274
	Mean	147.3	154.4	149.0	144.4	147.1	146.7	147.6	151.2	150.5	151.9	150.6
	SD	7.4	8.4	7.5	7.2	7.3	7.6	7.8	7.5	8.5	8.5	8.1

Note: See page 21 for a list of major fields. A total of 250,274 U.S. citizens took the GRE General Test between July 1, 2019, and June 30, 2020. 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 test takers across all U.S. citizen racial/ethnic groups with an intended graduate major in Humanities and Arts or Law had 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 (Non-Hispanic)	Other	No Response	Total
Business	N	72	1,532	62	1,742	536	95	818	7,431	535	2,752	15,575
	Mean	3.7	4.1	3.8	3.5	3.7	3.6	3.8	4.1	4.0	4.0	4.0
	SD	0.8	0.8	0.7	0.9	0.8	1.0	0.9	0.8	0.9	0.9	0.9
Education	N	90	711	41	2,032	804	261	1,040	8,968	554	2,501	17,002
	Mean	3.7	3.9	3.7	3.3	3.7	3.5	3.5	3.9	3.7	3.7	3.8
	SD	0.7	0.8	0.9	0.8	0.8	0.8	0.9	0.8	1.0	0.9	0.9
Engineering	N	66	1,859	52	670	588	110	806	8,248	538	2,648	15,585
	Mean	4.0	4.2	4.0	3.7	3.7	3.8	3.9	4.1	4.1	4.1	4.1
	SD	0.7	0.8	0.7	0.8	0.8	0.8	0.7	0.7	0.8	0.8	0.8
Humanities and Arts	N	64	424	20	593	395	98	439	6,693	406	1,565	10,697
	Mean	4.0	4.3	-	3.7	4.0	4.0	4.0	4.3	4.3	4.3	4.3
	SD	0.8	0.8	-	0.8	0.8	1.0	0.9	0.8	0.8	0.8	0.8
Law	N	8	108	10	128	49	7	58	424	68	205	1,065
	Mean	-	4.5	-	3.8	4.2	-	4.1	4.4	4.3	4.4	4.3
	SD	-	0.8	-	0.9	0.8	-	1.0	0.8	0.9	0.9	0.9
Life Sciences	N	447	6,696	323	5,846	3,339	767	4,442	48,387	2,496	11,629	84,372
	Mean	3.6	4.0	3.8	3.4	3.7	3.7	3.7	3.9	3.9	3.9	3.9
	SD	0.7	0.7	0.6	0.7	0.7	0.7	0.7	0.7	0.7	0.7	0.7
Physical Sciences	N	95	2,447	46	768	593	130	849	10,811	762	3,718	20,219
	Mean	3.9	4.2	3.9	3.6	3.8	3.9	3.9	4.1	4.2	4.2	4.1
	SD	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.7	0.8	0.8	0.8
Social and Behavioral Sciences	N	202	2,179	92	3,072	1,544	370	2,169	19,730	1,438	4,785	35,581
	Mean	3.7	4.2	3.9	3.5	3.8	3.8	3.8	4.1	4.1	4.1	4.0
	SD	0.8	0.8	0.8	0.9	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Other Fields	N	47	552	33	1,085	561	95	587	5,817	413	1,504	10,694
	Mean	3.6	4.0	3.8	3.3	3.6	3.8	3.7	4.1	4.0	3.9	3.9
	SD	0.7	0.8	0.9	0.8	0.7	1.0	0.8	0.8	0.9	0.8	0.8
Undecided	N	40	790	17	723	297	99	449	4,321	444	2,090	9,270
	Mean	3.6	4.0	-	3.3	3.6	3.4	3.6	4.0	3.8	4.0	3.9
	SD	0.8	0.9	-	0.9	0.8	1.0	0.9	0.8	1.0	0.9	0.9
No Major Provided*	N	179	2,113	93	2,573	1,142	329	1,782	16,367	1,106	4,530	30,214
	Mean	3.6	3.9	3.7	3.3	3.6	3.5	3.5	3.9	3.8	3.8	3.8
	SD	0.8	0.8	0.7	0.8	0.8	0.9	0.8	0.8	0.9	0.8	0.8
Total	N	1,310	19,411	789	19,232	9,848	2,361	13,439	137,197	8,760	37,927	250,274
	Mean	3.7	4.1	3.8	3.4	3.7	3.7	3.7	4.0	4.0	4.0	3.9
	SD	0.8	0.8	0.7	0.8	0.7	0.8	0.8	0.7	0.8	0.8	0.8

Note: See page 21 for a list of major fields. A total of 250,274 U.S. citizens took the GRE General Test between July 1, 2019, and June 30, 2020. 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 65% of test takers reported a graduate degree objective of either master's degree (39%) or doctorate (26%). A total of 29% 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 (M.A., M.S., M.Ed.)	183,072	39
Specialized Master's in Business	1,894	<1
Intermediate (such as specialist)	1,489	<1
MBA	13,610	3
J.D.	1,840	<1
Doctorate (Ph.D., Ed.D.)	123,286	26
Postdoctoral Study	3,643	1
Non-Degree Graduate Study	678	<1
Not Currently Planning Graduate Study	872	<1
No Response	136,893	29
Total	467,277	100

Enrollment Preference

Table 1.13 shows that 64% of test takers planned to enroll in a full-time program. These test takers had a higher mean Quantitative Reasoning score and a lower mean Verbal Reasoning score than test takers who planned to enroll part time or who were undecided. A total of 28% of test takers did not respond to this question.

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	297,096	64	150.7	8.4	153.0	9.0	3.7	0.8
Part Time	15,614	3	151.2	8.4	148.9	8.7	3.7	0.9
Undecided	22,777	5	151.8	8.8	151.8	8.8	3.7	0.9
No Response	131,790	28	149.5	9.0	157.4	9.7	3.4	0.8
Total	467,277	100	150.4	8.6	154.1	9.5	3.6	0.8

Full-time Work Experience

Table 1.14 shows that 46% of test takers had two years of full-time work experience or less. On average, test takers with more years of full-time work experience had relatively higher Verbal Reasoning scores than those with fewer years of full-time work experience. Test takers with fewer years of full-time work experience had relatively higher Quantitative Reasoning scores. There were similar mean scores on the Analytical Writing measure across various years of full-time work experience. Approximately 40% of test takers did not answer this question.

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	150,185	32	150.9	8.1	153.2	9.0	3.7	0.8
1–2 Years	66,567	14	150.3	8.5	152.6	8.9	3.7	0.8
3–4 Years	28,252	6	150.8	8.9	151.9	8.8	3.7	0.9
5–7 Years	18,277	4	151.6	8.9	151.3	8.7	3.7	0.9
8–10 Years	8,470	2	151.9	9.1	149.9	8.6	3.7	0.9
11–14 Years	3,723	1	152.0	9.0	149.2	8.7	3.7	0.9
15–19 Years	3,070	1	151.9	8.8	147.7	8.4	3.6	0.9
20–29 Years	2,392	1	152.4	8.4	146.7	8.2	3.6	0.8
Over 30 Years	929	<1	151.0	8.8	147.0	8.8	3.5	0.8
No Response	185,412	40	149.7	8.9	156.4	9.6	3.5	0.8
Total	467,277	100	150.4	8.6	154.1	9.5	3.6	0.8

Program Format

Table 1.15 shows that 56% of test takers indicated they would like to pursue a graduate degree on campus. On average, these test takers had higher mean scores on the Verbal Reasoning, Quantitative Reasoning and Analytical Writing measures than test takers who planned to pursue a degree online or through a combination of on-campus and online courses. Approximately 31% 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	260,490	56	150.9	8.5	153.6	8.9	3.7	0.8
Online	10,481	2	150.0	8.1	147.7	8.5	3.6	0.8
Combination	33,529	7	148.7	7.7	147.3	8.0	3.6	0.8
Undecided	19,972	4	151.5	8.5	151.7	8.6	3.7	0.9
No Response	142,805	31	149.8	9.0	157.3	9.6	3.4	0.8
Total	467,277	100	150.4	8.6	154.1	9.5	3.6	0.8

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, had a higher mean Quantitative Reasoning score than other racial/ethnic groups. Test takers who classified themselves as White (non-Hispanic) had a higher mean Verbal Reasoning score than other racial/ethnic groups. Test takers who classified themselves as Asian and White (non-Hispanic) had relatively higher Analytical Writing scores than other racial/ethnic 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	36	<1	152.8	8.2	147.6	7.0	3.7	0.8
Asian	925	11	154.0	8.2	155.2	8.0	4.1	0.9
Hawaiian/Pacific Islander	41	<1	151.4	7.4	150.2	7.4	3.8	0.8
Black	1,150	13	149.7	8.0	147.0	7.8	3.6	0.9
Mexican	352	4	151.0	7.1	148.5	7.3	3.8	0.8
Puerto Rican	71	1	151.9	9.3	148.6	8.7	3.7	0.9
Other Hispanic	550	6	151.9	7.8	149.9	7.8	3.9	0.9
White (Non-Hispanic)	4,550	52	155.1	7.2	153.0	7.2	4.1	0.8
Other	345	4	154.7	8.0	152.7	8.4	4.1	1.0
No Response	668	8	155.1	7.7	153.2	7.9	4.1	0.9
Total	8,688	100	153.8	7.8	152.0	7.9	4.0	0.9

Note: This analysis is based on a total of 8,688 U.S. citizens who selected MBA as their graduate degree objective and who took the GRE General Test between July 1, 2019, and June 30, 2020.

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 test takers whose graduate degree objective was an MBA and who were 35 years of age or younger had higher mean Verbal Reasoning, Quantitative Reasoning and Analytical Writing scores than test takers over the age of 35. On the Verbal Reasoning and Analytical Writing measures, test takers from 26 to 30 years of age had relatively 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	3,096	23	151.1	8.3	154.1	9.0	3.8	0.9
23–25	3,535	26	152.1	8.3	153.1	8.4	3.9	0.9
26–30	4,911	36	153.8	8.0	153.9	8.0	4.0	0.9
31–35	1,404	10	152.0	8.3	151.9	8.1	3.7	0.9
36–40	410	3	150.8	8.6	149.3	8.5	3.5	0.9
41–45	154	1	149.5	9.3	147.6	8.1	3.4	0.9
46–50	61	<1	151.0	8.2	145.4	7.8	3.3	0.8
51–55	17	<1	-	-	-	-	-	-
56–60	15	<1	-	-	-	-	-	-
Over 60	1	<1	-	-	-	-	-	-
No Response	5	<1	-	-	-	-	-	-
Total	13,610	100	152.4	8.3	153.2	8.5	3.8	0.9

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

Gender

Table 1.18 shows that a higher percentage of men (54%) than women (46%) indicated MBA as their graduate degree objective. 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, while women had a slightly higher mean score on the Analytical Writing measure than men.

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	7,307	54	152.7	8.3	154.5	8.4	3.8	0.9
Women	6,256	46	152.0	8.3	151.7	8.3	3.9	0.9
No Response	47	<1	157.9	6.4	156.4	6.7	4.4	0.8
Total	13,610	100	152.4	8.3	153.2	8.5	3.8	0.9

Enrollment Preference

Table 1.19 shows that 75% 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 mean Quantitative Reasoning score than test takers who planned to enroll part time or who were undecided. These test takers also had a higher mean Verbal Reasoning score than 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	10,165	75	152.3	8.5	153.9	8.6	3.8	0.9
Part Time	1,720	13	151.7	7.5	150.1	7.2	3.8	0.8
Undecided	1,410	10	153.2	8.1	152.2	8.2	3.9	0.9
No Response	315	2	154.1	8.2	154.9	8.1	3.9	1.0
Total	13,610	100	152.4	8.3	153.2	8.5	3.8	0.9

Full-time Work Experience

Table 1.20 shows that 39% 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 relatively higher scores on all three measures than test takers with fewer years (<3 years) or more years (>7 years) of full-time work experience. Overall, test takers who had 10 years or less full-time work experience had relatively higher mean Quantitative Reasoning and Analytical Writing scores than test takers with more than 10 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	2,909	21	150.6	8.2	152.8	9.0	3.7	0.9
1–2 Years	2,491	18	151.1	8.2	152.3	8.6	3.8	0.9
3–4 Years	2,587	19	153.7	8.2	153.9	8.0	4.0	0.9
5–7 Years	2,384	18	154.1	7.8	154.0	7.8	4.0	0.8
8–10 Years	881	6	152.8	8.1	152.4	7.8	3.8	0.8
11–14 Years	296	2	151.5	8.3	151.1	7.9	3.6	0.9
15–19 Years	137	1	151.8	9.3	147.9	8.0	3.5	0.8
20–29 Years	66	<1	153.0	7.6	149.0	8.0	3.4	0.9
Over 30 Years	19	<1	-	-	-	-	-	-
No Response	1,840	14	153.0	8.6	154.6	8.6	3.9	0.9
Total	13,610	100	152.4	8.3	153.2	8.5	3.8	0.9

Program Format

Table 1.21 shows that 70% 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	9,488	70	152.9	8.4	154.3	8.3	3.9	0.9
Online	779	6	149.6	7.1	148.1	7.5	3.5	0.8
Combination	1,636	12	149.6	7.5	148.5	7.8	3.6	0.8
Undecided	915	7	153.3	8.2	152.7	8.0	3.9	0.9
No Response	792	6	154.4	8.5	155.5	8.3	4.0	1.0
Total	13,610	100	152.4	8.3	153.2	8.5	3.8	0.9

U.S. Citizenship Status and Racial/Ethnic Group

Figure 2.1 shows that from testing years 2015–16 to 2019–20, there were more test takers who were U.S. citizens than non-U.S. citizens. The number of U.S. citizens who took the test decreased from 2015–16 to 2019–20. With the exception of 2018–19, the number of non-U.S. citizens who took the test decreased from 2015–16 to 2019–20.

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

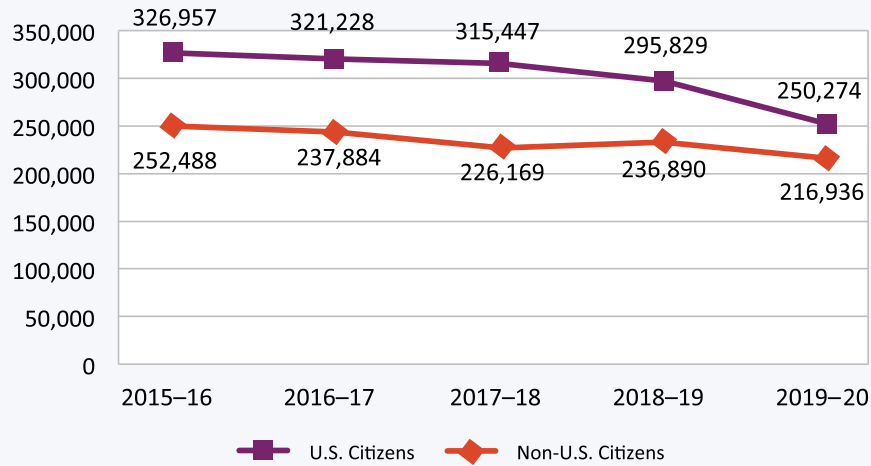


Table 2.1 shows that the percentage of test takers who were U.S. citizens increased from 56% in 2015–16 to 58% in 2017–18, and then decreased to 54% in 2019–20. The percentage of test takers who were non-U.S. citizens slightly decreased from 43% in 2015–16 to 42% in 2017–18, and then increased to 46% in 2019–20.

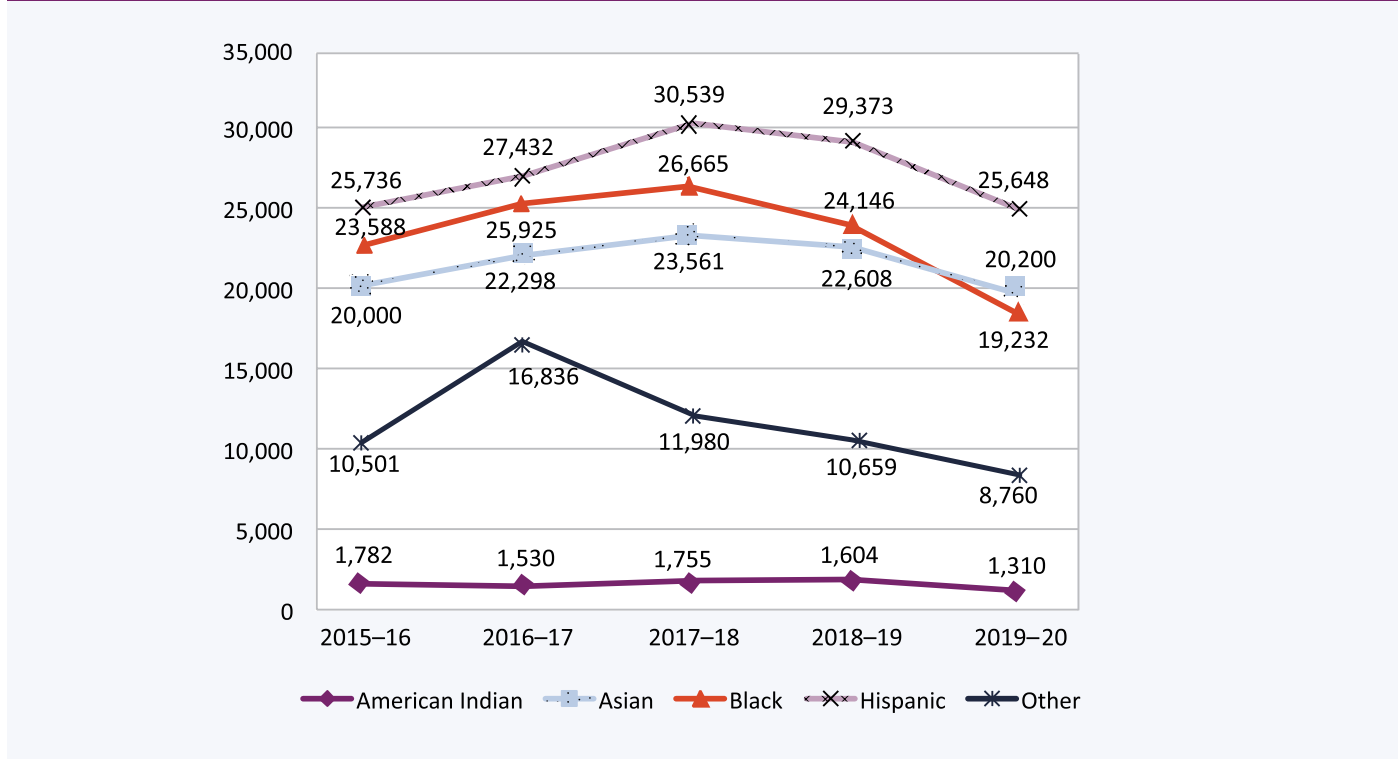
Table 2.1. Volume of GRE General Test Examinees, by U.S. Citizenship Status

U.S. Citizenship Status	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent
U.S. Citizen	326,957	56	321,228	57	315,447	58	295,829	56	250,274	54
Non-U.S. Citizen	252,488	43	237,884	43	226,169	42	236,890	44	216,936	46
No Response	5,232	1	142	<1	134	<1	107	<1	67	<1
Total	584,677	100	559,254	100	541,750	100	532,826	100	467,277	100

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

Excluding White (Non-Hispanic) test takers, Figure 2.2 shows that in testing years 2015–16 to 2019–20, U.S. citizen test takers who classified themselves as Hispanic were the largest racial/ethnic group, followed by test takers who classified themselves as Black, Asian, Other and American Indian. In testing year 2019–20, U.S. citizen test takers who classified themselves as Black dropped from the second to the third largest racial/ethnic group below Asian test takers. From testing year 2015–16 to 2017–18, the number of test takers who classified themselves as Hispanic, Black, or Asian increased. From testing year 2017–18, however, the number of test takers across all racial/ethnic groups decreased.

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



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

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

Table 2.2 shows that the percentage of U.S. citizen test takers who identified themselves as White (non-Hispanic) increased from 55% in 2015–16 to 59% in 2016–17, and then decreased to 55% in 2019–20. The percentage of U.S. citizen test takers who identified themselves as Asian increased from 6% in 2015–16 to 8% in 2019–20. The percentages of test takers in other racial/ethnic groups remained relatively stable. Note that the percentage of test takers who did not respond to the racial/ethnic group question decreased from 20% in 2015–16 to 15% in 2019–20.

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

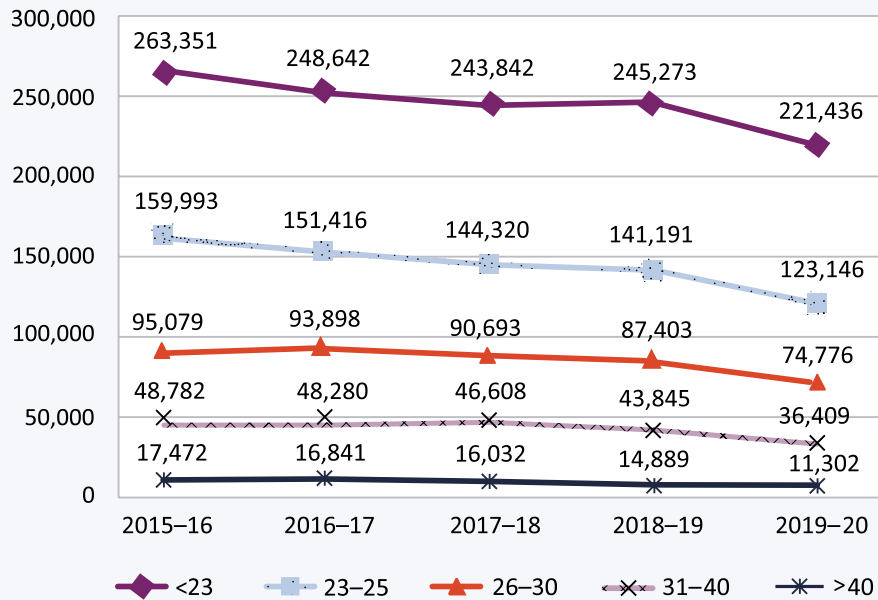
Racial/ Ethnic Group	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent
American Indian	1,782	1	1,530	<1	1,755	1	1,604	1	1,310	1
Asian	19,163	6	21,500	7	22,567	7	21,632	7	19,411	8
Hawaiian/ Pacific Islander	837	<1	798	<1	994	<1	976	<1	789	<1
Black	23,588	7	25,925	8	26,665	8	24,146	8	19,232	8
Mexican	9,393	3	10,087	3	11,232	4	11,277	4	9,848	4
Puerto Rican	3,153	1	3,503	1	3,320	1	2,805	1	2,361	1
Other Hispanic	13,190	4	13,842	4	15,987	5	15,291	5	13,439	5
White (Non-Hispanic)	178,784	55	187,958	59	182,623	58	165,672	56	137,197	55
Other	10,501	3	16,836	5	11,980	4	10,659	4	8,760	4
No Response	66,566	20	39,249	12	38,324	12	41,767	14	37,927	15
Total	326,957	100	321,228	100	315,447	100	295,829	100	250,274	100

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

Age and Gender

Figure 2.3 shows that test takers under 23 years of age represented the largest group of test takers from testing years 2015–16 to 2019–20. The volume of test takers in all age groups decreased from 2015–16 to 2019–20.

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



Age and Gender (continued)

Table 2.3 shows that from testing years 2015–16 to 2019–20, 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 45% in 2015–16 to 47% in 2019–20. The percentage of test takers in all other age groups remained stable from 2015–16 to 2019–20.

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

Age	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent
Under 18	147	<1	113	<1	110	<1	122	<1	115	<1
18–22	263,204	45	248,529	44	243,732	45	245,151	46	221,321	47
23–25	159,993	27	151,416	27	144,320	27	141,191	27	123,146	26
26–30	95,079	16	93,898	17	90,693	17	87,403	16	74,766	16
31–35	33,699	6	33,195	6	32,023	6	29,955	6	25,261	5
36–40	15,083	3	15,085	3	14,585	3	13,890	3	11,148	2
41–45	8,356	1	8,003	1	7,531	1	7,107	1	5,422	1
46–50	4,708	1	4,730	1	4,619	1	4,234	1	3,134	1
51–55	2,678	<1	2,404	<1	2,269	<1	2,095	<1	1,558	<1
56–60	1,099	<1	1,101	<1	1,007	<1	951	<1	730	<1
Over 60	631	<1	603	<1	606	<1	502	<1	458	<1
No Response	0	0	177	<1	255	<1	225	<1	218	<1
Total	584,677	100	559,254	100	541,750	100	532,826	100	467,277	100

Age and Gender (continued)

Figure 2.4 shows that from testing years 2015–16 to 2019–20, there were more women test takers than men. The number of women who took the test increased from 2015–16 to 2017–18 and decreased from 2017–18 to 2019–20. The number of men who took the test decreased from testing year 2015–16 to 2019–20.

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

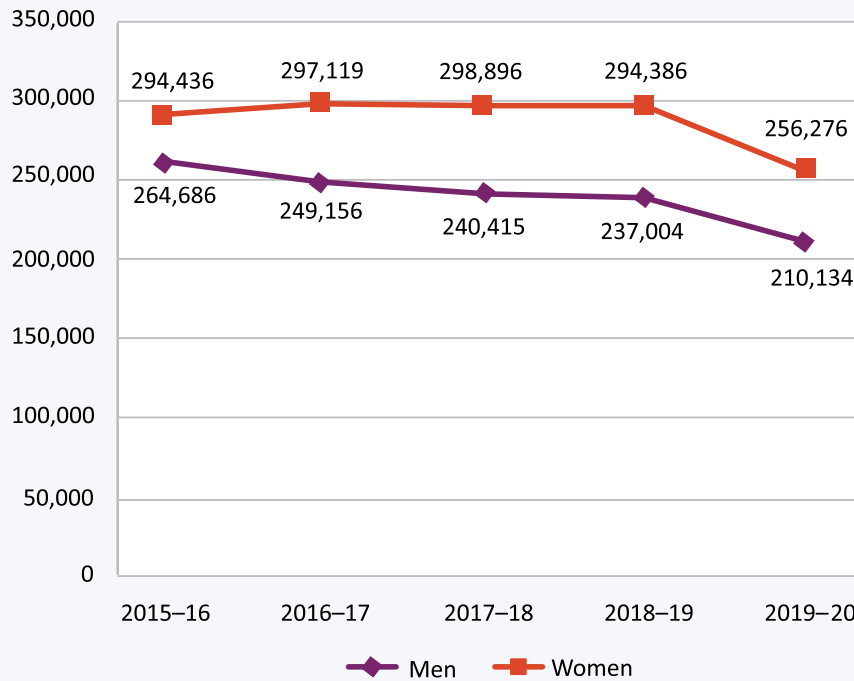


Table 2.4 shows that from testing year 2015–16 to 2019–20, the percentage of men test takers remained stable. The percentage of women test takers increased from testing year 2015–16 to 2017–18 and remained stable from 2017–18 to 2019–20. The percentage of test takers who did not respond to this question decreased from 2015–16 to 2019–20.

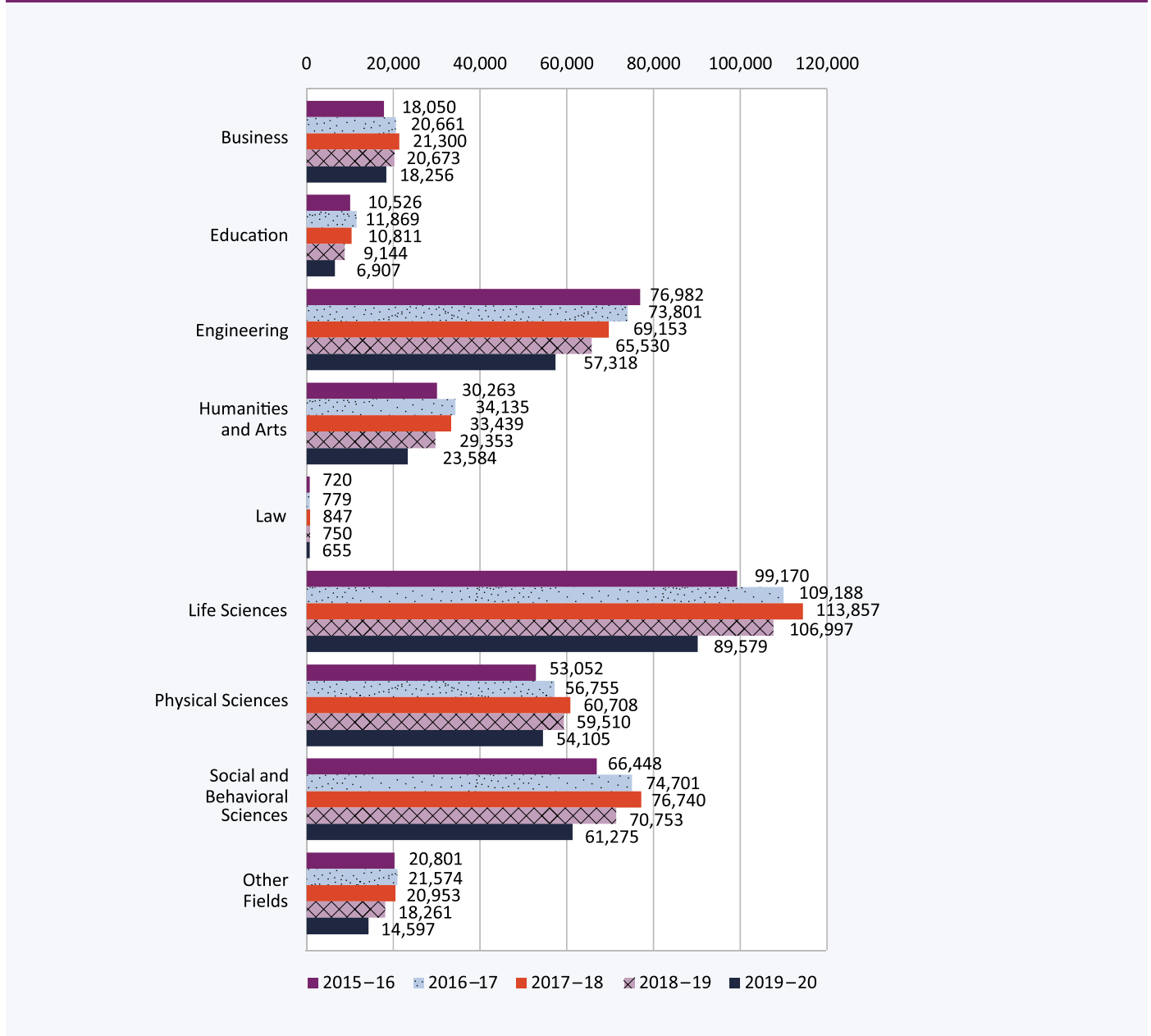
Table 2.4. Volume of GRE General Test Examinees, by Gender

Age	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent
Men	264,686	45	249,156	45	240,415	44	237,004	44	210,134	45
Women	294,436	50	297,119	53	298,896	55	294,386	55	256,276	55
No Response	25,555	4	12,979	2	2,439	<1	1,436	<1	867	<1
Total	584,677	100	559,254	100	541,750	100	532,826	100	467,277	100

Undergraduate Major Field

Figure 2.5 shows that from testing years 2015–16 to 2019–20, 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. Although there were increases in the number of test takers in all undergraduate major fields except Engineering from 2015–16 to 2017–18, the number of test takers in all of the undergraduate major fields declined from 2017–18 to 2019–20.

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



Note: See page 21 for a list of major fields.

Undergraduate Major Field (continued)

Table 2.5 shows that from testing years 2015–16 to 2019–20, the percentages of test takers with undergraduate majors in Social and Behavioral Sciences, Physical Sciences and Business increased. The percentages of test takers with undergraduate majors in Life Sciences increased from 2015–16 to 2018–19 and decreased from 2018–19 to 2019–20. The percentages of test takers with undergraduate majors in Engineering and Education decreased from 2015–16 to 2019–20, and the percentages of test takers with undergraduate majors in Humanities and Arts, and Law remained stable. A total of 30% of test takers did not provide an undergraduate major field in 2019–20.

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

Undergraduate Major	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2018–20 Percent
Business	18,050	3	20,661	4	21,300	4	20,673	4	18,256	4
Education	10,526	2	11,869	2	10,811	2	9,144	2	6,907	1
Engineering	76,982	13	73,801	13	69,153	13	65,530	12	57,318	12
Humanities and Arts	30,263	5	34,135	6	33,439	6	29,353	6	23,584	5
Law	720	<1	779	<1	847	<1	750	<1	655	<1
Life Sciences	99,170	17	109,188	20	113,857	21	106,997	20	89,579	19
Physical Sciences	53,052	9	56,755	10	60,708	11	59,510	11	54,105	12
Social and Behavioral Sciences	66,448	11	74,701	13	76,740	14	70,753	13	61,275	13
Other Fields	20,801	4	21,574	4	20,953	4	18,261	3	14,597	3
Undecided	5,506	1	3,646	1	2,354	<1	2,110	<1	1,583	<1
No Major Provided*	203,159	35	152,145	27	131,588	24	149,745	28	139,418	30
Total	584,677	100	559,254	100	541,750	100	532,826	100	467,277	100

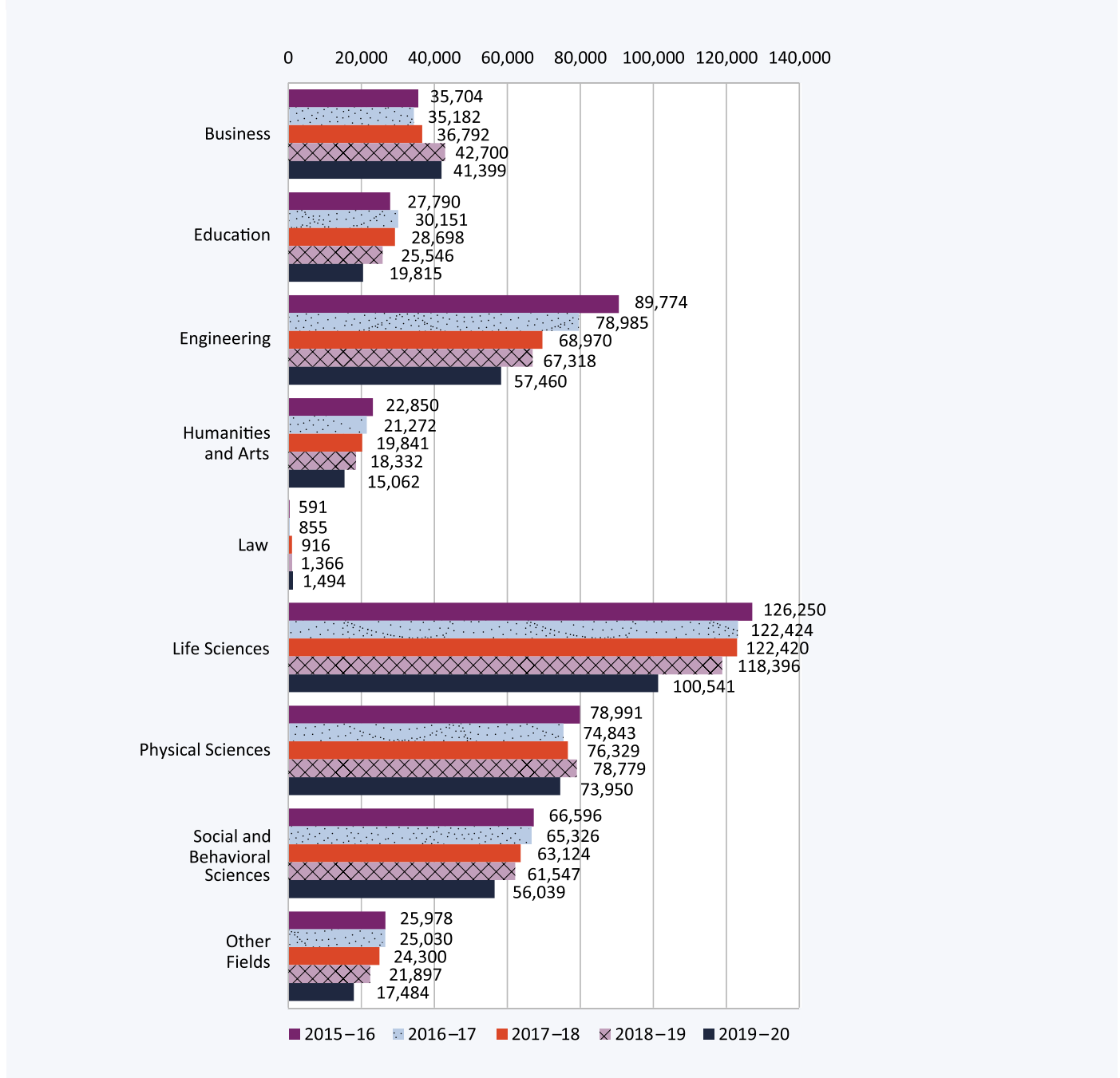
Note: See page 21 for a list of major fields.

*"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 years 2015–16 to 2019–20, the number of test takers with an intended graduate major in Life Sciences was the largest group. Although there were some fluctuations from year to year, the number of test takers with intended graduate majors in Business and Law slightly increased. The number of test takers with intended graduate majors in Life Sciences, Engineering, Social and Behavioral Sciences, Humanities and Arts, and Education decreased from 2015–16 to 2019–20. The number of test takers with an intended graduate major in Physical Sciences remained relatively stable from 2015–16 to 2019–20.

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



Note: See page 21 for a list of major fields.

Intended Graduate Major Field (continued)

Table 2.6 shows that from testing years 2015–16 to 2019–20, the percentages of all test takers in all groups remained largely stable except Physical Sciences (increased), Engineering (decreased) and Business (increased). The percentages for male and female test takers within each intended graduate major remained relatively stable across the five testing years. More women indicated an intended graduate major in Life Sciences, Social and Behavioral Sciences, Education, Humanities and Arts, and Law than men. More men indicated an intended graduate major in Engineering and Physical Sciences than women. The percentage of men and women in Business was similar from 2015–16 to 2019–20.

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

Intended Graduate Major	Testing Year	Men N	Men Percent	Women N	Women Percent	No Response N	No Response Percent	Total N	Total Percent
Business	2015–16	17,903	50	16,198	45	1,603	4	35,704	6
	2016–17	17,636	50	16,866	48	680	2	35,182	6
	2017–18	17,943	49	18,697	51	152	<1	36,792	7
	2018–19	21,212	50	21,379	50	109	<1	42,700	8
	2019–20	20,879	50	20,430	49	90	<1	41,399	9
Education	2015–16	6,462	23	19,438	70	1,890	7	27,790	5
	2016–17	7,253	24	22,089	73	809	3	30,151	5
	2017–18	6,981	24	21,602	75	115	<1	28,698	5
	2018–19	6,149	24	19,311	76	86	<1	25,546	5
	2019–20	4,556	23	15,190	77	69	<1	19,815	4
Engineering	2015–16	67,615	75	20,187	22	1,972	2	89,774	15
	2016–17	59,386	75	18,493	23	1,106	1	78,985	14
	2017–18	51,423	75	17,401	25	146	<1	68,970	13
	2018–19	49,882	74	17,364	26	72	<1	67,318	13
	2019–20	42,442	74	14,978	26	40	<1	57,460	12
Humanities and Arts	2015–16	9,175	40	12,226	54	1,449	6	22,850	4
	2016–17	8,794	41	11,881	56	597	3	21,272	4
	2017–18	8,607	43	11,111	56	123	1	19,841	4
	2018–19	7,743	42	10,502	57	87	<1	18,332	3
	2019–20	6,336	42	8,661	58	65	<1	15,062	3
Law	2015–16	262	44	285	48	44	7	591	<1
	2016–17	410	48	437	51	8	1	855	<1
	2017–18	437	48	474	52	5	1	916	<1
	2018–19	637	47	727	53	2	<1	1,366	<1
	2019–20	709	47	777	52	8	1	1,494	<1
Life Sciences	2015–16	35,469	28	84,390	67	6,391	5	126,250	22
	2016–17	34,523	28	84,122	69	3,779	3	122,424	22
	2017–18	34,845	28	86,782	71	793	1	122,420	23
	2018–19	33,034	28	84,993	72	369	<1	118,396	22
	2019–20	27,699	28	72,649	72	193	<1	100,541	22

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Intended Graduate Major Field (continued)

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

Intended Graduate Major	Testing Year	Men N	Men Percent	Women N	Women Percent	No Response N	No Response Percent	Total N	Total Percent
Physical Sciences	2015–16	50,744	64	26,105	33	2,142	3	78,991	14
	2016–17	47,702	64	25,868	35	1,273	2	74,843	13
	2017–18	49,577	65	26,512	35	240	<1	76,329	14
	2018–19	51,038	65	27,608	35	133	<1	78,779	15
	2019–20	48,260	65	25,600	35	90	<1	73,950	16
Social and Behavioral Sciences	2015–16	22,748	34	40,472	61	3,376	5	66,596	11
	2016–17	22,728	35	40,825	62	1,773	3	65,326	12
	2017–18	22,359	35	40,394	64	371	1	63,124	12
	2018–19	21,219	34	40,076	65	252	<1	61,547	12
	2019–20	19,295	34	36,613	65	131	<1	56,039	12
Other Fields	2015–16	8,513	33	16,104	62	1,361	5	25,978	4
	2016–17	8,315	33	16,136	64	579	2	25,030	4
	2017–18	8,179	34	16,031	66	90	<1	24,300	4
	2018–19	7,289	33	14,537	66	71	<1	21,897	4
	2019–20	6,107	35	11,344	65	33	<1	17,484	4
Undecided	2015–16	15,710	50	14,472	46	1,246	4	31,428	5
	2016–17	16,254	48	17,259	50	667	2	34,180	6
	2017–18	15,256	47	17,383	53	141	<1	32,780	6
	2018–19	15,801	47	17,808	53	93	<1	33,702	6
	2019–20	14,396	48	15,668	52	46	<1	30,110	6
No Major Provided*	2015–16	30,085	38	44,559	57	4,081	5	78,725	13
	2016–17	26,155	37	43,143	61	1,708	2	71,006	13
	2017–18	24,808	37	42,509	63	263	<1	67,580	12
	2018–19	23,000	36	40,081	63	162	<1	63,243	12
	2019–20	19,455	36	34,366	64	102	<1	53,923	12
Total	2015–16	264,686	45	294,436	50	25,555	4	584,677	100
	2016–17	249,156	45	297,119	53	12,979	2	559,254	100
	2017–18	240,415	44	298,896	55	2,439	<1	541,750	100
	2018–19	237,004	44	294,386	55	1,436	<1	532,826	100
	2019–20	210,134	45	256,276	55	867	<1	467,277	100

Note: See page 21 for a list of major fields.

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

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

Intended Graduate Major Field (continued)

Table 2.7 shows that the racial/ethnic composition of the U.S. citizen test-taker population was generally stable from testing years 2015–16 to 2019–20.

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

Intended Graduate Major	Testing Year	American Indian N	American Indian Percent	Asian N	Asian Percent	Hawaiian/Pacific Islander N	Hawaiian/Pacific Islander Percent	Black N	Black Percent	Mexican N	Mexican Percent
Business	2015–16	101	1	1,199	7	54	<1	2,066	12	477	3
	2016–17	73	<1	1,228	7	55	<1	2,273	13	516	3
	2017–18	85	<1	1,387	8	58	<1	2,359	13	575	3
	2018–19	80	<1	1,522	8	53	<1	2,191	12	637	4
	2019–20	72	<1	1,532	10	62	<1	1,742	11	536	3
Education	2015–16	137	1	778	3	58	<1	2,703	11	864	4
	2016–17	130	<1	1,038	4	70	<1	3,307	12	1,069	4
	2017–18	127	1	1,058	4	56	<1	3,365	13	1,017	4
	2018–19	106	<1	930	4	68	<1	2,847	13	1,066	5
	2019–20	90	1	711	4	41	<1	2,032	12	804	5
Engineering	2015–16	89	<1	2,035	10	45	<1	740	4	576	3
	2016–17	75	<1	2,216	12	39	<1	822	4	634	3
	2017–18	97	1	2,220	12	50	<1	871	5	686	4
	2018–19	75	<1	2,127	12	48	<1	804	5	693	4
	2019–20	66	<1	1,859	12	52	<1	670	4	588	4
Humanities and Arts	2015–16	82	<1	545	3	35	<1	711	4	454	3
	2016–17	76	<1	488	3	22	<1	776	5	453	3
	2017–18	97	1	559	4	41	<1	774	5	509	3
	2018–19	78	1	509	4	39	<1	713	5	458	3
	2019–20	64	1	424	4	20	<1	593	6	395	4
Law	2015–16	5	2	35	12	12	4	18	6	10	3
	2016–17	8	1	28	5	1	<1	49	9	17	3
	2017–18	5	1	51	10	3	1	80	15	17	3
	2018–19	10	1	91	11	9	1	102	12	27	3
	2019–20	8	1	108	10	10	1	128	12	49	5
Life Sciences	2015–16	547	1	6,977	7	294	<1	6,263	6	2,821	3
	2016–17	493	<1	7,896	8	293	<1	6,908	7	2,947	3
	2017–18	588	1	8,072	8	381	<1	7,287	7	3,398	3
	2018–19	536	1	7,755	8	364	<1	7,022	7	3,625	4
	2019–20	447	1	6,696	8	323	<1	5,846	7	3,339	4
Physical Sciences	2015–16	128	1	1,883	8	57	<1	897	4	544	2
	2016–17	102	<1	2,146	9	49	<1	966	4	601	3
	2017–18	112	<1	2,505	11	74	<1	971	4	730	3
	2018–19	124	1	2,481	11	65	<1	921	4	744	3
	2019–20	95	<1	2,447	12	46	<1	768	4	593	3

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Intended Graduate Major Field (continued)

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

Intended Graduate Major	Testing Year	American Indian N	American Indian Percent	Asian N	Asian Percent	Hawaiian/Pacific Islander N	Hawaiian/Pacific Islander Percent	Black N	Black Percent	Mexican N	Mexican Percent
Social and Behavioral Sciences	2015–16	269	1	2,204	5	95	<1	3,693	8	1,518	3
	2016–17	197	<1	2,356	5	100	<1	3,896	9	1,582	4
	2017–18	256	1	2,388	6	111	<1	3,985	9	1,678	4
	2018–19	249	1	2,276	6	143	<1	3,549	9	1,693	4
	2019–20	202	1	2,179	6	92	<1	3,072	9	1,544	4
Other Fields	2015–16	103	1	692	4	51	<1	2,180	12	680	4
	2016–17	73	<1	726	4	32	<1	2,183	13	671	4
	2017–18	72	<1	773	5	36	<1	2,064	13	861	5
	2018–19	83	1	640	5	37	<1	1,728	12	674	5
	2019–20	47	<1	552	5	33	<1	1,085	10	561	5
Undecided	2015–16	43	<1	624	7	20	<1	681	7	184	2
	2016–17	60	1	903	8	24	<1	950	8	278	2
	2017–18	68	1	1,018	9	41	<1	1,060	9	371	3
	2018–19	40	<1	988	9	32	<1	955	9	294	3
	2019–20	40	<1	790	9	17	<1	723	8	297	3
No Major Provided*	2015–16	278	1	2,191	5	116	<1	3,636	8	1,265	3
	2016–17	243	1	2,475	6	113	<1	3,795	9	1,319	3
	2017–18	248	1	2,536	6	143	<1	3,849	10	1,390	3
	2018–19	223	1	2,313	6	118	<1	3,314	9	1,366	4
	2019–20	179	1	2,113	7	93	<1	2,573	9	1,142	4
Total	2015–16	1,782	1	19,163	6	837	<1	23,588	7	9,393	3
	2016–17	1,530	<1	21,500	7	798	<1	25,925	8	10,087	3
	2017–18	1,755	1	22,567	7	994	<1	26,665	8	11,232	4
	2018–19	1,604	1	21,632	7	976	<1	24,146	8	11,277	4
	2019–20	1,310	1	19,411	8	789	<1	19,232	8	9,848	4

Note: See page 21 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	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	2015–16	147	1	849	5	8,702	49	524	3	3,706	21	17,825	5
	2016–17	156	1	847	5	8,728	51	828	5	2,411	14	17,115	5
	2017–18	144	1	930	5	9,139	51	710	4	2,472	14	17,859	6
	2018–19	125	1	968	5	8,858	49	662	4	3,034	17	18,130	6
	2019–20	95	1	818	5	7,431	48	535	3	2,752	18	15,575	6
Education	2015–16	202	1	939	4	13,201	54	629	3	4,846	20	24,357	7
	2016–17	415	2	1,349	5	15,213	56	1,258	5	3,085	11	26,934	8
	2017–18	399	2	1,533	6	14,063	55	909	4	2,883	11	25,410	8
	2018–19	315	1	1,389	6	11,842	53	746	3	3,064	14	22,373	8
	2019–20	261	2	1,040	6	8,968	53	554	3	2,501	15	17,002	7
Engineering	2015–16	182	1	839	4	9,915	50	619	3	4,651	24	19,691	6
	2016–17	191	1	847	4	10,812	56	1,004	5	2,565	13	19,205	6
	2017–18	191	1	921	5	10,465	55	681	4	2,767	15	18,949	6
	2018–19	150	1	849	5	9,507	54	663	4	2,831	16	17,747	6
	2019–20	110	1	806	5	8,248	53	538	3	2,648	17	15,585	6
Humanities and Arts	2015–16	133	1	593	3	10,423	60	690	4	3,667	21	17,333	5
	2016–17	149	1	563	4	10,688	66	1,105	7	1,780	11	16,100	5
	2017–18	138	1	611	4	9,641	65	715	5	1,746	12	14,831	5
	2018–19	110	1	570	4	8,513	64	579	4	1,746	13	13,315	5
	2019–20	98	1	439	4	6,693	63	406	4	1,565	15	10,697	4
Law	2015–16	4	1	6	2	144	49	26	9	36	12	296	<1
	2016–17	3	1	28	5	289	52	32	6	99	18	554	<1
	2017–18	8	2	28	5	218	41	29	5	95	18	534	<1
	2018–19	10	1	60	7	345	40	57	7	156	18	867	<1
	2019–20	7	1	58	5	424	40	68	6	205	19	1,065	<1
Life Sciences	2015–16	1,058	1	4,094	4	60,939	58	2,948	3	19,742	19	105,683	32
	2016–17	1,038	1	4,198	4	62,511	61	4,549	4	11,897	12	102,730	32
	2017–18	1,019	1	5,023	5	62,909	61	3,359	3	11,213	11	103,249	33
	2018–19	877	1	4,982	5	58,399	59	3,040	3	12,729	13	99,329	34
	2019–20	767	1	4,442	5	48,387	57	2,496	3	11,629	14	84,372	34
Physical Sciences	2015–16	221	1	755	3	12,904	57	780	3	4,319	19	22,488	7
	2016–17	238	1	734	3	13,672	60	1,317	6	3,126	14	22,951	7
	2017–18	202	1	946	4	13,440	57	898	4	3,536	15	23,414	7
	2018–19	143	1	865	4	12,627	56	827	4	3,851	17	22,648	8
	2019–20	130	1	849	4	10,811	53	762	4	3,718	18	20,219	8

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Intended Graduate Major Field (continued)

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

Intended Graduate Major	Testing Year	Puerto Rican N	Puerto Rican Percent	Other Hispanic N	Other Hispanic Percent	White N	White Percent	Other N	Other Percent	No Response N	No Response Percent	Total N	Total Percent
Social and Behavioral Sciences	2015–16	480	1	2,273	5	25,335	54	1,827	4	9,195	20	46,889	14
	2016–17	487	1	2,170	5	26,144	58	2,878	6	5,027	11	44,837	14
	2017–18	453	1	2,403	6	24,694	58	1,840	4	4,594	11	42,402	13
	2018–19	441	1	2,353	6	22,795	57	1,668	4	5,050	13	40,217	14
	2019–20	370	1	2,169	6	19,730	55	1,438	4	4,785	13	35,581	14
Other Fields	2015–16	174	1	763	4	8,850	50	560	3	3,659	21	17,712	5
	2016–17	175	1	718	4	9,427	56	917	5	1,907	11	16,829	5
	2017–18	203	1	870	5	9,087	55	647	4	1,771	11	16,384	5
	2018–19	154	1	756	5	7,667	54	529	4	1,840	13	14,108	5
	2019–20	95	1	587	5	5,817	54	413	4	1,504	14	10,694	4
Undecided	2015–16	74	1	316	3	4,209	46	374	4	2,654	29	9,179	3
	2016–17	144	1	434	4	5,837	51	701	6	2,061	18	11,392	4
	2017–18	100	1	520	4	5,837	49	622	5	2,277	19	11,914	4
	2018–19	84	1	540	5	5,366	48	560	5	2,369	21	11,228	4
	2019–20	99	1	449	5	4,321	47	444	5	2,090	23	9,270	4
No Major Provided*	2015–16	478	1	1,763	4	24,162	53	1,524	3	10,091	22	45,504	14
	2016–17	507	1	1,954	5	24,637	58	2,247	5	5,291	12	42,581	13
	2017–18	463	1	2,202	5	23,130	57	1,570	4	4,970	12	40,501	13
	2018–19	396	1	1,959	5	19,753	55	1,328	4	5,097	14	35,867	12
	2019–20	329	1	1,782	6	16,367	54	1,106	4	4,530	15	30,214	12
Total	2015–16	3,153	1	13,190	4	178,784	55	10,501	3	66,566	20	326,957	100
	2016–17	3,503	1	13,842	4	187,958	59	16,836	5	39,249	12	321,228	100
	2017–18	3,320	1	15,987	5	182,623	58	11,980	4	38,324	12	315,447	100
	2018–19	2,805	1	15,291	5	165,672	56	10,659	4	41,767	14	295,829	100
	2019–20	2,361	1	13,439	5	137,197	55	8,760	4	37,927	15	250,274	100

Note: See page 21 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 years 2015–16 to 2019–20, the majority of test takers were seniors or unenrolled college graduates.

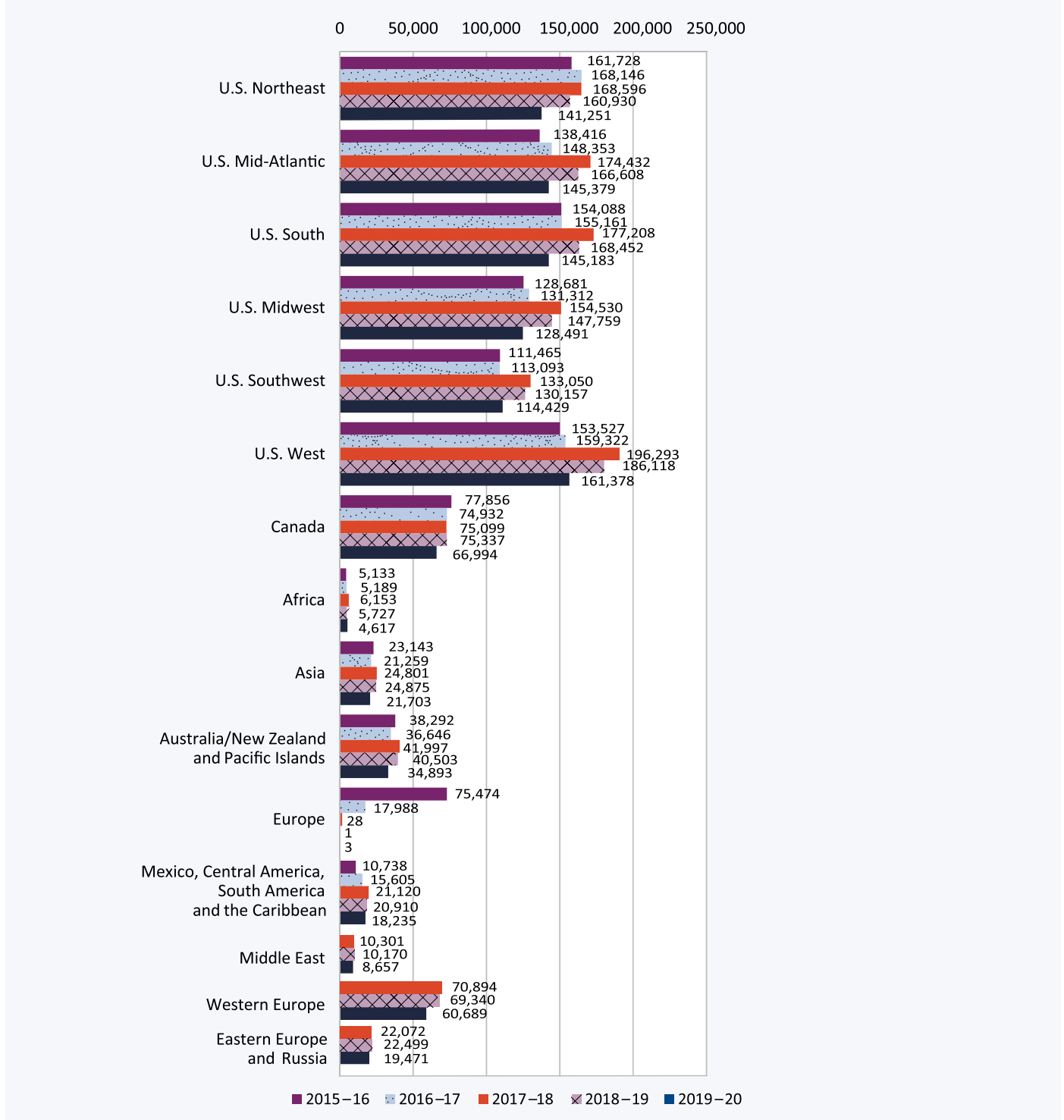
Table 2.8. Volume of GRE General Test Examinees, by Current Educational Level

Current Educational Level	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent
Sophomore	2,411	<1	2,616	<1	3,041	1	3,342	1	3,306	1
Junior	26,728	5	27,153	5	28,309	5	28,916	5	20,775	4
Senior	196,593	34	186,140	33	181,334	33	179,273	34	164,150	35
Unenrolled College Graduate	191,634	33	184,354	33	176,893	33	171,194	32	149,194	32
First-Year Graduate Student	18,305	3	18,371	3	16,802	3	16,117	3	13,286	3
Second-Year Graduate Student	19,322	3	18,444	3	18,140	3	17,154	3	15,075	3
Unenrolled Master's Degree	86,127	15	80,438	14	75,757	14	74,863	14	64,110	14
Other	43,444	7	41,544	7	41,315	8	41,856	8	37,311	8
No Response	113	<1	194	<1	159	<1	111	<1	70	<1
Total	584,677	100	559,254	100	541,750	100	532,826	100	467,277	100

Preferred Region for Graduate Study

Figure 2.7 shows that from testing years 2015–16 to 2019–20, 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 584,677; 559,254; 541,750; and 532,826; and 467,277 unique examinees who took the GRE General Test in testing years 2015–16, 2016–17, 2017–18, 2018–19 and 2019–20, respectively. Since examinees were allowed to select more than one region, the number of examinees in each region do not add up to the total number of examinees. Note also that the following regions were added to the preferred region background information question in 2016–17: Middle East, Western Europe, and Eastern Europe and Russia. The following region was dropped from the question in 2016–17: Europe.

Preferred Region for Graduate Study (continued)

Table 2.9 shows that the percentages of test takers preferring to study in all U.S. regions and most of the non-U.S. regions remained largely stable from 2015–16 to 2019–20.

Preferred Region	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent
U.S. Regions										
Northeast	161,728	28	168,146	30	168,596	31	160,930	30	141,251	30
Mid-Atlantic	138,416	24	148,353	27	174,432	32	166,608	31	145,379	31
South	154,088	26	155,161	28	177,208	33	168,452	32	145,183	31
Midwest	128,681	22	131,312	23	154,530	29	147,759	28	128,491	27
Southwest	111,465	19	113,093	20	133,050	25	130,157	24	114,429	24
West	153,527	26	159,322	28	196,293	36	186,118	35	161,378	35
Non-U.S. Regions										
Canada	77,856	13	74,932	13	75,099	14	75,337	14	66,994	14
Africa	5,133	1	5,189	1	6,153	1	5,727	1	4,617	1
Asia	23,143	4	21,259	4	24,801	5	24,875	5	21,703	5
Australia/ New Zealand	38,292	7	36,646	7	41,997	8	40,503	8	34,893	7
Europe	75,474	13	17,988	3	28	<1	1	<1	3	<1
Latin America	10,738	2	15,605	3	21,120	4	20,910	4	18,235	4
Middle East	-	-	6,977	1	10,301	2	10,170	2	8,657	2
Western Europe	-	-	45,238	8	70,894	13	69,340	13	60,689	13
Eastern Europe and Russia	-	-	13,490	2	22,072	4	22,499	4	19,471	4

Note: This table is based on 584,677; 559,254; 541,750; 532,826; and 467,277 unique examinees who took the GRE General Test in testing years 2015–16, 2016–17, 2017–18, 2018–19 and 2019–20, respectively. Since examinees were allowed to select more than one region, the number of examinees in each region do not add up to the total number of examinees. Note also that the following regions were added to the preferred region background information question in 2016–17: Middle East, Western Europe, and Eastern Europe and Russia. The following region was dropped from the question in 2016–17: Europe.

Examinee Population

Excluding testing in the United States, Figure 3.1 shows that from testing years 2015–16 to 2019–20, the largest number of test takers were in India. From 2015–16 to 2017–18, the number of test takers in India decreased, from 2017–18 to 2018–19, the number increased, and from 2018–19 to 2019–20, the number decreased. From 2015–16 to 2018–19, the number of test takers in China increased, and from 2018–19 to 2019–20, the number decreased. The number of test takers in Europe remained relatively stable across all testing years.

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

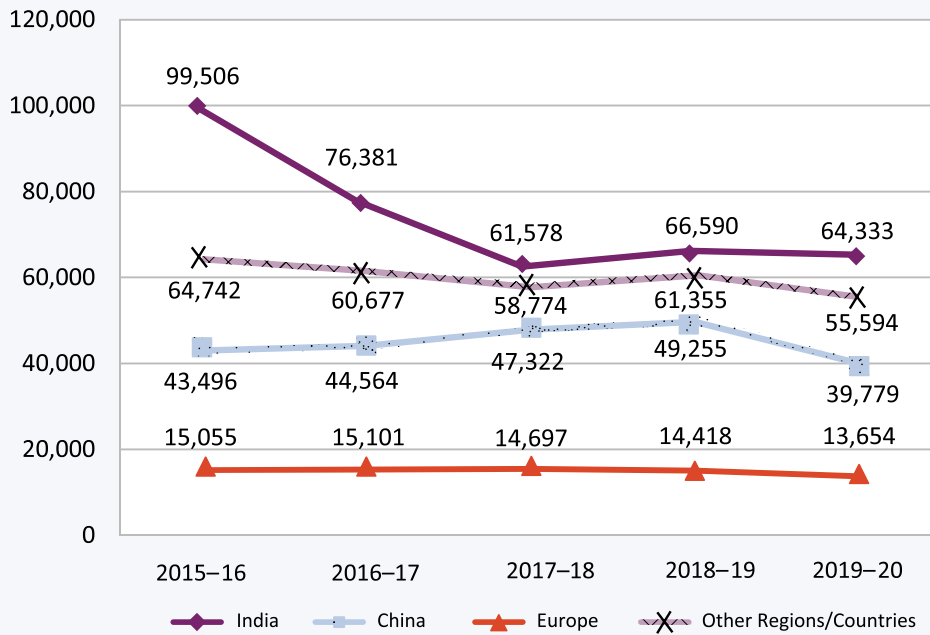


Table 3.1 shows that from 2015–16 to 2017–18, the percentage of test takers in the United States and China increased, and the percentage of test takers in India decreased. The percentage of test takers in Europe remained stable across all testing years.

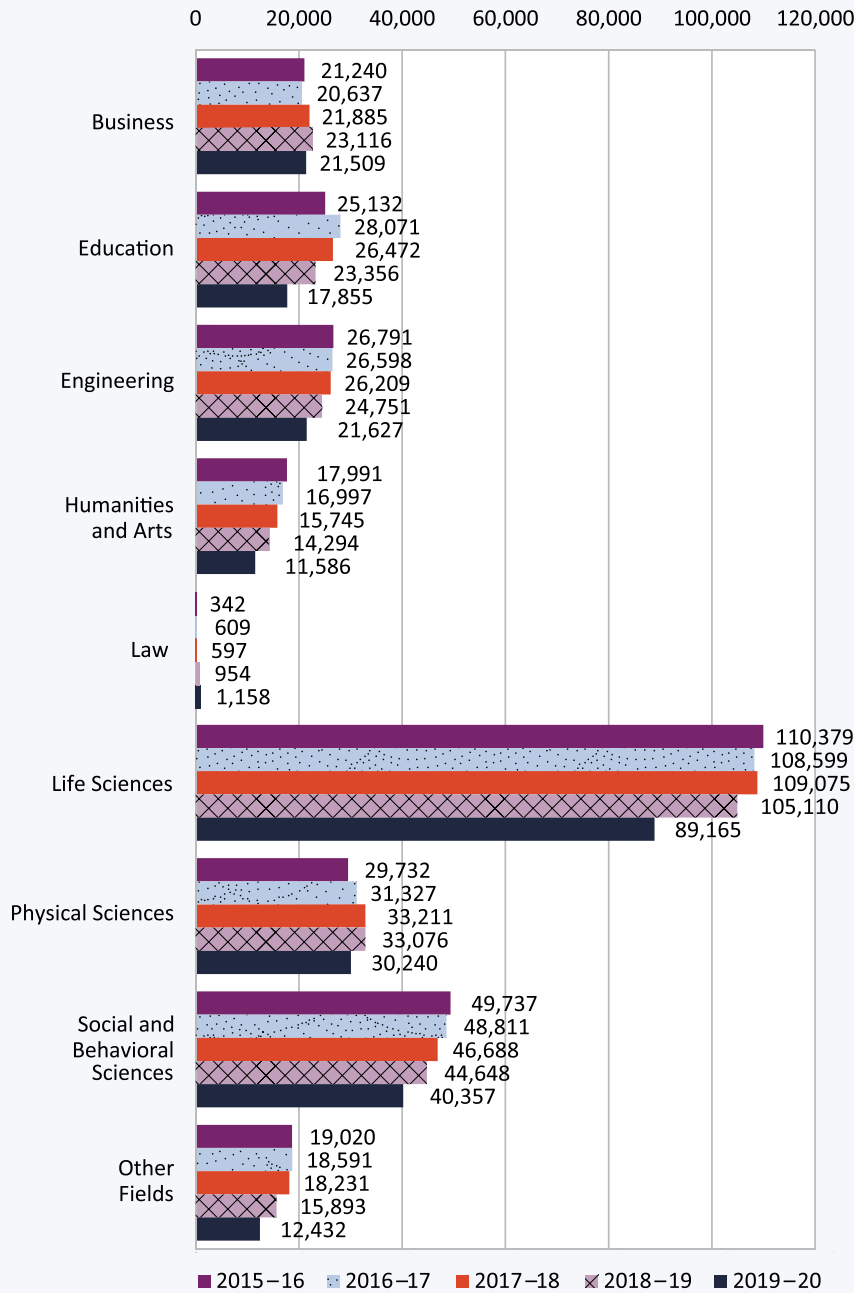
Table 3.1 Volume of GRE General Test Examinees, by World Region/Country

World Region/ Country Where Examinees Tested	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent
United States	361,878	62	362,531	65	359,379	66	341,208	64	293,917	63
India	99,506	17	76,381	14	61,578	11	66,590	13	64,333	14
China	43,496	7	44,564	8	47,322	9	49,255	9	39,779	9
Europe	15,055	3	15,101	3	14,697	3	14,418	3	13,654	3
Other Regions/ Countries	64,742	11	60,677	11	58,774	11	61,355	12	55,594	12
Total	584,677	100	559,254	100	541,750	100	532,826	100	467,277	100

Intended Graduate Major Field

Figure 3.2 shows that from testing years 2015–16 to 2019–20, test takers in the United States with an intended graduate major in Life Sciences was the largest group. From testing years 2015–16 to 2019–20, the number of test takers in all intended graduate majors decreased except Physical Sciences, Business and Law.

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



Note: See page 21 for a list of major fields.

Intended Graduate Major Field (continued)

Table 3.2 shows that from testing years 2015–16 to 2019–20, the percentages of test takers in the United States remained relatively stable across all intended graduate majors. In each testing year, at least 12% 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	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent
Business	21,240	6	20,637	6	21,885	6	23,116	7	21,509	7
Education	25,132	7	28,071	8	26,472	7	23,356	7	17,855	6
Engineering	26,791	7	26,598	7	26,209	7	24,751	7	21,627	7
Humanities and Arts	17,991	5	16,997	5	15,745	4	14,294	4	11,586	4
Law	342	<1	609	<1	597	<1	954	<1	1,158	<1
Life Sciences	110,379	31	108,599	30	109,075	30	105,110	31	89,165	30
Physical Sciences	29,732	8	31,327	9	33,211	9	33,076	10	30,240	10
Social and Behavioral Sciences	49,737	14	48,811	13	46,688	13	44,648	13	40,357	14
Other Fields	19,020	5	18,591	5	18,231	5	15,893	5	12,432	4
Undecided	11,467	3	14,496	4	15,329	4	14,872	4	13,093	4
No Major Provided*	50,047	14	47,795	13	45,937	13	41,138	12	34,895	12
Total	361,878	100	362,531	100	359,379	100	341,208	100	293,917	100

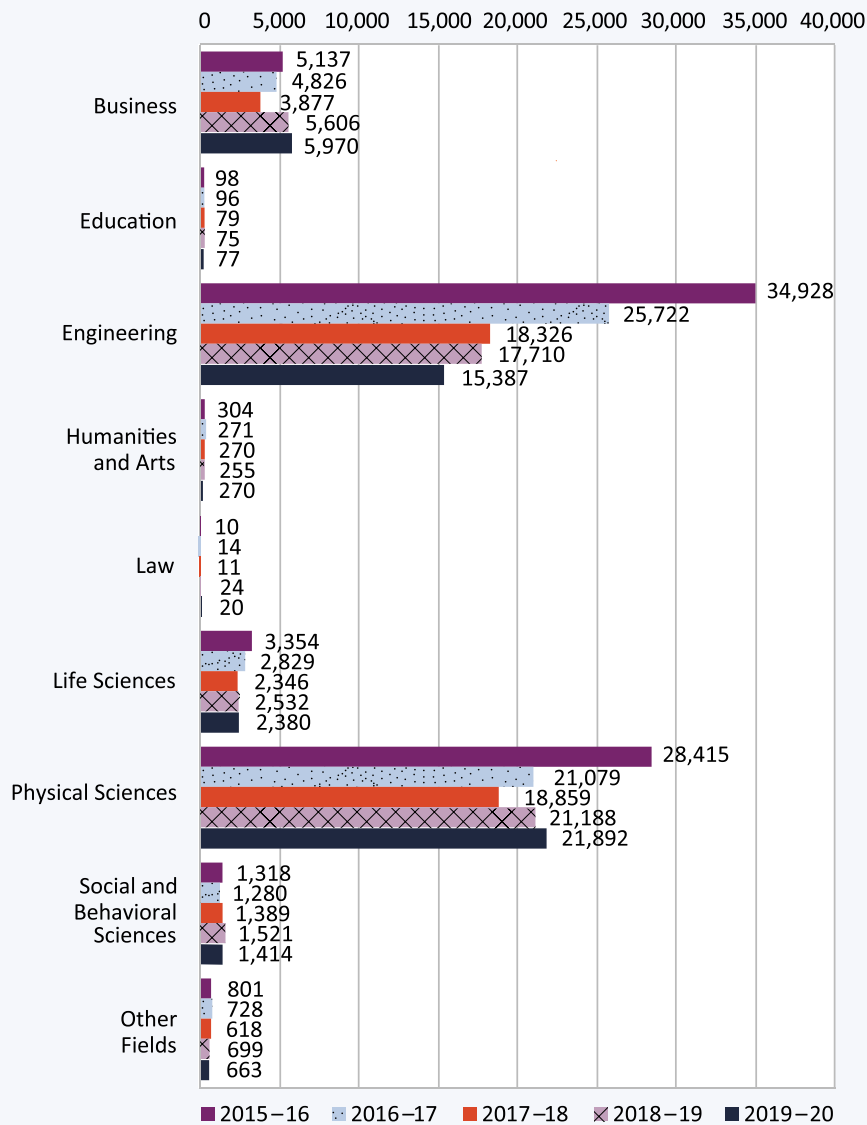
Note: See page 21 for a list of major fields.

*"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 2015–16 to 2019–20, test takers in India with intended graduate majors in Engineering and Physical Sciences were the largest groups. The number of test takers with an intended graduate major in Engineering declined from testing year 2015–16 to 2019–20. The number of test takers with intended graduate majors in Physical Sciences and Business increased from testing year 2017–18 to 2019–20.

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



Note: See page 21 for a list of major fields.

Intended Graduate Major Field (continued)

Table 3.3 shows that from testing years 2015–16 to 2019–20, the percentage of test takers in India with an intended graduate major in Physical Sciences and Business increased. The percentage of test takers with an intended graduate major in Engineering decreased. The percentages of test takers with intended graduate majors in Life Sciences, Social and Behavioral Sciences, Humanities and Arts, and Education 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	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent
Business	5,137	5	4,826	6	3,877	6	5,606	8	5,970	9
Education	98	<1	96	<1	79	<1	75	<1	77	<1
Engineering	34,928	35	25,722	34	18,326	30	17,710	27	15,387	24
Humanities and Arts	304	<1	271	<1	270	<1	255	<1	270	<1
Law	10	<1	14	<1	11	<1	24	<1	20	<1
Life Sciences	3,354	3	2,829	4	2,346	4	2,532	4	2,380	4
Physical Sciences	28,415	29	21,079	28	18,859	31	21,188	32	21,892	34
Social and Behavioral Sciences	1,318	1	1,280	2	1,389	2	1,521	2	1,414	2
Other Fields	801	1	728	1	618	1	699	1	663	1
Undecided	11,602	12	9,769	13	7,549	12	8,245	12	7,968	12
No Major Provided*	13,539	14	9,767	13	8,254	13	8,735	13	8,292	13
Total	99,506	100	76,381	100	61,578	100	66,590	100	64,333	100

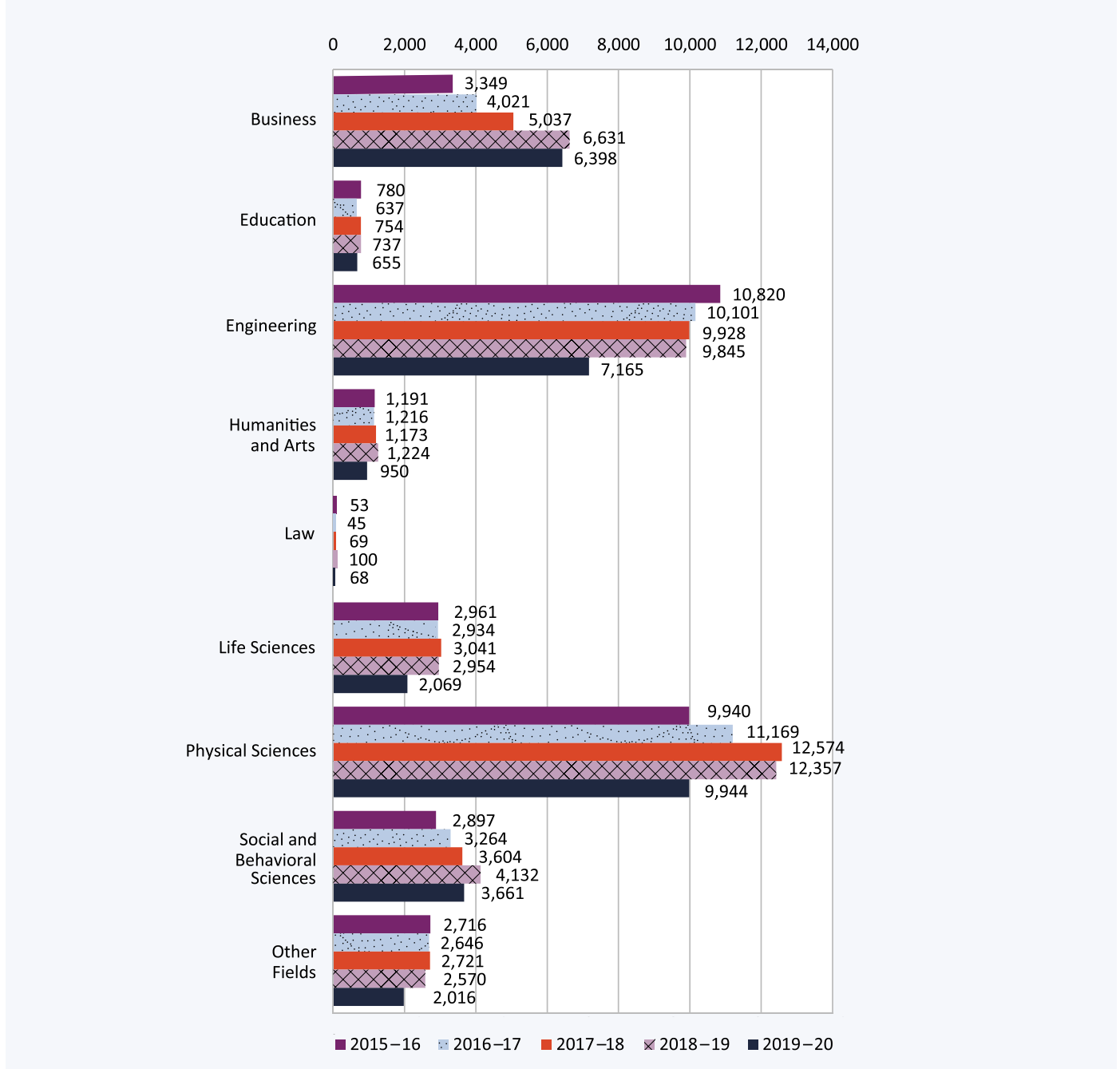
Note: See page 21 for a list of major fields.

*"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 years 2015–16 to 2019–20, test takers in China with intended graduate majors in Physical Sciences, Engineering and Business were the largest groups. The number of test takers with an intended graduate major in Physical Sciences, Business, and Social and Behavioral Sciences increased from 2015–16 to 2018–19, and then decreased from 2018–19 to 2019–20. The number of test takers with an intended graduate major in Engineering decreased from 2015–16 to 2019–20. The number of test takers with an intended graduate major in Life Sciences, Humanities and Arts, and Education was relatively stable from 2015–16 to 2019–20.

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



Note: See page 21 for a list of major fields.

Intended Graduate Major Field (continued)

Table 3.4 shows that from testing years 2015–16 to 2019–20, the percentages of test takers in China whose intended graduate major was in Physical Sciences, Business, and Social and Behavioral Sciences increased. The percentage of test takers whose intended graduate major was in Engineering and Life Sciences decreased. The percentages of test takers whose intended graduate major was in Humanities and Arts and Education were stable. In each testing year, at least 8% 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	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent
Business	3,349	8	4,021	9	5,037	11	6,631	13	6,398	16
Education	780	2	637	1	754	2	737	2	655	2
Engineering	10,820	25	10,101	23	9,928	21	9,845	20	7,165	18
Humanities and Arts	1,191	3	1,216	3	1,173	2	1,224	2	950	2
Law	53	<1	45	<1	69	<1	100	<1	68	<1
Life Sciences	2,961	7	2,934	7	3,041	6	2,954	6	2,069	5
Physical Sciences	9,940	23	11,169	25	12,574	27	12,357	25	9,944	25
Social and Behavioral Sciences	2,897	7	3,264	7	3,604	8	4,132	8	3,661	9
Other Fields	2,716	6	2,646	6	2,721	6	2,570	5	2,016	5
Undecided	3,989	9	4,346	10	4,305	9	4,526	9	3,658	9
No Major Provided*	4,800	11	4,185	9	4,116	9	4,179	8	3,195	8
Total	43,496	100	44,564	100	47,322	100	49,255	100	39,779	100

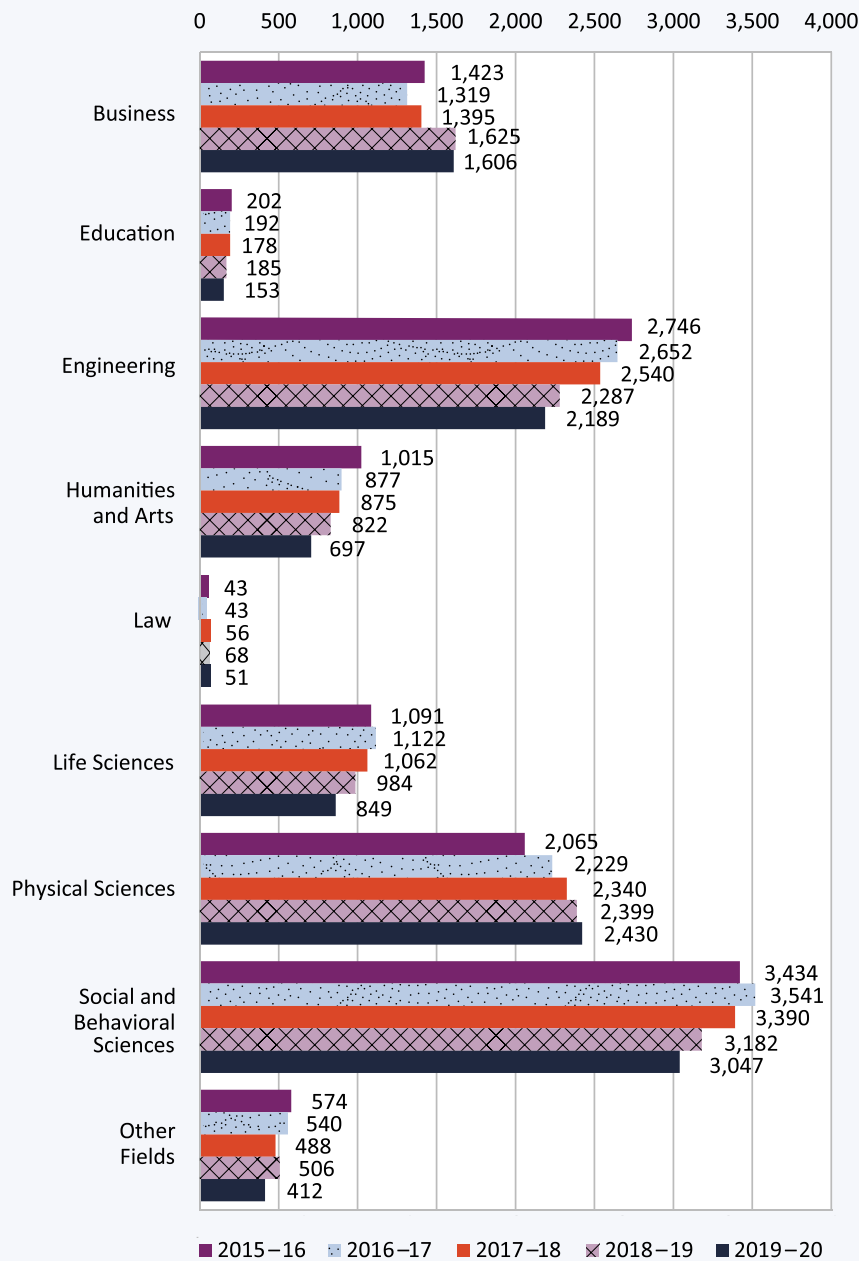
Note: See page 21 for a list of major fields.

*"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 years 2015–16 to 2019–20, test takers in Europe with intended graduate majors in Social and Behavioral Sciences, Physical Sciences, and Engineering were the largest groups. The number of test takers with an intended graduate major in Physical Sciences and Business increased. The number of test takers with an intended graduate major in Social and Behavioral Sciences, Engineering, Life Sciences, and Humanities and Arts decreased. The number of test takers with an intended graduate major in Education was relatively stable.

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



Note: See page 21 for a list of major fields.

Intended Graduate Major Field (continued)

Table 3.5 shows that from testing years 2015–16 to 2019–20, the percentages of test takers in Europe whose intended graduate major was in Physical Sciences and Business increased. The percentages of test takers whose intended graduate major was in Engineering, Social and Behavioral Sciences, Life Sciences, Humanities and Arts, and Education decreased. 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	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2019–10 N	2019–10 Percent	2010–20 N	2019–20 Percent
Business	1,423	9	1,319	9	1,395	9	1,625	11	1,606	12
Education	202	1	192	1	178	1	185	1	153	1
Engineering	2,746	18	2,652	18	2,540	17	2,287	16	2,189	16
Humanities and Arts	1,015	7	887	6	875	6	822	6	697	5
Law	43	<1	43	<1	56	<1	68	<1	51	<1
Life Sciences	1,091	7	1,122	7	1,062	7	984	7	849	6
Physical Sciences	2,065	14	2,229	15	2,340	16	2,399	17	2,430	18
Social and Behavioral Sciences	3,434	23	3,541	23	3,390	23	3,182	22	3,047	22
Other Fields	574	4	540	4	488	3	506	4	412	3
Undecided	698	5	837	6	789	5	831	6	815	6
No Major Provided*	1,764	12	1,739	12	1,584	11	1,529	11	1,405	10
Total	15,055	100	15,101	100	14,697	100	14,418	100	13,654	100

Note: See page 21 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 years 2015–16 to 2019–20, test takers in the United States preferred to study in the United States. In testing year 2019–20, the most preferred United States regions were the West, South and Mid-Atlantic. When considering other regions of the world, test takers in the United States preferred to study in Western Europe and Canada over other non-U.S. regions.

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

Preferred Region	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent
U.S. Regions										
Northeast	84,968	23	99,135	27	106,612	30	99,199	29	85,038	29
Mid-Atlantic	70,421	19	89,350	25	114,218	32	106,357	31	90,382	31
South	91,082	25	102,478	28	123,711	34	114,630	34	96,116	33
Midwest	65,845	18	77,705	21	99,598	28	92,733	27	78,184	27
Southwest	50,609	14	62,174	17	81,700	23	78,237	23	66,801	23
West	82,113	23	96,968	27	131,068	36	121,560	36	103,005	35
Non-U.S. Regions										
Canada	25,665	7	24,631	7	25,128	7	23,885	7	20,002	7
Africa	2,542	1	2,563	1	3,348	1	2,937	1	2,255	1
Asia	6,196	2	5,471	2	7,259	2	6,939	2	5,994	2
Australia/ New Zealand	12,162	3	11,575	3	14,636	4	13,224	4	10,575	4
Europe	32,420	9	6,112	2	5	<1	-	-	2	<1
Latin America	4,323	1	4,741	1	6,617	2	6,175	2	4,819	2
Middle East	-	-	2,186	1	3,243	1	2,897	1	2,296	1
Western Europe	-	-	19,651	5	30,393	8	27,749	8	22,899	8
Eastern Europe and Russia	-	-	4,554	1	6,940	2	6,286	2	5,188	2

Note: This table is based on 361,878; 362,531; 359,379; 341,208; and 293,917 unique examinees who took the GRE General Test in the United States in testing years 2015–16 to 2019–20, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100. Note also that the following regions were added to the preferred region background information question in 2016–17: Middle East, Western Europe, and Eastern Europe and Russia. The following region was dropped from the question in 2016–17: Europe.

Preferred Region for Graduate Study (continued)

Table 3.7 shows that from testing years 2015–16 to 2019–20, test takers in India preferred to study in the United States. In testing year 2019–20, the percentages of preference were similar across all U.S. regions. When considering non-U.S. regions of the world, test takers in India preferred Canada, Western Europe and Australia/New Zealand.

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

Preferred Region	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent
U.S. Regions										
Northeast	50,029	50	39,378	52	31,236	51	32,242	48	30,620	48
Mid-Atlantic	46,865	47	34,150	45	31,513	51	32,572	49	30,708	48
South	46,033	46	33,190	43	30,982	50	31,720	48	30,035	47
Midwest	46,019	46	33,503	44	31,481	51	32,254	48	30,548	47
Southwest	45,708	46	32,872	43	30,659	50	31,464	47	29,802	46
West	47,636	48	34,441	45	32,346	53	33,307	50	31,389	49
Non-U.S. Regions										
Canada	31,769	32	28,135	37	26,602	43	28,944	43	26,920	42
Africa	1,807	2	1,623	2	1,692	3	1,724	3	1,459	2
Asia	11,322	11	9,353	12	9,665	16	10,099	15	8,861	14
Australia/ New Zealand	19,093	19	16,069	21	16,366	27	16,932	25	15,352	24
Europe	23,603	24	8,300	11	9	<1	1	<1	-	-
Latin America	4,587	5	7,685	10	10,248	17	10,629	16	9,896	15
Middle East	-	-	2,637	3	4,213	7	4,327	6	3,867	6
Western Europe	-	-	9,864	13	18,381	30	19,987	30	18,547	29
Eastern Europe and Russia	-	-	5,500	7	10,076	16	11,143	17	9,934	15

Note: This table is based on 99,506; 76,381; 61,578; 66,590; and 64,333 unique examinees who took the GRE General Test in India in testing years 2015–16 to 2019–20, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100. Note also that the following regions were added to the preferred region background information question in 2016–17: Middle East, Western Europe, and Eastern Europe and Russia. The following region was dropped from the question in 2016–17: Europe.

Preferred Region for Graduate Study (continued)

Table 3.8 shows that from testing years 2015–16 to 2019–20, test takers in Europe preferred to study in Western Europe. When considering other regions of the world, test takers in Europe preferred the United States and Canada.

Preferred Region	2015–16 N	2015–16 Percent	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent
U.S. Regions										
Northeast	4,377	29	5,203	34	5,167	35	4,917	34	4,410	32
Mid-Atlantic	3,056	20	4,340	29	4,755	32	4,546	32	4,073	30
South	1,931	13	2,984	20	3,296	22	3,180	22	2,827	21
Midwest	1,983	13	3,153	21	3,508	24	3,348	23	2,937	22
Southwest	1,655	11	2,612	17	2,947	20	2,882	20	2,609	19
West	3,333	22	4,696	31	5,325	36	4,998	35	4,504	33
Non-U.S. Regions										
Canada	2,308	15	2,973	20	3,054	21	2,785	19	2,646	19
Africa	82	1	108	1	148	1	126	1	121	1
Asia	640	4	706	5	911	6	860	6	832	6
Australia/ New Zealand	748	5	1,177	8	1,336	9	1,195	8	1,144	8
Europe	4,913	33	579	4	1	<1	-	-	-	-
Latin America	142	1	363	2	440	3	375	3	361	3
Middle East	-	-	308	2	396	3	353	2	344	3
Western Europe	-	-	4,798	32	5,886	40	5,455	38	5,075	37
Eastern Europe and Russia	-	-	724	5	818	6	771	5	735	5

Note: This table is based on 15,055; 15,101; 14,697; 14,418; and 13,654 unique examinees who took the GRE General Test in Europe in testing years 2015–16 to 2019–20, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100. Note also that the following regions were added to the preferred region background information question in 2016–17: Middle East, Western Europe, and Eastern Europe and Russia. The following region was dropped from the question in 2016–17: Europe.

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