



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

JULY 2017–JUNE 2022

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Overview

This report provides volume and performance information for test takers who took the *GRE*[®] General Test between July 1, 2021, and June 30, 2022. The report also provides volume information for the GRE General Test population between July 1, 2017, and June 30, 2022. The report is intended to help GRE score users understand the scores they receive and to encourage appropriate score use. The GRE Program is committed to communicating about the appropriate use of GRE scores and score use guidelines included in this report to GRE score users. Readers are also encouraged to review the *Guidelines for the Appropriate Use of Scores* in the *GRE*[®] *Guide to the Use of Scores*, which can be downloaded at www.ets.org/gre/guide. ETS and the GRE Program have long been dedicated to the principles of fairness and equity, and this report includes information about the steps that ETS takes to ensure fairness in GRE tests.

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

The Data

It should be noted that the terms *test takers* and *examinees* are used interchangeably throughout this report. The data used in the analyses were based on test takers who took the GRE General Test between July 1, 2017, and June 30, 2022. The data used in the analyses of test takers' performance information were based on test takers who took the test between July 1, 2021, and June 30, 2022. The data used in the analyses of test volumes from July 2017 through June 2022 were based on five testing years: July 1, 2017 to June 30, 2018 (2017–18); July 1, 2018 to June 30, 2019 (2018–19); July 1, 2019 to June 30, 2020 (2019–20); July 1, 2020 to June 30, 2021 (2020–21); and July 1, 2021 to June 30, 2022 (2021–22).

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 541,750; 532,826; 467,277; 366,686; and 341,574 test takers in 2017–18, 2018–19, 2019–20, 2020–21 and 2021–22, respectively, with valid, reportable scores on the test. In testing years 2017–18 through 2019–20, approximately 99% of the test takers took the computer-delivered version of the test, while less than 1% took the paper-delivered version. The paper-delivered version was discontinued prior to the start of the 2020–21 testing year. Note also that the data beginning with testing year 2020–21 include both test takers who took the GRE General Test at a test center and at home. The GRE General Test at home, which launched in April 2020 due to the pandemic, is taken on the test taker's own computer at home in most locations around the world. The at home test is identical in content, format and on-screen experience to the GRE General Test taken at a test center. Only the delivery method is different.

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

Appropriate Use of This Document

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

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

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

Appropriate Use of *GRE*[®] Test Scores

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

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

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

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

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

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

Steps That ETS Takes to Ensure Fairness

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

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

The purpose of involving faculty members in the design and oversight of the test is to make sure that the perspectives of a diverse group of people are considered in planning and ongoing operational activities. In this effort, the GRE Program involves undergraduate and graduate faculty members through the GRE Technical Advisory Committee, which is composed of 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 underrepresented groups contribute reading comprehension passages and questions, analytical writing prompts and other question types; the pool of outside reviewers of GRE test questions and essays also includes underrepresented group faculty members.

Fairness Review

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

DIF Analysis

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

that is designed to identify test questions that are more difficult for members of one group than for members of another group, after controlling for the examinees' overall ability. It is important to realize that DIF is not synonymous with bias. DIF may occur if a perfectly fair question happens to be mastering a skill that is not well represented in the test as a whole. In a DIF analysis, a DIF statistic is computed for each question, indicating the extent to which members of one group perform differently from members of another group who have similar ability levels. Any questions that exhibit large 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 341,574 examinees who took all three measures of the GRE General Test in the 2021–22 testing year. Fifty-one percent of the test takers were men and 49% were women. The table shows that men had slightly higher mean Verbal Reasoning and higher 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	341,574	100	151.3	8.3	157.0	9.9	3.4	0.9
Men	174,471	51	151.9	8.3	159.7	8.9	3.3	0.9
Women	166,834	49	150.6	8.2	154.3	10.2	3.6	0.9
No Response	269	<1	155.6	8.5	153.3	8.8	4.1	0.9

U.S. Citizenship Status and Gender

Table 1.2 shows that non-U.S. citizens represented 64% 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 U.S. citizens, men had higher mean scores than women on the Verbal Reasoning and Quantitative Reasoning measures, while men and women had similar mean scores on the Analytical Writing measure.

For non-U.S. citizens, men had a higher mean score than women on the Verbal and Quantitative Reasoning measures, while women had a slightly higher mean score than men on the Analytical Writing measures.

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	124,151	36	151.8	7.9	150.1	8.3	3.9	0.8
Men	43,997	13	154.1	7.9	153.3	8.6	3.9	0.9
Women	79,952	23	150.6	7.6	148.3	7.5	3.8	0.8
No Response	202	<1	156.6	7.8	151.8	8.1	4.2	0.8
Non-U.S. Citizens	217,392	64	150.9	8.5	161.0	8.6	3.2	0.8
Men	130,461	38	151.2	8.3	161.8	7.9	3.1	0.8
Women	86,864	25	150.6	8.7	159.8	9.3	3.3	0.8
No Response	67	<1	152.7	9.9	157.7	9.6	3.7	0.9
No Response	31	<1	151.8	9.4	153.3	12.6	3.8	0.8
Men	13	<1	-	-	-	-	-	-
Women	18	<1	-	-	-	-	-	-
No Response	0	0	-	-	-	-	-	-
Total	341,574	100	151.3	8.3	157.0	9.9	3.4	0.9
Men	174,471	51	151.9	8.3	159.7	8.9	3.3	0.9
Women	166,834	49	150.6	8.2	154.3	10.2	3.6	0.9
No Response	269	<1	155.6	8.5	153.3	8.8	4.1	0.9

Note: The group Non-U.S. Citizens is determined by examinees who indicated a country of citizenship other than the United States. The number under the percent column represents the percentage of total test takers (341,574) 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

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), Asian, or Other scored higher on the Verbal Reasoning and Analytical Writing measures 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	705	1	149.9	7.5	147.8	7.7	3.6	0.8
Men	245	35	151.7	8.0	151.0	8.7	3.6	0.8
Women	458	65	148.9	7.0	146.1	6.4	3.6	0.8
No Response	2	<1	-	-	-	-	-	-
Asian	10,935	9	152.9	8.1	154.2	8.7	4.1	0.8
Men	4,537	41	154.5	8.0	157.2	8.6	4.1	0.8
Women	6,377	58	151.8	7.9	152.1	8.1	4.0	0.8
No Response	21	<1	-	-	-	-	-	-
Hawaiian/Pacific Islander	313	<1	149.3	7.4	148.3	7.4	3.8	0.8
Men	128	41	151.0	7.2	150.8	7.7	3.8	0.9
Women	183	58	148.0	7.3	146.4	6.6	3.8	0.8
No Response	2	1	-	-	-	-	-	-
Black	9,237	7	147.0	7.7	144.2	7.4	3.4	0.9
Men	2,940	32	148.3	8.2	146.2	8.0	3.4	0.9
Women	6,283	68	146.3	7.4	143.3	6.8	3.3	0.9
No Response	14	<1	-	-	-	-	-	-
Mexican	4,572	4	148.7	7.2	146.6	7.1	3.6	0.8
Men	1,689	37	150.4	7.3	149.2	7.4	3.7	0.8
Women	2,879	63	147.6	6.9	145.1	6.5	3.6	0.8
No Response	4	<1	-	-	-	-	-	-
Puerto Rican	1,296	1	148.8	7.5	145.7	7.6	3.6	0.9
Men	430	33	150.6	7.9	148.3	7.9	3.6	0.9
Women	866	67	147.9	7.2	144.4	7.1	3.6	0.9
No Response	0	0	-	-	-	-	-	-
Other Hispanic	6,806	100	149.2	7.7	147.0	7.7	3.6	0.8
Men	2,246	2	151.7	7.7	150.4	8.1	3.7	0.9
Women	4,558	67	147.9	7.4	145.3	7.0	3.6	0.8
No Response	2	<1	-	-	-	-	-	-

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

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
White	65,878	100	152.6	7.4	150.5	7.5	4.0	0.8
Men	22,786	18	155.0	7.3	153.7	7.8	4.0	0.8
Women	43,019	65	151.4	7.1	148.8	6.8	3.9	0.8
No Response	73	<1	157.2	7.6	152.1	7.0	4.2	0.9
Other	3,883	100	152.5	8.4	150.1	8.8	3.9	0.9
Men	1,503	1	154.9	8.3	153.2	9.2	4.0	0.9
Women	2,375	61	151.0	8.0	148.1	8.0	3.9	0.9
No Response	5	<1	-	-	-	-	-	-
No Response	20,526	100	152.7	8.3	151.6	8.8	3.9	0.9
Men	7,493	6	155.0	8.1	155.0	8.8	4.0	0.9
Women	12,954	63	151.3	8.0	149.6	8.2	3.9	0.9
No Response	79	<1	157.3	7.7	152.1	7.8	4.2	0.8
Total	124,151	100	151.8	7.9	150.1	8.3	3.9	0.8
Men	43,997	35	154.1	7.9	153.3	8.6	3.9	0.9
Women	79,952	64	150.6	7.6	148.3	7.5	3.8	0.8
No Response	202	<1	156.6	7.8	151.8	8.1	4.2	0.8

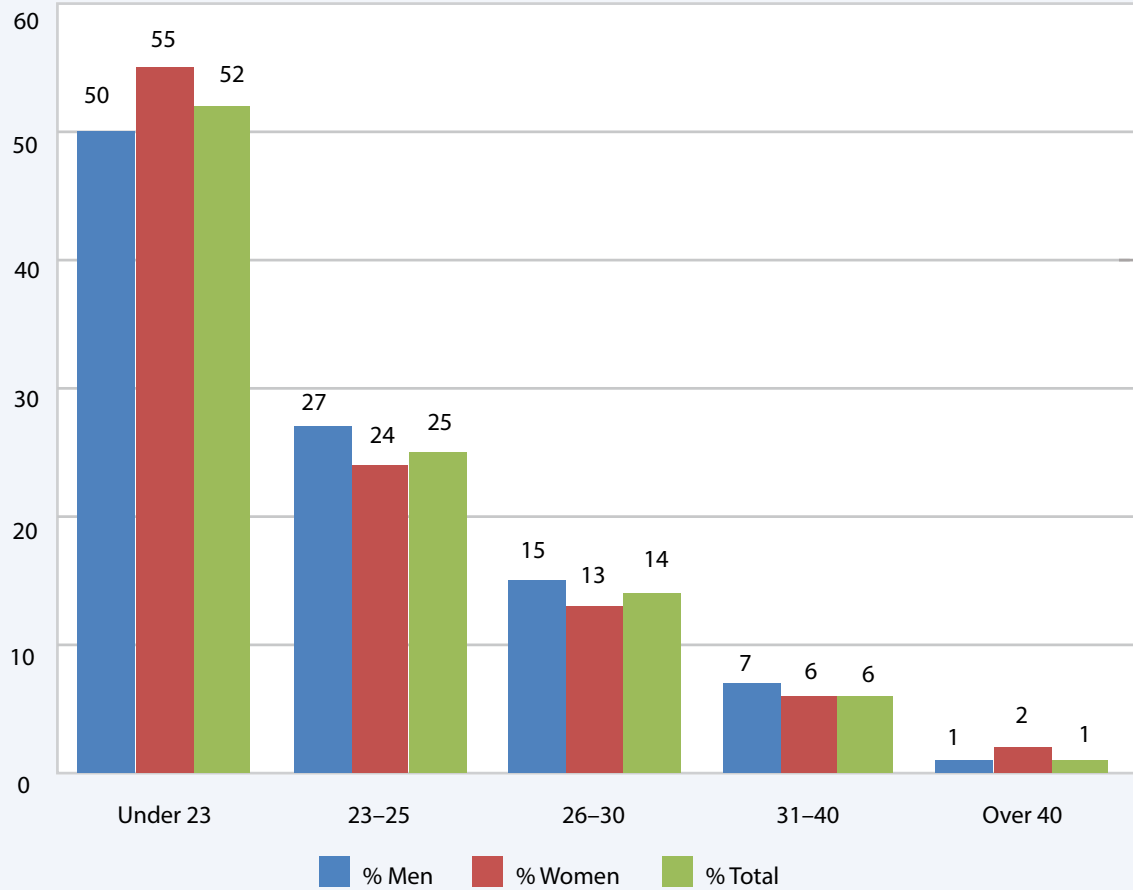
Note: A total of 124,151 U.S. citizens took the GRE General Test between July 1, 2021, and June 30, 2022. The percentages for the overall Racial/Ethnic groups were based on this total group of test takers; the percentages for the gender groups within each Racial/Ethnic group were based on the group of 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 341,574 test takers who took the GRE General Test between July 1, 2021, and June 30, 2022. The percentages in the figure above represent the percentage of test takers within each gender category (e.g., women) or test takers in the total groups who were in each age range. Due to rounding, percentages may not add up to 100.

Age Group and Gender (continued)

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

On the Analytical Writing measure, on average, both younger men and women performed similarly to older men and women across all age groups except for the Under 18 age group. 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	205	<1	155.5	8.1	162.9	7.3	3.6	1.0
Men	128	62	155.8	8.1	164.3	6.6	3.5	1.1
Women	77	38	155.0	8.2	160.5	7.8	3.6	1.0
No Response	0	0	-	-	-	-	-	-
18–22	178,384	52	151.7	7.8	158.8	9.5	3.4	0.9
Men	87,004	49	152.5	7.9	161.9	7.7	3.3	0.9
Women	91,379	51	151.0	7.8	155.8	10.1	3.6	0.8
No Response	1	<1	-	-	-	-	-	-
23–25	86,668	25	150.8	8.4	156.7	9.6	3.4	0.9
Men	46,559	54	151.3	8.4	159.2	8.6	3.3	0.9
Women	40,105	46	150.2	8.4	153.8	9.9	3.6	0.9
No Response	4	<1	-	-	-	-	-	-
26–30	49,348	14	150.8	9.0	154.6	9.9	3.5	0.9
Men	26,964	55	151.4	9.0	156.3	9.5	3.4	0.9
Women	22,257	45	150.1	8.9	152.5	9.9	3.5	0.9
No Response	127	<1	156.9	8.1	154.7	8.4	4.2	0.8
31–35	15,630	5	150.6	9.3	152.6	10.2	3.4	0.9
Men	8,396	54	151.4	9.4	154.6	9.9	3.4	0.9
Women	7,141	46	149.7	9.1	150.2	10.2	3.4	0.9
No Response	93	1	155.1	8.3	153.0	8.9	4.0	0.9
36–40	6,180	2	150.4	9.6	150.3	10.4	3.4	0.9
Men	3,217	52	151.0	9.6	152.3	10.3	3.4	0.9
Women	2,943	48	149.6	9.5	148.1	10.1	3.4	0.9
No Response	20	<1	-	-	-	-	-	-

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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	2,605	1	150.1	9.6	147.8	9.8	3.4	1.0
Men	1,174	45	151.0	9.8	150.4	10.0	3.4	1.0
Women	1,420	55	149.3	9.3	145.6	9.1	3.4	1.0
No Response	11	<1	-	-	-	-	-	-
46–50	1,259	<1	150.1	9.2	145.8	8.7	3.4	0.9
Men	517	41	150.9	9.4	148.1	9.2	3.4	0.9
Women	734	58	149.5	9.0	144.2	8.0	3.4	0.9
No Response	8	1	-	-	-	-	-	-
51–55	626	<1	149.9	9.0	144.8	8.6	3.4	0.9
Men	238	38	150.9	9.3	147.6	8.8	3.4	0.9
Women	385	62	149.4	8.8	143.1	8.1	3.4	0.9
No Response	3	<1	-	-	-	-	-	-
56–60	255	<1	149.8	9.7	143.6	8.7	3.4	1.0
Men	109	43	150.8	10.3	146.0	9.6	3.3	1.1
Women	146	57	149.0	9.2	141.8	7.5	3.4	1.0
No Response	0	0	-	-	-	-	-	-
Over 60	183	<1	148.3	10.2	142.4	8.2	3.1	1.0
Men	86	47	148.9	10.5	145.2	8.6	3.0	1.1
Women	95	52	148.0	10.0	139.8	7.0	3.2	1.0
No Response	2	1	-	-	-	-	-	-
No Response	231	<1	150.7	8.8	155.2	10.2	3.5	1.0
Men	79	34	152.0	9.3	159.2	9.4	3.4	1.0
Women	152	66	150.1	8.5	153.1	9.9	3.6	0.9
No Response	0	0	-	-	-	-	-	-
Total	341,574	100	151.3	8.3	157.0	9.9	3.4	0.9
Men	174,471	51	151.9	8.3	159.7	8.9	3.3	0.9
Women	166,834	49	150.6	8.2	154.3	10.2	3.6	0.9
No Response	269	<1	155.6	8.5	153.3	8.8	4.1	0.9

Note: A total of 341,574 examinees took the GRE General Test between July 1, 2021, and June 30, 2022. 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 China (76%) had a substantially higher percentage of test takers between the ages of 18 and 22 than the United States (52%) and India (58%). 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 Group and Gender

Age	United States N	United States Percent	India N	India Percent	China N	China Percent
Under 18	72	<1	56	<1	19	<1
Men	42	58	38	68	14	74
Women	30	42	18	32	5	26
No Response	0	0	0	0	0	0
18–22	79,558	52	64,703	58	18,412	76
Men	26,657	34	43,456	67	8,774	48
Women	52,900	66	21,247	33	9,638	52
No Response	1	<1	0	0	0	0
23–25	34,408	23	33,086	30	3,721	15
Men	13,663	40	22,081	67	1,890	51
Women	20,741	60	11,005	33	1,831	49
No Response	4	<1	0	0	0	0
26–30	22,804	15	11,280	10	1,418	6
Men	11,142	49	7,094	63	638	45
Women	11,562	51	4,180	37	778	55
No Response	100	<1	6	<1	2	<1
31–35	8,075	5	1,788	2	372	2
Men	3,801	47	1,167	65	178	48
Women	4,195	52	618	35	194	52
No Response	79	1	3	<1	0	0
36–40	3,751	2	393	<1	92	<1
Men	1,709	46	259	66	51	55
Women	2,023	54	134	34	41	45
No Response	19	1	0	0	0	0
41–45	1,859	1	87	<1	28	<1
Men	717	39	66	76	16	57
Women	1,134	61	21	24	12	43
No Response	8	<1	0	0	0	0
46–50	1,010	1	32	<1	7	<1
Men	367	36	17	53	5	71
Women	636	63	15	47	2	29
No Response	7	1	0	0	0	0

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Age Group and Gender (continued)

Table continued from previous page

Table 1.5. Distribution of Examinees Who Tested in the United States, India and China, by Age Group and Gender						
Age	United States N	United States Percent	India N	India Percent	China N	China Percent
51–55	543	<1	8	<1	3	<1
Men	188	35	4	50	2	67
Women	352	65	4	50	1	33
No Response	3	1	0	0	0	0
56–60	226	<1	0	0	0	0
Men	91	40	0	0	0	0
Women	135	60	0	0	0	0
No Response	0	0	0	0	0	0
Over 60	162	<1	4	<1	0	0
Men	71	44	4	100	0	0
Women	89	55	0	0	0	0
No Response	2	1	0	0	0	0
No Response	150	<1	39	<1	9	<1
Men	39	26	26	67	4	44
Women	111	74	13	33	5	56
No Response	0	0	0	0	0	0
Total	152,618	100	111,476	100	24,081	100
Men	58,487	38	74,212	67	11,572	48
Women	93,908	62	37,255	33	12,507	52
No Response	223	<1	9	<1	2	<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 (124,151), India (114,647) and China (50,758) 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	248	150.1	9.5	162.8	8.6	3.2	0.7
Aland Islands	85	154.2	10.0	164.6	7.2	3.3	0.6
Albania	125	152.4	10.2	159.3	9.9	3.5	0.8
Algeria	108	151.0	10.3	157.0	11.0	3.3	0.7
American Samoa	121	161.8	5.2	168.7	2.9	3.7	0.5
Andorra	25	-	-	-	-	-	-
Angola	24	-	-	-	-	-	-
Anguilla	12	-	-	-	-	-	-
Antarctica	8	-	-	-	-	-	-
Antigua and Barbuda	3	-	-	-	-	-	-
Argentina	151	153.4	7.2	157.2	8.6	3.7	0.7
Armenia	57	150.3	9.1	158.7	8.4	3.6	0.9
Aruba	7	-	-	-	-	-	-
Australia	284	158.1	7.8	158.8	9.0	4.3	0.9
Austria	91	156.6	6.5	159.1	7.9	3.9	0.7
Azerbaijan	168	148.5	8.4	159.3	7.6	3.3	0.8
Bahamas	44	147.9	6.4	146.2	9.1	3.5	0.9
Bahrain	31	149.4	8.7	152.5	9.5	3.5	0.8
Bangladesh	3,090	145.4	7.6	155.7	6.9	3.2	0.7
Barbados	14	-	-	-	-	-	-
Belarus	30	146.5	9.8	154.1	6.2	3.4	0.9
Belgium	91	155.4	7.4	158.0	7.6	3.9	0.9
Belize	10	-	-	-	-	-	-
Benin	28	-	-	-	-	-	-
Bermuda	8	-	-	-	-	-	-
Bhutan	7	-	-	-	-	-	-
Bolivia	56	150.1	7.8	151.4	8.9	3.5	0.8
Bonaire, Sint Eustatius and Saba	1	-	-	-	-	-	-
Bosnia and Herzegovina	14	-	-	-	-	-	-
Botswana	18	-	-	-	-	-	-
Bouvet Island	5	-	-	-	-	-	-
Brazil	655	152.4	8.4	154.6	9.4	3.4	0.9
British Indian Ocean Territory	2	-	-	-	-	-	-
Brunei Darussalam	4	-	-	-	-	-	-

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

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Country of Citizenship (continued)

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Bulgaria	49	155.3	7.8	157.2	9.1	3.9	0.8
Burkina Faso	17	-	-	-	-	-	-
Burundi	2	-	-	-	-	-	-
Cambodia	35	148.4	6.9	152.4	9.2	3.6	0.7
Cameroon	132	143.5	7.1	145.3	8.2	3.0	0.8
Canada	1,966	155.8	8.3	156.6	9.6	4.2	0.8
Cape Verde	3	-	-	-	-	-	-
Cayman Islands	5	-	-	-	-	-	-
Central African Republic	2	-	-	-	-	-	-
Chad	8	-	-	-	-	-	-
Chile	245	153.0	7.6	158.6	8.8	3.4	0.8
China	50,758	153.4	9.3	165.9	4.9	3.4	0.7
Christmas Island	5	-	-	-	-	-	-
Cocos (Keeling) Islands	1	-	-	-	-	-	-
Colombia	623	149.3	8.1	150.7	8.3	3.3	0.8
Comoros	3	-	-	-	-	-	-
Congo (Brazzaville)	1	-	-	-	-	-	-
Congo, The Democratic Republic of the	41	143.4	7.9	144.1	7.6	2.9	0.8
Cook Islands	1	-	-	-	-	-	-
Costa Rica	58	150.6	7.2	151.4	8.2	3.7	0.8
Cote d'Ivoire	30	143.3	8.0	145.9	8.1	2.7	0.8
Croatia	18	-	-	-	-	-	-
Cuba	22	-	-	-	-	-	-
Cyprus	24	-	-	-	-	-	-
Czech Republic	27	-	-	-	-	-	-
Denmark	45	155.0	7.5	154.7	8.6	4.0	0.7
Djibouti	5	-	-	-	-	-	-
Dominica	14	-	-	-	-	-	-
Dominican Republic	86	147.6	8.3	146.5	8.7	3.2	1.0
Ecuador	144	148.3	8.0	151.1	8.1	3.3	0.8
Egypt	472	144.5	8.3	152.7	7.8	3.2	0.8
El Salvador	56	145.7	8.3	145.5	7.7	3.2	0.9
Equatorial Guinea	2	-	-	-	-	-	-
Eritrea	7	-	-	-	-	-	-
Estonia	12	-	-	-	-	-	-
Ethiopia	146	142.4	8.7	149.1	8.2	2.7	0.9

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

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Country of Citizenship (continued)

Table continued from previous page

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
Falkland Islands	1	-	-	-	-	-	-
Fiji	2	-	-	-	-	-	-
Finland	68	151.2	7.7	151.9	8.2	3.5	1.0
France	653	155.2	7.4	157.2	8.9	3.7	0.8
French Guiana	2	-	-	-	-	-	-
French Polynesia	2	-	-	-	-	-	-
French Southern Territories	2	-	-	-	-	-	-
Gabon	7	-	-	-	-	-	-
Gambia	12	-	-	-	-	-	-
Georgia	82	149.4	8.5	154.1	9.6	3.4	0.6
Germany	688	154.6	8.2	158.0	7.7	4.0	0.8
Ghana	1,441	145.9	7.8	147.8	8.2	3.3	0.7
Gibraltar	2	-	-	-	-	-	-
Greece	296	151.4	7.6	158.8	8.0	3.9	0.8
Greenland	1	-	-	-	-	-	-
Grenada	5	-	-	-	-	-	-
Guadeloupe	2	-	-	-	-	-	-
Guam	10	-	-	-	-	-	-
Guatemala	69	148.8	8.0	149.7	9.0	3.5	0.8
Guinea	8	-	-	-	-	-	-
Guyana	23	-	-	-	-	-	-
Haiti	64	145.1	7.5	144.8	8.5	2.9	0.9
Honduras	70	147.8	7.5	148.0	7.6	3.2	0.9
Hong Kong, China	769	154.0	9.1	163.5	6.8	3.7	0.7
Hungary	58	154.1	6.6	159.7	7.9	3.9	0.7
Iceland	49	151.9	6.9	158.6	7.9	3.3	0.8
India	114,647	150.5	7.5	161.2	7.7	3.0	0.8
Indonesia	701	148.2	7.8	154.9	8.2	3.4	0.8
Iran, Islamic Republic of	4,587	149.8	10.1	161.7	7.9	3.3	0.7
Iraq	76	142.8	8.2	147.9	9.3	2.8	0.9
Ireland	94	157.4	8.3	156.2	8.6	4.3	0.8
Isle of Man	1	-	-	-	-	-	-
Israel	119	150.1	11.4	156.8	9.7	3.2	1.1
Italy	711	155.3	7.3	158.1	8.0	3.6	0.8
Jamaica	109	149.1	8.1	147.0	9.6	3.6	0.8
Japan	853	148.0	8.0	160.8	7.4	3.3	0.8

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

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Country of Citizenship (continued)

Table continued from previous page

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
Jordan	352	142.1	8.6	153.1	7.7	2.8	0.9
Kazakhstan	192	149.1	7.9	156.9	8.8	3.3	0.7
Kenya	382	144.7	7.9	147.1	7.3	3.3	0.7
Kiribati	1	-	-	-	-	-	-
Korea, Democratic People's Republic of	19	-	-	-	-	-	-
Korea, Republic of	2,853	151.9	7.9	161.9	6.8	3.5	0.8
Kosovo	16	-	-	-	-	-	-
Kuwait	305	140.4	9.9	147.5	9.4	2.4	1.2
Kyrgyzstan	24	-	-	-	-	-	-
Lao PDR	7	-	-	-	-	-	-
Latvia	16	-	-	-	-	-	-
Lebanon	447	150.2	9.1	157.0	9.1	3.5	0.7
Lesotho	5	-	-	-	-	-	-
Liberia	12	-	-	-	-	-	-
Libya	22	-	-	-	-	-	-
Liechtenstein	1	-	-	-	-	-	-
Lithuania	33	155.1	7.8	158.7	7.7	4.3	0.7
Luxembourg	13	-	-	-	-	-	-
Macau, China	65	156.1	10.0	164.9	6.0	3.6	0.6
Macedonia, Republic of	19	-	-	-	-	-	-
Madagascar	16	-	-	-	-	-	-
Malawi	26	-	-	-	-	-	-
Malaysia	230	151.6	8.9	156.0	8.4	3.8	0.8
Maldives	2	-	-	-	-	-	-
Mali	12	-	-	-	-	-	-
Malta	10	-	-	-	-	-	-
Marshall Islands	1	-	-	-	-	-	-
Mauritania	5	-	-	-	-	-	-
Mauritius	24	-	-	-	-	-	-
Mexico	1,344	149.9	7.8	150.6	8.2	3.3	0.8
Micronesia, Federated States of	1	-	-	-	-	-	-
Moldova	14	-	-	-	-	-	-
Mongolia	64	148.5	8.3	155.2	8.5	3.4	0.8
Montenegro	7	-	-	-	-	-	-
Morocco	159	150.9	8.3	153.9	9.2	3.5	0.8

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

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Country of Citizenship (continued)

Table continued from previous page

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
Mozambique	14	-	-	-	-	-	-
Myanmar	92	144.5	8.5	148.8	8.8	3.5	0.6
Namibia	7	-	-	-	-	-	-
Nepal	1,745	146.4	7.5	156.1	7.2	3.3	0.6
Netherlands	156	153.3	8.7	155.4	8.3	3.8	0.9
New Zealand	76	157.1	9.0	159.0	8.3	4.3	1.0
Nicaragua	20	-	-	-	-	-	-
Niger	26	-	-	-	-	-	-
Nigeria	4,596	149.7	9.4	151.7	10.7	3.3	0.7
Niue	14	-	-	-	-	-	-
Norfolk Island	2	-	-	-	-	-	-
Northern Mariana Islands	1	-	-	-	-	-	-
Norway	39	155.1	8.0	154.7	9.4	3.8	0.9
Oman	14	-	-	-	-	-	-
Pakistan	2,697	148.3	8.7	152.3	8.5	3.5	0.8
Palau	1	-	-	-	-	-	-
Palestinian Territories	92	141.9	8.0	150.6	8.3	2.9	0.9
Panama	70	147.3	7.7	148.2	8.0	3.2	0.9
Papua New Guinea	4	-	-	-	-	-	-
Paraguay	42	148.5	7.4	150.5	9.1	3.3	0.8
Peru	306	148.9	7.4	155.3	8.2	3.3	0.7
Philippines	338	150.8	7.9	150.5	8.6	3.8	0.8
Poland	91	153.8	8.4	159.7	7.9	3.8	0.9
Portugal	102	155.5	6.7	158.9	7.6	3.8	0.6
Puerto Rico	450	141.7	8.1	140.1	6.6	2.5	1.0
Qatar	69	142.2	10.9	146.9	10.3	2.7	1.1
Romania	83	154.0	7.0	157.4	8.8	4.1	0.7
Russian Federation	395	150.7	8.5	157.3	8.5	3.4	0.7
Rwanda	50	143.3	8.0	145.5	7.4	3.0	0.9
Saint Kitts and Nevis	5	-	-	-	-	-	-
Saint Lucia	9	-	-	-	-	-	-
Samoa	1	-	-	-	-	-	-
Saudi Arabia	808	139.8	9.0	145.1	10.1	2.3	1.0
Senegal	17	-	-	-	-	-	-
Serbia	45	152.2	6.6	158.8	9.2	3.6	0.7
Seychelles	5	-	-	-	-	-	-
Sierra Leone	15	-	-	-	-	-	-

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
Singapore	544	158.0	7.4	161.2	7.3	4.5	0.8
Sint Maarten (Dutch part)	3	-	-	-	-	-	-
Slovakia	24	-	-	-	-	-	-
Slovenia	17	-	-	-	-	-	-
Somalia	5	-	-	-	-	-	-
South Africa	177	152.0	8.2	150.3	8.3	4.0	0.8
South Sudan	2	-	-	-	-	-	-
Spain	334	153.5	7.2	156.8	8.1	3.7	0.7
Sri Lanka	308	145.6	8.0	155.4	7.1	3.4	0.7
Sudan	63	142.6	9.0	151.0	7.2	2.9	0.9
Suriname	3	-	-	-	-	-	-
Svalbard and Jan Mayen Islands	1	-	-	-	-	-	-
Swaziland	14	-	-	-	-	-	-
Sweden	73	152.9	8.9	153.7	9.0	3.8	0.7
Switzerland	136	156.5	7.7	157.4	7.3	4.0	0.9
Syria	92	144.5	8.8	152.3	8.2	3.2	0.8
Taiwan, China	2,694	149.1	7.7	164.1	5.7	3.2	0.6
Tajikistan	13	-	-	-	-	-	-
Tanzania, United Republic of	73	143.2	8.2	147.3	8.6	3.1	0.9
Thailand	406	146.9	8.7	158.8	7.7	3.2	0.8
Timor-Leste	2	-	-	-	-	-	-
Togo	10	-	-	-	-	-	-
Trinidad and Tobago	51	151.6	7.3	149.3	8.3	3.9	0.9
Tunisia	59	146.9	9.4	152.4	9.0	3.2	0.8
Turkey	1,102	147.6	8.6	161.1	7.6	3.3	0.8
Turkmenistan	12	-	-	-	-	-	-
Turks and Caicos Islands	3	-	-	-	-	-	-
Uganda	88	144.6	7.1	144.8	7.9	3.3	0.6
Ukraine	146	150.0	7.7	154.8	9.3	3.4	0.8
United Arab Emirates	579	139.8	8.7	148.5	8.0	2.5	1.1
United Kingdom	653	157.9	8.3	156.8	9.2	4.4	0.9
United States Minor Outlying Islands	47	151.2	9.3	149.0	9.0	3.9	0.9
United States of America	124,151	151.8	7.9	150.1	8.3	3.9	0.8
Uruguay	45	153.5	7.8	158.4	9.0	3.7	0.6

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
Uzbekistan	81	149.5	9.3	158.1	8.9	3.3	0.8
Venezuela	93	151.1	8.8	150.1	9.0	3.5	1.0
Viet Nam	550	149.9	8.7	159.7	7.2	3.6	0.8
Virgin Islands, U.S.	15	-	-	-	-	-	-
Yemen	38	138.4	7.8	147.0	8.5	2.4	1.0
Zambia	22	-	-	-	-	-	-
Zimbabwe	95	147.7	8.2	148.6	7.9	3.7	0.7

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

Major Fields

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

Business

Accounting
Banking and Finance
Business Administration and Management

Education

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

Engineering

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

Humanities and Arts

Arts
English Language and Literature
Foreign Languages and Literatures
History
Philosophy

Law

Law

Life Sciences

Agriculture
Biological Sciences
Health and Medical Sciences

Physical Sciences

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

Social and Behavioral Sciences

Anthropology and Archaeology
Economics
Political Science
Psychology
Sociology

Other Fields

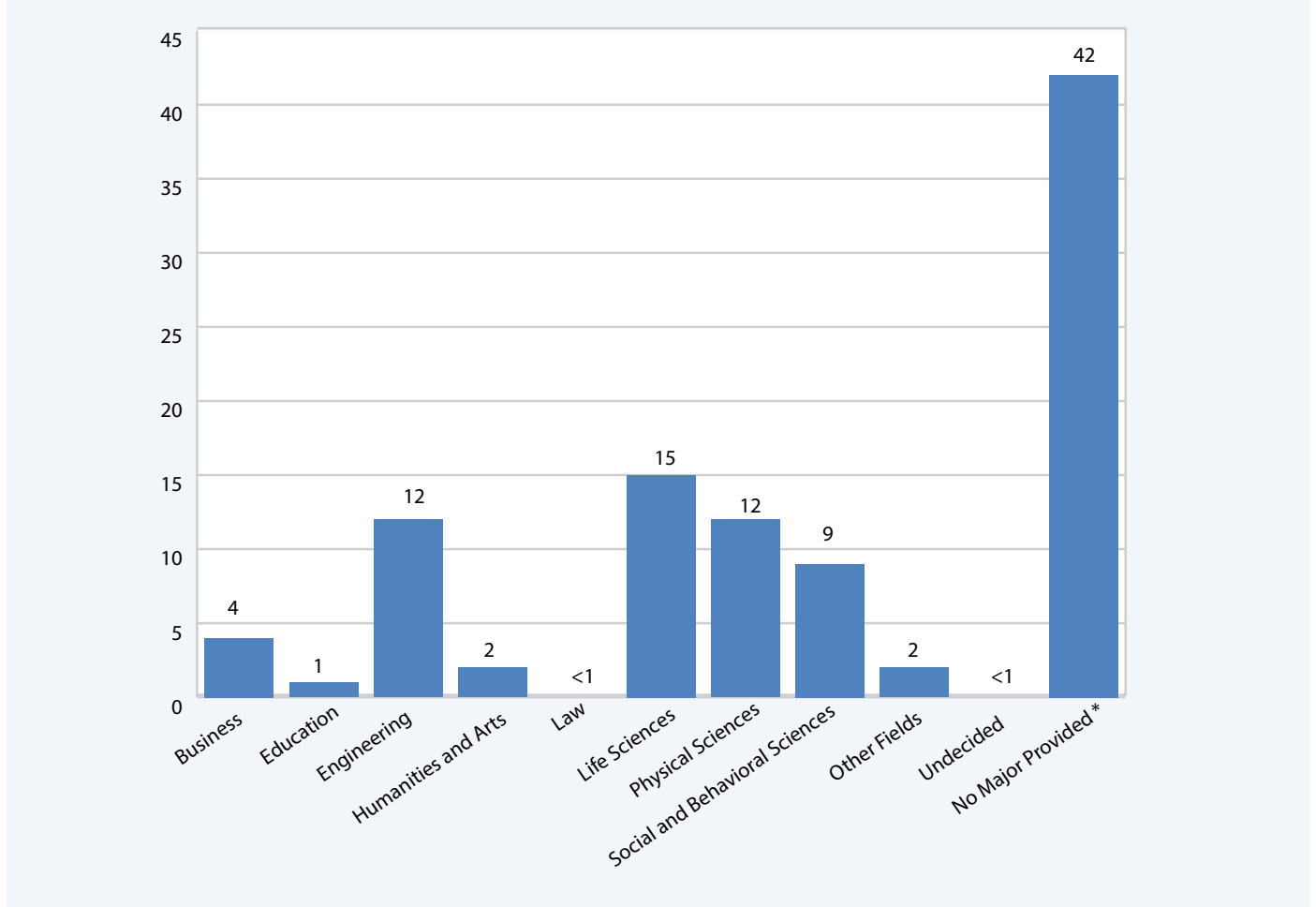
Architecture and Environmental Design
Communications and Journalism
Family and Consumer Sciences
Library and Archival Studies
Public Administration
Religion and Theology
Social Work
Other

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

Undergraduate Major Field

Figure 1.2 shows that, overall, the most commonly reported undergraduate major fields were within Life Sciences (15%), followed by Social and Behavioral Sciences (12%), and Engineering and Physical Sciences (each 12%). Forty-two percent of test takers did not provide undergraduate major information.

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



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

These analyses were based on a total of 341,574 test takers who took the GRE General Test between July 1, 2021, and June 30, 2022.

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

Undergraduate Major Field (continued)

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

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

Undergraduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Business	13,142	4	150.6	8.8	155.3	10.3	3.5	0.9
Men	6,797	52	151.4	8.8	156.1	10.0	3.5	0.9
Women	6,341	48	149.9	8.8	154.4	10.5	3.5	0.8
No Response	4	<1	-	-	-	-	-	-
Education	2,981	1	147.4	8.3	145.5	8.5	3.5	0.9
Men	573	19	148.4	8.4	147.3	9.3	3.5	1.0
Women	2,403	81	147.2	8.2	145.1	8.3	3.5	0.9
No Response	5	<1	-	-	-	-	-	-
Engineering	41,619	12	150.2	8.3	159.6	7.7	3.4	0.8
Men	30,319	73	150.5	8.3	160.1	7.6	3.4	0.8
Women	11,285	27	149.5	8.4	158.1	7.9	3.4	0.8
No Response	15	<1	-	-	-	-	-	-
Humanities and Arts	8,463	2	154.8	8.6	149.8	9.0	4.0	0.9
Men	3,333	39	156.4	8.4	151.4	8.9	4.1	0.9
Women	5,111	60	153.7	8.5	148.8	8.9	4.0	0.9
No Response	19	<1	-	-	-	-	-	-
Law	536	<1	151.6	9.1	151.9	10.2	3.7	0.9
Men	256	48	152.8	8.9	153.9	9.8	3.8	0.9
Women	280	52	150.6	9.2	150.1	10.2	3.6	0.9
No Response	0	0	-	-	-	-	-	-
Life Sciences	52,267	15	149.5	7.0	149.3	7.4	3.7	0.8
Men	14,498	28	150.6	7.3	151.5	7.8	3.6	0.8
Women	37,737	72	149.1	6.9	148.4	7.1	3.7	0.8
No Response	32	<1	153.1	7.2	150.7	8.8	3.7	0.8
Physical Sciences	39,869	12	151.4	8.5	160.2	8.1	3.4	0.8
Men	25,636	64	151.9	8.4	161.2	7.6	3.4	0.8
Women	14,216	36	150.5	8.6	158.4	8.6	3.4	0.8
No Response	17	<1	-	-	-	-	-	-

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	31,054	9	152.8	8.2	151.6	9.5	3.9	0.9
Men	11,028	36	154.7	8.3	154.9	9.4	3.9	0.9
Women	19,987	64	151.7	8.0	149.8	9.1	3.9	0.9
No Response	39	<1	155.9	8.4	151.8	7.6	4.1	0.9
Other Fields	5,866	2	150.0	8.6	149.2	9.6	3.6	0.9
Men	1,810	31	151.4	9.0	150.8	9.7	3.6	1.0
Women	4,047	69	149.3	8.3	148.4	9.4	3.6	0.9
No Response	9	<1	-	-	-	-	-	-
Undecided	1,503	<1	150.6	9.0	159.1	10.6	3.2	0.8
Men	836	56	151.1	8.9	160.4	9.5	3.2	0.8
Women	667	44	149.9	9.2	157.4	11.6	3.2	0.8
No Response	0	0	-	-	-	-	-	-
No Major Provided*	144,274	42	151.8	8.4	160.5	9.2	3.2	0.9
Men	79,385	55	152.2	8.2	162.1	8.1	3.1	0.9
Women	64,760	45	151.4	8.5	158.6	10.0	3.4	0.8
No Response	129	<1	156.7	8.2	154.4	8.8	4.1	0.9
Total	341,574	100	151.3	8.3	157.0	9.9	3.4	0.9
Men	174,471	51	151.9	8.3	159.7	8.9	3.3	0.9
Women	166,834	49	150.6	8.2	154.3	10.2	3.6	0.9
No Response	269	<1	155.6	8.5	153.3	8.8	4.1	0.9

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

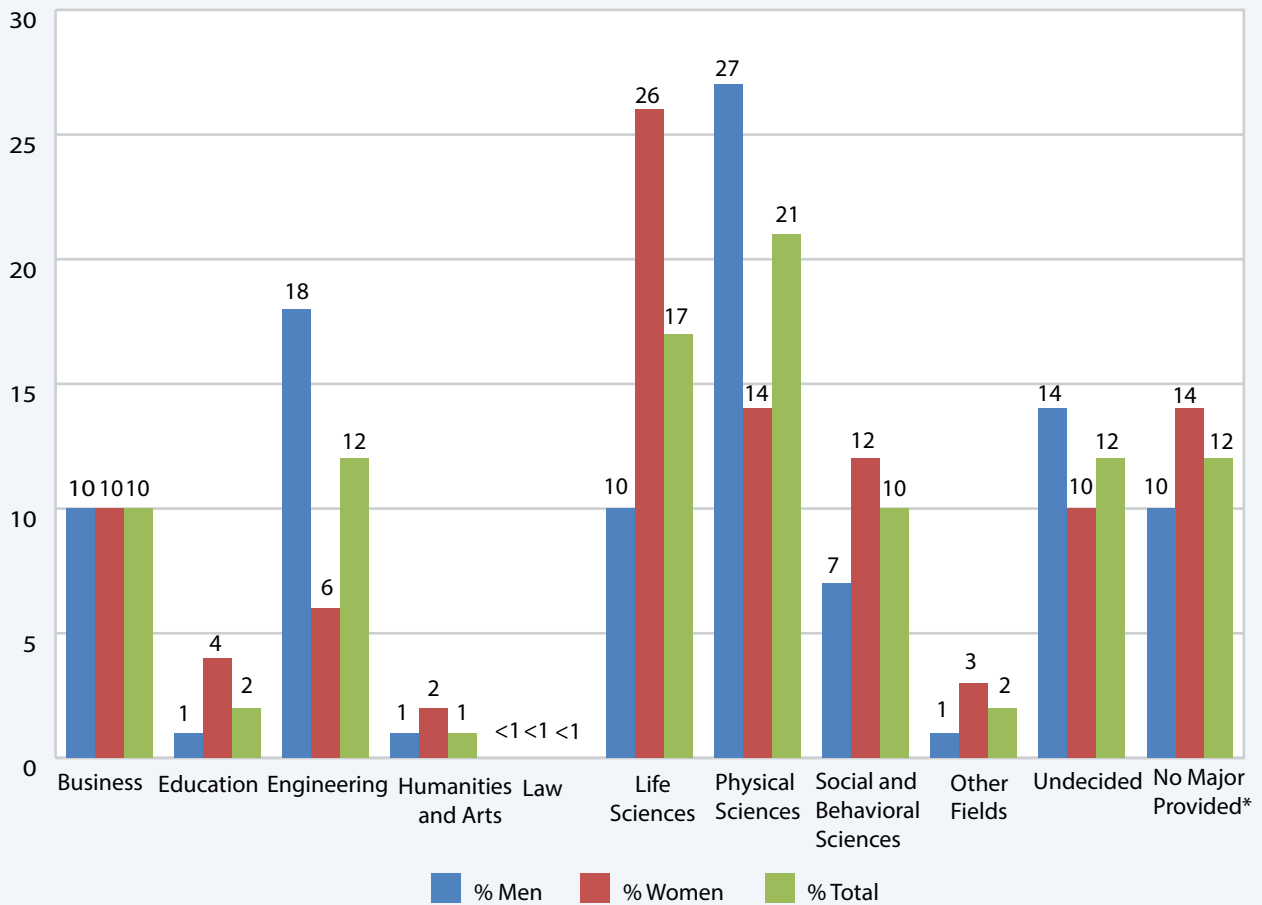
A total of 341,574 examinees took the GRE General Test between July 1, 2021, and June 30, 2022. The percentages for the overall undergraduate major fields were based on those total groups of test takers; the percentages for the gender groups within each undergraduate major group were based on the group 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 (18%) and Physical Sciences (27%) 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 (26%) 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. Twelve percent of test takers did not provide intended graduate major information.

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



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

These analyses were based on a total of 341,574 test takers who took the GRE General Test between July 1, 2021, and June 30, 2022. 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 and Analytical Writing scores than men and women in other majors. Men and women with an intended graduate major in Physical Sciences had higher mean scores on the Quantitative Reasoning measure 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	35,284	10	152.3	8.8	159.1	9.3	3.6	0.8
Men	18,071	51	152.6	8.7	159.3	9.2	3.5	0.8
Women	17,185	49	152.0	8.8	158.9	9.5	3.6	0.8
No Response	28	<1	-	-	-	-	-	-
Education	7,677	2	149.6	8.8	147.0	9.2	3.6	1.0
Men	1,745	23	151.3	9.1	148.6	9.5	3.7	1.0
Women	5,917	77	149.1	8.6	146.5	9.0	3.6	0.9
No Response	15	<1	-	-	-	-	-	-
Engineering	40,258	12	150.4	8.4	160.8	7.6	3.3	0.9
Men	30,532	76	150.5	8.4	161.1	7.4	3.2	0.9
Women	9,715	24	149.8	8.6	159.7	8.0	3.3	0.8
No Response	11	<1	-	-	-	-	-	-
Humanities and Arts	5,010	1	155.6	8.6	152.4	9.8	4.0	0.9
Men	2,186	44	157.0	8.4	152.9	9.5	4.1	0.9
Women	2,807	56	154.5	8.5	152.0	10.1	4.0	0.9
No Response	17	<1	-	-	-	-	-	-
Law	1,375	<1	153.8	8.9	152.5	10.2	3.9	0.9
Men	588	43	155.3	8.9	154.1	9.5	4.0	1.0
Women	785	57	152.7	8.6	151.3	10.5	3.9	0.9
No Response	2	<1	-	-	-	-	-	-
Life Sciences	59,321	17	149.8	7.1	150.0	7.7	3.7	0.8
Men	16,707	28	150.7	7.3	152.1	8.0	3.6	0.8
Women	42,551	72	149.4	6.9	149.1	7.4	3.7	0.8
No Response	63	<1	154.4	7.0	151.8	7.6	4.0	0.7
Physical Sciences	70,657	21	151.7	8.1	162.1	7.3	3.3	0.8
Men	47,171	67	152.1	8.0	162.7	6.9	3.3	0.8
Women	23,461	33	151.0	8.2	161.0	7.9	3.3	0.8
No Response	25	<1	-	-	-	-	-	-
	33,285	10	153.5	8.4	154.6	10.2	3.8	0.9

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	33,285	10	153.5	8.4	154.6	10.2	3.8	0.9
Men	12,620	38	155.1	8.5	157.6	9.6	3.9	0.9
Women	20,616	62	152.5	8.1	152.7	10.1	3.8	0.8
No Response	49	<1	158.3	7.6	154.1	8.8	4.2	0.8
Other Fields	6,686	2	151.6	9.0	153.0	10.4	3.6	0.9
Men	2,434	36	152.7	9.2	153.6	10.1	3.7	1.0
Women	4,240	63	151.0	8.8	152.7	10.6	3.6	0.8
No Response	12	<1	-	-	-	-	-	-
Undecided	41,350	12	152.0	8.4	160.7	9.2	3.1	0.9
Men	24,453	59	152.3	8.1	161.8	8.3	3.0	0.9
Women	16,879	41	151.5	8.8	159.1	10.1	3.2	0.9
No Response	18	<1	-	-	-	-	-	-
No Major Provided*	40,671	12	149.6	8.3	154.6	10.6	3.3	0.9
Men	17,964	44	150.5	8.4	158.1	9.6	3.1	0.9
Women	22,678	56	148.9	8.2	151.8	10.5	3.4	0.9
No Response	29	<1	-	-	-	-	-	-
Total	341,574	100	151.3	8.3	157.0	9.9	3.4	0.9
Men	174,471	51	151.9	8.3	159.7	8.9	3.3	0.9
Women	166,834	49	150.6	8.2	154.3	10.2	3.6	0.9
No Response	269	<1	155.6	8.5	153.3	8.8	4.1	0.9

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

A total of 341,574 examinees took the GRE General Test between July 1, 2021, and June 30, 2022. 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, among U.S. citizens, Asian, Other Hispanic and White test takers with an intended graduate major in Physical Sciences had higher mean scores on the Verbal Reasoning measure than those with other intended graduate majors. Black, Mexican and Puerto Rican test takers with an intended graduate major in Humanities and Arts had the higher mean scores on the Verbal Reasoning measure.

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

Intended Graduate Major Field		American Indian	Asian	Hawaiian/Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White	Other	No Response	Total
Business	N	48	930	25	801	273	83	432	3,621	280	1,671	8,164
	Mean	149.9	155.2	-	149.7	151.2	150.2	152.0	154.7	153.9	154.9	153.9
	SD	8.1	8.0	-	8.4	7.4	7.9	8.2	7.5	8.7	8.2	8.1
Education	N	22	251	10	758	212	125	378	3,412	186	986	6,340
	Mean	-	150.7	-	144.8	147.4	145.2	146.5	151.4	148.4	149.3	149.6
	SD	-	9.4	-	7.5	7.9	7.8	8.1	8.1	8.9	8.9	8.5
Engineering	N	25	867	14	271	233	42	299	3,255	213	1,215	6,434
	Mean	-	156.3	-	151.1	150.8	152.5	153.4	156.9	156.6	156.5	156.0
	SD	-	7.1	-	7.3	6.6	9.6	6.9	6.1	7.3	6.8	6.8
Humanities and Arts	N	17	156	2	141	107	37	148	1,917	121	457	3,103
	Mean	-	156.9	-	151.5	153.8	153.6	153.1	157.6	156.4	158.2	156.9
	SD	-	8.1	-	8.8	7.5	8.2	8.8	7.3	7.4	8.3	7.8
Law	N	8	79	6	133	36	10	59	317	53	153	854
	Mean	-	155.8	-	149.1	152.8	-	151.7	156.9	152.7	156.0	154.5
	SD	-	8.0	-	8.0	7.8	-	9.5	7.9	9.2	8.4	8.6
Life Sciences	N	280	4,257	142	3,438	1,938	465	2,700	27,514	1,333	7,648	49,715
	Mean	148.5	150.4	148.5	146.2	147.5	148.5	148.0	150.6	150.5	150.3	149.9
	SD	6.4	7.0	6.3	6.5	6.4	6.3	6.5	6.4	7.5	7.1	6.7
Physical Sciences	N	60	1,303	8	320	219	56	322	3,911	298	1,648	8,145
	Mean	154.1	157.4	-	151.0	153.0	153.3	154.2	157.8	157.8	157.4	157.0
	SD	7.3	7.6	-	8.2	6.9	6.9	7.3	6.6	7.5	7.4	7.2
Social and Behavioral Sciences	N	104	1,204	44	1,398	729	203	1,109	9,688	620	2,543	17,642
	Mean	151.1	154.7	150.8	148.1	149.4	149.8	150.5	154.5	154.4	154.5	153.4
	SD	7.1	7.9	9.3	8.3	7.4	7.2	8.0	7.4	7.5	8.6	8.0
Other Fields	N	16	190	11	329	140	37	178	1,839	99	443	3,282
	Mean	-	153.5	-	145.2	148.6	151.8	148.4	154.5	151.1	153.8	152.6
	SD	-	8.6	-	8.5	7.8	6.5	8.3	7.7	9.1	8.2	8.6
Undecided	N	37	531	13	400	150	51	245	2,239	207	1,327	5,200
	Mean	149.8	153.1	-	146.5	149.5	149.1	148.6	153.5	151.5	154.0	152.5
	SD	8.8	8.9	-	8.5	7.2	8.6	8.7	8.3	9.6	9.2	8.9
No Major Provided*	N	88	1,167	38	1,248	535	187	936	8,165	473	2,435	15,272
	Mean	148.0	150.8	148.6	145.4	146.9	146.7	147.1	150.8	151.1	150.6	149.9
	SD	8.1	8.0	7.7	7.3	7.2	8.1	7.6	7.3	8.3	8.0	7.7
Total	N	705	10,935	313	9,237	4,572	1,296	6,806	65,878	3,883	20,526	124,151
	Mean	149.9	152.9	149.3	147.0	148.7	148.8	149.2	152.6	152.5	152.7	151.8
	SD	7.5	8.1	7.4	7.7	7.2	7.5	7.7	7.4	8.4	8.3	7.9

Note: See page 21 for a list of major fields. A total of 124,151 U.S. citizens took the GRE General Test between July 1, 2021, and June 30, 2022. Racial/Ethnic groups are defined as follows: **American Indian** — American Indian or Alaskan Native; **Asian** — Asian or Asian American; **Hawaiian/Pacific Islander** — Native Hawaiian or Other Pacific Islander; **Black** — Black or African American; **Mexican** — Mexican, Mexican American, or Chicano; **Puerto Rican** — Puerto Rican; **Other Hispanic** — Other Hispanic, Latino, or Latin American; **White** — White (non-Hispanic); **Other** — Other.

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

Intended Graduate Major Field (continued)

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

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

Intended Graduate Major Field		American Indian	Asian	Hawaiian/Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White	Other	No Response	Total
Business	N	48	930	25	801	273	83	432	3,621	280	1,671	8,164
	Mean	148.7	156.9	-	147.2	149.0	147.4	150.1	153.1	152.0	154.5	152.8
	SD	8.8	8.1	-	8.1	7.7	8.1	8.1	7.4	8.5	8.6	8.3
Education	N	22	251	10	758	212	125	378	3,412	186	986	6,340
	Mean	-	149.5	-	141.0	143.0	140.4	142.6	146.9	143.7	145.7	145.5
	SD	-	8.8	-	6.5	6.7	7.1	7.2	7.3	8.1	8.1	7.8
Engineering	N	25	867	14	271	233	42	299	3,255	213	1,215	6,434
	Mean	-	160.9	-	152.3	153.0	154.2	155.8	159.2	158.8	159.5	158.7
	SD	-	6.4	-	7.6	6.5	8.5	6.8	6.0	6.9	6.6	6.7
Humanities and Arts	N	17	156	2	141	107	37	148	1,917	121	457	3,103
	Mean	-	152.8	-	145.5	146.6	145.0	145.9	149.9	148.7	151.2	149.6
	SD	-	8.9	-	7.2	7.0	7.4	7.9	7.8	7.9	8.9	8.2
Law	N	8	79	6	133	36	10	59	317	53	153	854
	Mean	-	154.8	-	143.9	146.8	-	147.1	151.8	148.3	153.1	150.3
	SD	-	8.6	-	8.1	6.8	-	9.0	8.2	9.8	9.0	9.1
Life Sciences	N	280	4,257	142	3,438	1,938	465	2,700	27,514	1,333	7,648	49,715
	Mean	146.7	151.2	147.5	144.2	146.2	146.3	146.5	149.4	148.6	149.5	148.9
	SD	6.2	7.0	6.6	6.2	6.1	6.2	6.2	6.1	7.2	7.0	6.6
Physical Sciences	N	60	1,303	8	320	219	56	322	3,911	298	1,648	8,145
	Mean	155.1	161.9	-	150.7	154.3	153.3	155.4	158.7	159.3	160.1	158.9
	SD	7.9	7.1	-	7.9	6.9	7.8	7.7	7.1	7.9	7.5	7.7
Social and Behavioral Sciences	N	104	1,204	44	1,398	729	203	1,109	9,688	620	2,543	17,642
	Mean	146.5	153.5	148.2	143.7	145.3	145.0	146.6	150.1	149.5	150.9	149.5
	SD	6.7	8.5	7.9	7.4	7.3	6.9	7.9	7.6	8.3	9.0	8.3
Other Fields	N	16	190	11	329	140	37	178	1,839	99	443	3,282
	Mean	-	151.3	-	140.9	144.2	146.8	144.5	149.3	147.3	149.5	148.0
	SD	-	9.1	-	7.2	6.8	6.5	7.3	7.4	8.6	8.4	8.1
Undecided	N	37	531	13	400	150	51	245	2,239	207	1,327	5,200
	Mean	147.1	154.9	-	144.2	146.9	146.2	146.1	150.2	149.5	153.3	150.6
	SD	9.5	9.7	-	8.3	7.3	8.7	8.2	8.2	10.3	9.8	9.4
No Major Provided*	N	88	1,167	38	1,248	535	187	936	8,165	473	2,435	15,272
	Mean	146.3	151.7	147.0	142.2	144.6	142.9	144.6	148.0	147.9	148.9	147.5
	SD	7.5	8.7	7.8	6.9	6.7	7.3	7.3	7.1	8.3	8.3	7.8
Total	N	705	10,935	313	9,237	4,572	1,296	6,806	65,878	3,883	20,526	124,151
	Mean	147.8	154.2	148.3	144.2	146.6	145.7	147.0	150.5	150.1	151.6	150.1
	SD	7.7	8.7	7.4	7.4	7.1	7.6	7.7	7.5	8.8	8.8	8.3

Note: See page 21 for a list of major fields. A total of 124,151 U.S. citizens took the GRE General Test between July 1, 2021, and June 30, 2022. 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	Other	No Response	Total
Business	N	48	930	25	801	273	83	432	3,621	280	1,671	8,164
	Mean	3.5	4.2	-	3.6	3.8	3.5	3.8	4.1	4.0	4.0	4.0
	SD	0.8	0.9	-	1.0	0.9	1.0	1.0	0.9	1.0	0.9	0.9
Education	N	22	251	10	758	212	125	378	3,412	186	986	6,340
	Mean	-	3.9	-	3.2	3.5	3.2	3.3	3.8	3.4	3.5	3.6
	SD	-	1.0	-	0.9	0.9	1.0	0.9	0.9	1.1	1.0	1.0
Engineering	N	25	867	14	271	233	42	299	3,255	213	1,215	6,434
	Mean	-	4.2	-	3.6	3.6	3.6	3.9	4.2	4.1	4.1	4.1
	SD	-	0.8	-	0.8	0.7	1.0	0.8	0.7	0.8	0.8	0.8
Humanities and Arts	N	17	156	2	141	107	37	148	1,917	121	457	3,103
	Mean	-	4.4	-	3.7	4.0	3.8	3.9	4.3	4.2	4.3	4.2
	SD	-	0.9	-	1.0	0.8	1.0	1.0	0.8	0.9	0.9	0.9
Law	N	8	79	6	133	36	10	59	317	53	153	854
	Mean	-	4.3	-	3.6	4.0	-	4.1	4.4	4.0	4.2	4.1
	SD	-	0.9	-	0.9	0.8	-	0.9	0.8	1.0	0.9	0.9
Life Sciences	N	280	4,257	142	3,438	1,938	465	2,700	27,514	1,333	7,648	49,715
	Mean	3.6	3.9	3.7	3.3	3.6	3.7	3.6	3.9	3.8	3.8	3.8
	SD	0.8	0.7	0.7	0.8	0.7	0.7	0.7	0.7	0.8	0.8	0.8
Physical Sciences	N	60	1,303	8	320	219	56	322	3,911	298	1,648	8,145
	Mean	3.8	4.2	-	3.6	3.8	3.8	4.0	4.2	4.2	4.1	4.1
	SD	0.7	0.8	-	0.9	0.8	0.8	0.8	0.8	0.8	0.8	0.8
Social and Behavioral Sciences	N	104	1,204	44	1,398	729	203	1,109	9,688	620	2,543	17,642
	Mean	3.8	4.2	4.0	3.4	3.6	3.7	3.8	4.1	4.2	4.1	4.0
	SD	0.8	0.8	0.9	1.0	0.9	0.9	0.9	0.8	0.9	0.9	0.9
Other Fields	N	16	190	11	329	140	37	178	1,839	99	443	3,282
	Mean	-	4.1	-	3.1	3.5	3.7	3.6	4.1	3.6	4.0	3.9
	SD	-	1.0	-	1.0	0.9	0.9	0.9	0.8	1.1	0.9	0.9
Undecided	N	37	531	13	400	150	51	245	2,239	207	1,327	5,200
	Mean	3.4	3.9	-	3.2	3.5	3.4	3.5	3.9	3.6	3.8	3.8
	SD	1.0	0.9	-	0.9	0.9	1.0	0.9	0.9	1.1	1.0	1.0
No Major Provided*	N	88	1,167	38	1,248	535	187	936	8,165	473	2,435	15,272
	Mean	3.4	3.9	3.7	3.2	3.5	3.4	3.4	3.8	3.8	3.8	3.7
	SD	0.7	0.8	1.1	0.9	0.8	0.9	0.9	0.8	1.0	0.9	0.9
Total	N	705	10,935	313	9,237	4,572	1,296	6,806	65,878	3,883	20,526	124,151
	Mean	3.6	4.1	3.8	3.4	3.6	3.6	3.6	4.0	3.9	3.9	3.9
	SD	0.8	0.8	0.8	0.9	0.8	0.9	0.8	0.8	0.9	0.9	0.8

Note: See page 21 for a list of major fields. A total of 124,151 U.S. citizens took the GRE General Test between July 1, 2021, and June 30, 2022. 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 53% of test takers reported a graduate degree objective of either master's (36%) or doctorate (17%) degree. A total of 42% of test takers did not respond to this question.

Table 1.12. Percentage of GRE General Test Examinees, by Graduate Degree Objective

Graduate Degree Objective	Number	Percent
Master's (MA, MS, MEd)	121,602	36
Specialized Master's in Business	1,519	<1
Intermediate (such as specialist)	1,080	<1
MBA	10,561	3
JD	1,456	<1
Doctorate (PhD, EdD)	59,743	17
Postdoctoral Study	1,587	<1
Non-Degree Graduate Study	605	<1
Not Currently Planning Graduate Study	758	<1
No Response	142,663	42
Total	341,574	100

Enrollment Preference

Table 1.13 shows that 54% of test takers 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. Test takers who were undecided had a higher mean Verbal Reasoning score than test takers who planned to enroll full time or part time. Test takers who were full time or part time had a higher mean Analytical Writing score than test takers who were undecided. A total of 40% 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	184,142	54	150.7	8.2	154.6	9.6	3.6	0.9
Part Time	6,301	2	150.6	8.8	149.1	9.3	3.6	1.0
Undecided	13,311	4	151.6	8.6	154.2	10.3	3.5	1.0
No Response	137,820	40	151.9	8.3	160.9	9.0	3.2	0.9
Total	341,574	100	151.3	8.3	157.0	9.9	3.4	0.9

Full-time Work Experience

Table 1.14 shows that 38% of test takers had two years of full-time work experience or less. In general, 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 higher Quantitative Reasoning scores. There were similar mean scores on the Analytical Writing measure across various years of full-time work experience. Approximately 51% 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	89,073	26	150.7	7.9	154.5	9.7	3.6	0.9
1–2 Years	39,525	12	150.5	8.3	154.4	9.6	3.6	0.8
3–4 Years	17,866	5	150.7	8.7	154.0	9.5	3.6	0.9
5–7 Years	10,877	3	151.6	8.8	152.8	9.4	3.6	0.9
8–10 Years	4,588	1	151.4	9.1	151.4	9.3	3.6	0.9
11–14 Years	1,845	1	151.7	8.9	150.7	9.3	3.6	0.9
15–19 Years	1,306	<1	151.0	9.0	148.4	9.4	3.6	0.9
20–29 Years	997	<1	152.0	8.7	147.6	9.0	3.6	0.9
Over 30 Years	488	<1	149.3	8.5	147.7	9.1	3.5	0.9
No Response	175,009	51	151.7	8.3	159.8	9.4	3.3	0.9
Total	341,574	100	151.3	8.3	157.0	9.9	3.4	0.9

Program Format

Table 1.15 shows that 46% of test takers indicated that they would like to pursue a graduate degree on campus. On average, these test takers had higher mean scores on the Verbal Reasoning, 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 42% 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	156,582	46	151.0	8.2	155.6	9.3	3.6	0.9
Online	4,737	1	149.0	8.6	146.8	9.2	3.5	1.0
Combination	23,694	7	148.7	8.0	149.1	9.6	3.5	0.9
Undecided	13,900	4	151.6	8.4	153.9	9.9	3.6	0.9
No Response	142,661	42	152.0	8.4	160.6	9.1	3.3	0.9
Total	341,574	100	151.3	8.3	157.0	9.9	3.4	0.9

U.S. Citizenship Status and Racial/Ethnic Group

Table 1.16 shows that U.S. citizen test takers whose graduate degree objective was an MBA, and who classified themselves as Asian, had a higher mean Quantitative Reasoning score than other racial/ethnic groups. Test takers who classified themselves as Other, Asian or White had relatively higher Verbal Reasoning and 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	27	1	-	-	-	-	-	-
Asian	573	12	155.6	8.0	156.5	8.0	4.3	0.8
Hawaiian/Pacific Islander	23	<1	-	-	-	-	-	-
Black	600	12	150.8	8.3	147.9	8.2	3.7	1.0
Mexican	187	4	150.7	7.7	148.7	7.6	3.8	0.9
Puerto Rican	54	1	151.9	8.7	149.3	9.2	3.6	0.9
Other Hispanic	310	6	153.1	8.1	150.8	8.1	3.9	1.0
White	2,579	53	155.4	7.3	153.4	7.3	4.2	0.9
Other	204	4	155.8	8.2	153.5	8.6	4.1	0.9
No Response	342	7	156.6	7.6	155.0	7.9	4.3	0.9
Total	4,899	100	154.6	7.9	152.8	8.1	4.1	0.9

Note: This analysis is based on a total of 4,899 U.S. citizens who selected MBA as their graduate degree objective and who took the GRE General Test between July 1, 2021, and June 30, 2022.

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

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

Age Group

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

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

Age	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Under 18	1	<1	-	-	-	-	-	-
18–22	2,396	23	152.4	8.2	156.8	9.7	3.6	0.9
23–25	2,453	23	153.2	8.6	156.0	9.1	3.8	0.9
26–30	4,161	39	154.2	8.1	155.8	8.4	3.9	0.9
31–35	1,192	11	152.7	8.2	154.2	8.7	3.7	0.9
36–40	255	2	150.9	9.2	150.8	9.8	3.4	0.8
41–45	67	1	149.9	9.0	149.6	9.6	3.3	1.0
46–50	17	<1	-	-	-	-	-	-
51–55	6	<1	-	-	-	-	-	-
56–60	3	<1	-	-	-	-	-	-
Over 60	2	<1	-	-	-	-	-	-
No Response	8	<1	-	-	-	-	-	-
Total	10,561	100	153.3	8.3	155.7	9.1	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 test takers whose graduate degree objective was an MBA were men (58%) than women (42%). 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 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	6,091	58	153.6	8.3	156.8	8.9	3.7	0.9
Women	4,459	42	152.9	8.4	154.2	9.1	3.9	0.9
No Response	11	<1	-	-	-	-	-	-
Total	10,561	100	153.3	8.3	155.7	9.1	3.8	0.9

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

Enrollment Preference

Table 1.19 shows that 81% of the test takers who indicated MBA as their graduate degree objective planned to enroll in a full-time program. These test takers had higher mean Verbal and Quantitative Reasoning scores than test takers who planned to enroll part time or who were undecided. However, test takers who indicated MBA as their graduate degree objective had a similar mean Analytical Writing score regardless of their enrollment preference.

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	8,579	81	153.4	8.4	156.3	9.0	3.8	0.9
Part Time	770	7	151.7	8.3	150.6	8.2	3.8	0.9
Undecided	945	9	153.3	7.9	153.9	9.2	3.8	1.0
No Response	267	3	154.9	7.9	158.0	8.8	3.8	1.1
Total	10,561	100	153.3	8.3	155.7	9.1	3.8	0.9

Full-time Work Experience

Table 1.20 shows that 34% 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.

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	2,113	20	151.6	8.6	155.3	10.0	3.6	0.9
1–2 Years	1,520	14	151.8	8.7	155.0	9.8	3.7	0.9
3–4 Years	2,191	21	154.4	8.1	156.3	8.3	4.0	0.9
5–7 Years	2,083	20	154.7	7.5	155.9	8.2	3.9	0.8
8–10 Years	726	7	153.3	8.3	154.6	8.5	3.8	0.9
11–14 Years	189	2	152.8	8.2	153.3	9.2	3.7	0.9
15–19 Years	68	1	150.8	8.8	149.0	8.8	3.6	0.9
20–29 Years	26	<1	-	-	-	-	-	-
Over 30 Years	12	<1	-	-	-	-	-	-
No Response	1,633	15	153.6	8.4	157.0	9.0	3.8	1.0
Total	10,561	100	153.3	8.3	155.7	9.1	3.8	0.9

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

Program Format

Table 1.21 shows that 73% 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	7,715	73	153.8	8.3	156.8	8.7	3.8	0.9
Online	403	4	148.8	8.5	147.4	8.5	3.4	0.9
Combination	1,099	10	150.8	8.3	151.5	9.5	3.6	0.9
Undecided	720	7	153.3	7.7	154.2	8.9	3.8	0.9
No Response	624	6	154.7	8.3	157.2	8.4	4.0	1.0
Total	10,561	100	153.3	8.3	155.7	9.1	3.8	0.9

U.S. Citizenship Status and Racial/Ethnic Group

Figure 2.1 shows that from testing years 2017–18 to 2019–20, there were more test takers who were U.S. citizens than non-U.S. citizens. However, beginning in the testing year 2020–21, more test takers were non-U.S. citizens than U.S. citizens. The number of U.S. citizens who took the test decreased from 2017–18 to 2021–22. The number of non-U.S. citizens who took the test decreased from 2018–19 to 2020–21 but increased in 2021–22.

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



Table 2.1 shows that the percentage of test takers who were U.S. citizens has decreased each year from 58% in 2017-18 to 36% in 2021-22.

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

U.S. Citizenship Status	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent
U.S. Citizen	315,447	58	295,829	56	250,274	54	180,294	49	124,151	36
Non-U.S. Citizen	226,169	42	236,890	44	216,936	46	186,357	51	217,392	64
No Response	134	<1	107	<1	67	<1	35	<1	31	<1
Total	541,750	100	532,826	100	467,277	100	366,686	100	341,574	100

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

Excluding White test takers, Figure 2.2 shows that in testing years 2017–18 to 2021–22, U.S. citizen test takers who classified themselves as Hispanic were the largest racial/ethnic group, followed by test takers who classified themselves as Asian, Black, Other and American Indian. Beginning with the testing year 2019–20, U.S. citizen test takers who classified themselves as Asian became the second-largest racial/ethnic group over Black test takers. From 2017–18 to 2021–22, the number of test takers across all racial/ethnic groups continuously decreased.

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



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

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

Table 2.2 shows that the percentage of U.S. citizen test takers who identified themselves as White (non-Hispanic) decreased from 58% in 2017–18 to 53% in 2021–22. The percentage of U.S. citizen test takers who identified themselves as Asian increased from 7% in 2017–18 to 9% in 2021–22. 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 increased from 12% in 2017–18 to 17% in 2021–22.

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

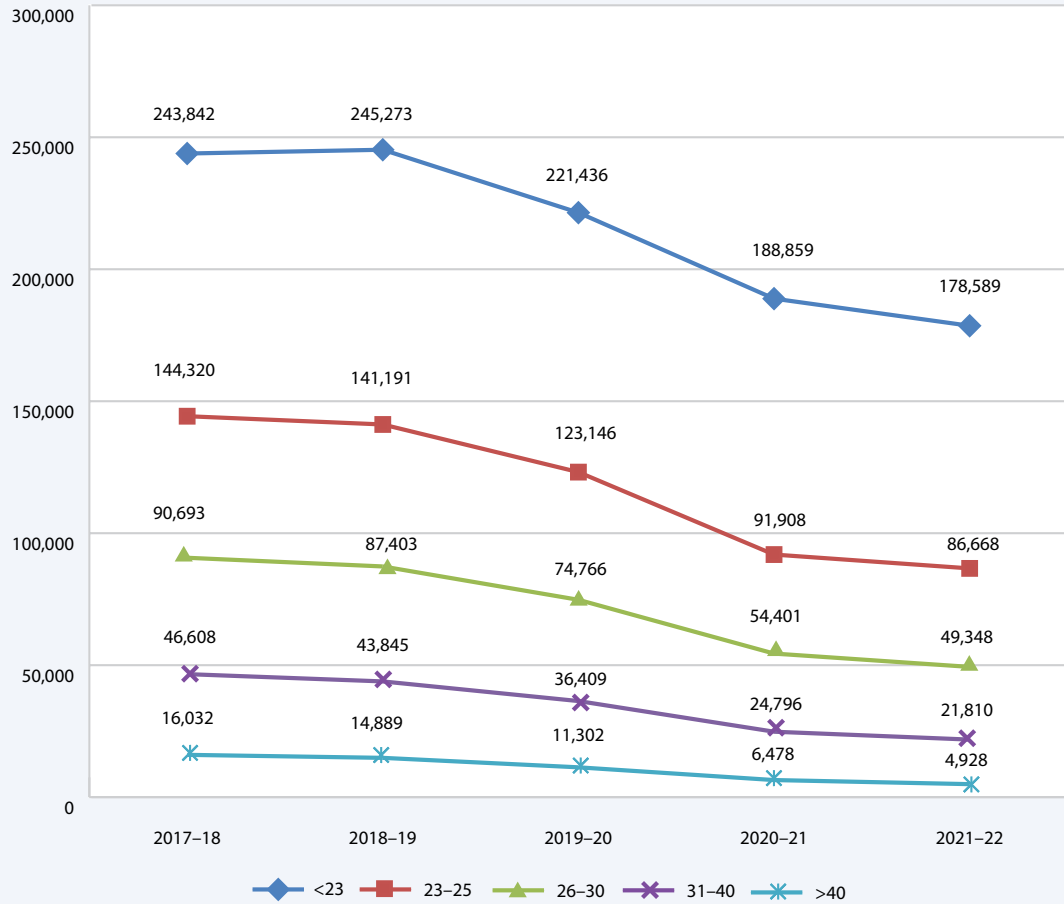
Racial/ Ethnic Group	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent
American Indian	1,755	1	1,604	1	1,310	1	879	<1	705	1
Asian	22,567	7	21,632	7	19,411	8	15,937	9	10,935	9
Hawaiian/ Pacific Islander	994	<1	976	<1	789	<1	491	<1	313	<1
Black	26,665	8	24,146	8	19,232	8	13,364	7	9,237	7
Mexican	11,232	4	11,277	4	9,848	4	6,343	4	4,572	4
Puerto Rican	3,320	1	2,805	1	2,361	1	1,780	1	1,296	1
Other Hispanic	15,987	5	15,291	5	13,439	5	9,287	5	6,806	5
White	182,623	58	165,672	56	137,197	55	98,851	55	65,878	53
Other	11,980	4	10,659	4	8,760	4	5,875	3	3,883	3
No Response	38,324	12	41,767	14	37,927	15	27,487	15	20,526	17
Total	315,447	100	295,829	100	250,274	100	180,294	100	124,151	100

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

Age Group

Figure 2.3 shows that test takers under 23 years of age represented the largest group of test takers from testing years 2017–18 to 2021–22. Overall, the volume of test takers in all age groups decreased from 2017–18 to 2021–22.

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



Age Group (continued)

Table 2.3 shows that from testing years 2017–18 to 2021–22, 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 2017–18 to 52% in 2021–22. The percentage of test takers between the ages of 23 and 25 and the ages of 26 and 30 decreased from 27% and 17% in 2017–18 to 25% and 14% in 2021–22, respectively. The percentage of test takers in all other age groups remained stable or slightly decreased from 2017–18 to 2021–22.

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

Age	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent
Under 18	110	<1	122	<1	115	<1	122	<1	205	<1
18–22	243,732	45	245,151	46	221,321	47	188,737	51	178,384	52
23–25	144,320	27	141,191	27	123,146	26	91,908	25	86,668	25
26–30	90,693	17	87,403	16	74,766	16	54,401	15	49,348	14
31–35	32,023	6	29,955	6	25,261	5	17,571	5	15,630	5
36–40	14,585	3	13,890	3	11,148	2	7,225	2	6,180	2
41–45	7,531	1	7,107	1	5,422	1	3,326	1	2,605	1
46–50	4,619	1	4,234	1	3,134	1	1,771	<1	1,259	<1
51–55	2,269	<1	2,095	<1	1,558	<1	806	<1	626	<1
56–60	1,007	<1	951	<1	730	<1	369	<1	255	<1
Over 60	606	<1	502	<1	458	<1	206	<1	183	<1
No Response	255	<1	225	<1	218	<1	244	<1	231	<1
Total	541,750	100	532,826	100	467,277	100	366,686	100	341,574	100

Gender

Figure 2.4 shows that from testing years 2017–18 to 2021–22, there were more women test takers than men while there were slightly more male test takers than women in 2021–22. The number of women who took the test remained stable from 2017–18 to 2018–19 and decreased from 2018–19 to 2021–22. The number of men who took the test decreased from testing year 2018–19 to 2020–21 and increased from 2020–21 to 2021–22.

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

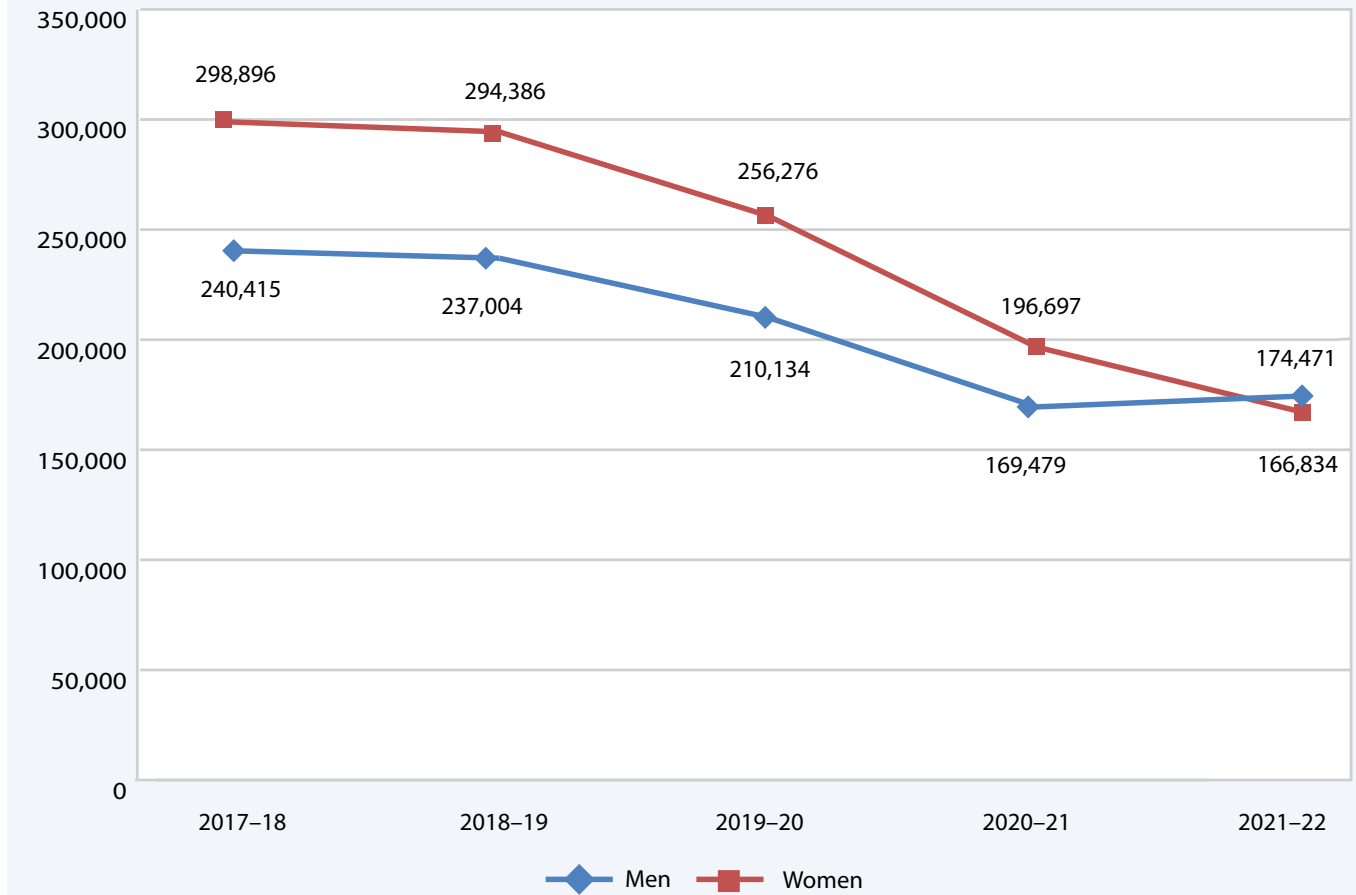


Table 2.4 shows that from testing year 2017–18 to 2021–22, the percentage of men test takers increased from 44% to 51%. The percentage of women test takers decreased from 55% in 2017–18 to 49% in 2021–22. The percentage of test takers who did not respond to this question has remained steady at less than 1% since testing year 2017–18.

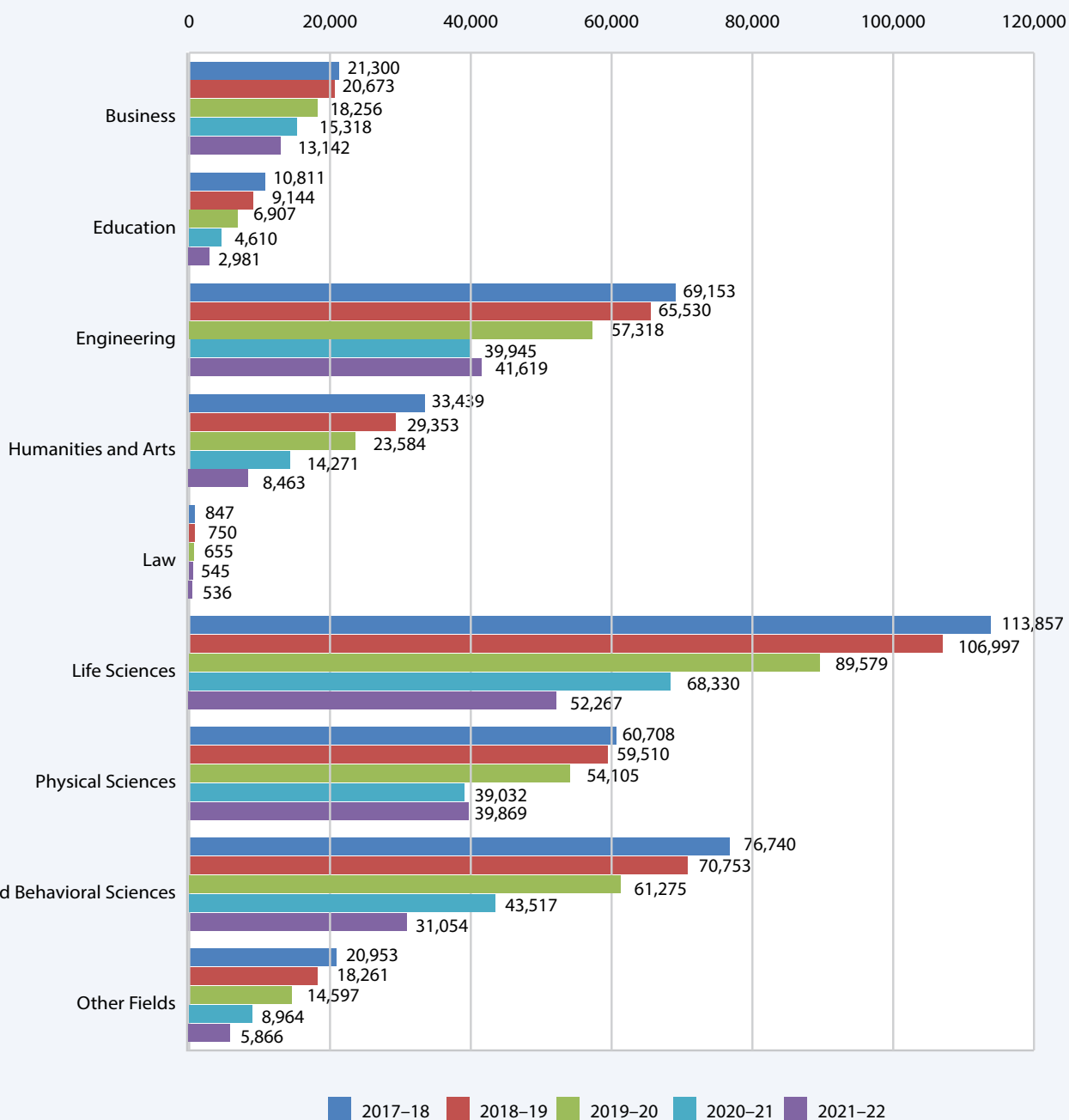
Table 2.4. Volume of GRE General Test Examinees, by Gender

Gender	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent
Men	240,415	44	237,004	44	210,134	45	169,479	46	174,471	51
Women	298,896	55	294,386	55	256,276	55	196,697	54	166,834	49
No Response	2,439	<1	1,436	<1	867	<1	510	<1	269	<1
Total	541,750	100	532,826	100	467,277	100	366,686	100	341,574	100

Undergraduate Major Field

Figure 2.5 shows that from testing year 2017–18 to 2021–22, test takers who had an undergraduate major in Life Sciences represented the largest group of test takers, followed by Social and Behavioral Sciences, Engineering, and Physical Sciences. Overall, the number of test takers in all of the undergraduate major fields declined from 2017–18 to 2021–22.

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 2017–18 to 2021–22, the percentages of test takers with undergraduate majors in Education, Humanities and Arts, Life Sciences, and Social and Behavioral Sciences decreased. The percentages of test takers with undergraduate majors in Business, Engineering, Law, and Physical Sciences remained stable. A total of 42% of test takers did not provide an undergraduate major field in 2021–22.

Undergraduate Major Field	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent
Business	21,300	4	20,673	4	18,256	4	15,318	4	13,142	4
Education	10,811	2	9,144	2	6,907	1	4,610	1	2,981	1
Engineering	69,153	13	65,530	12	57,318	12	39,945	11	41,619	12
Humanities and Arts	33,439	6	29,353	6	23,584	5	14,271	4	8,463	2
Law	847	<1	750	<1	655	<1	545	<1	536	<1
Life Sciences	113,857	21	106,997	20	89,579	19	68,330	19	52,267	15
Physical Sciences	60,708	11	59,510	11	54,105	12	39,032	11	39,869	12
Social and Behavioral Sciences	76,740	14	70,753	13	61,275	13	43,517	12	31,054	9
Other Fields	20,953	4	18,261	3	14,597	3	8,964	2	5,866	2
Undecided	2,354	<1	2,110	<1	1,583	<1	1,400	<1	1,503	<1
No Major Provided*	131,588	24	149,745	28	139,418	30	130,754	36	144,274	42
Total	541,750	100	532,826	100	467,277	100	366,686	100	341,574	100

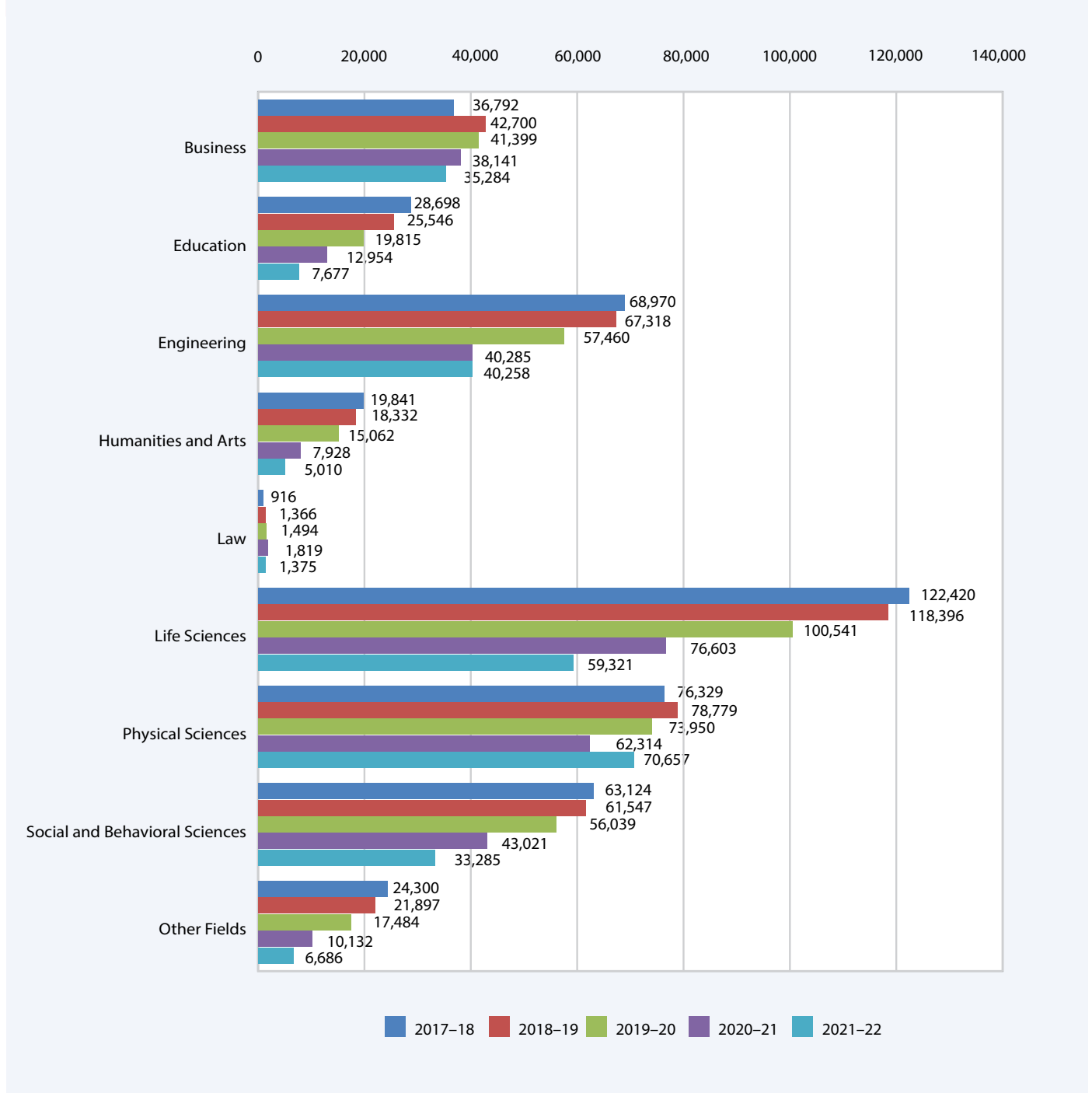
Note: See page 21 for a list of major fields.

*"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 2017–18 to 2021–22, the number of test takers with an intended graduate major in Life Sciences was the largest group. The number of test takers with intended graduate majors in Business, Education, Humanities and Arts, Life Sciences, and Social and Behavioral Sciences decreased from 2017–18 to 2021–22. The number of test takers with intended graduate majors in Physical Sciences decreased from 2018–19 to 2020–21, then increased from 2020–21 to 2021–22. The number of test takers with intended graduate majors in Engineering decreased from 2017–18 to 2020–21, then remained stable from 2020–21 to 2021–22. The number of test takers with an intended graduate major in Law continuously increased from 2017–18 to 2020–21, then slightly decreased from 2020–21 to 2021–22.

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 2017–18 to 2021–22, the percentages of all test takers in all groups decreased except Business (increased), Engineering (stable), and Physical Sciences (increased). The percentages for male and female test takers within each intended graduate major remained relatively stable across the five testing years except Law (female increased) and Social and Behavioral Sciences (male increased). More women indicated an intended graduate major in Education, Humanities and Arts, Law, Life Sciences, Social and Behavioral Sciences than men. More men indicated an intended graduate major in Engineering and Physical Sciences than women. The percentage of men and women in Business was similar from 2017–18 to 2021–22.

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

Intended Graduate Major Field	Testing Year	Men N	Men Percent	Women N	Women Percent	No Response N	No Response Percent	Total N	Total Percent
Business	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
	2020–21	18,997	50	19,073	50	71	<1	38,141	10
	2021–22	18,071	51	17,185	49	28	<1	35,284	10
Education	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
	2020–21	2,995	23	9,914	77	45	<1	12,954	4
	2021–22	1,745	23	5,917	77	15	<1	7,677	2
Engineering	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
	2020–21	29,981	74	10,286	26	18	<1	40,285	11
	2021–22	30,532	76	9,715	24	11	<1	40,258	12
Humanities and Arts	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
	2020–21	3,354	42	4,549	57	25	<1	7,928	2
	2021–22	2,186	44	2,807	56	17	<1	5,010	1
Law	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
	2020–21	796	44	1,015	56	8	<1	1,819	<1
	2021–22	588	43	785	57	2	<1	1,375	<1
Life Sciences	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
	2020–21	20,709	27	55,781	73	113	<1	76,603	21
	2021–22	16,707	28	42,551	72	63	<1	59,321	17

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Intended Graduate Major Field (continued)

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

Intended Graduate Major Field	Testing Year	Men N	Men Percent	Women N	Women Percent	No Response N	No Response Percent	Total N	Total Percent
Physical Sciences	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
	2020–21	41,065	66	21,212	34	37	<1	62,314	17
	2021–22	47,171	67	23,461	33	25	<1	70,657	21
Social and Behavioral Sciences	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
	2020–21	15,688	36	27,249	63	84	<1	43,021	12
	2021–22	12,620	38	20,616	62	49	<1	33,285	10
Other Fields	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
	2020–21	3,446	34	6,669	66	17	<1	10,132	3
	2021–22	2,434	36	4,240	63	12	<1	6,686	2
Undecided	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
	2020–21	16,420	53	14,810	47	41	<1	31,271	9
	2021–22	24,453	59	16,879	41	18	<1	41,350	12
No Major Provided*	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
	2020–21	16,028	38	26,139	62	51	<1	42,218	12
	2021–22	17,964	44	22,678	56	29	<1	40,671	12
Total	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
	2020–21	169,479	46	196,697	54	510	<1	366,686	100
	2021–22	174,471	51	166,834	49	269	<1	341,574	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 2017–18 to 2021–22, except Asian (increased in Business and Physical Sciences), Black (decreased in Business). White U.S. citizen test-taker population decreased in all intended graduate major fields from testing years 2017–18 to 2021–22 except Education.

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

Intended Graduate Major Field	Testing Year	American Indian N	American Indian Percent	Asian N	Asian Percent	Hawaiian/Pacific Islander N	Hawaiian/Pacific Islander Percent	Black N	Black Percent	Mexican N	Mexican Percent
Business	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
	2020–21	54	<1	1,372	11	42	<1	1,251	10	361	3
	2021–22	48	1	930	11	25	<1	801	10	273	3
Education	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
	2020–21	45	<1	548	5	28	<1	1,282	12	325	3
	2021–22	22	<1	251	4	10	<1	758	12	212	3
Engineering	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
	2020–21	34	<1	1,390	14	25	<1	428	4	344	3
	2021–22	25	<1	867	13	14	<1	271	4	233	4
Humanities and Arts	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
	2020–21	23	<1	255	5	18	<1	257	5	189	3
	2021–22	17	1	156	5	2	<1	141	5	107	3
Law	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
	2020–21	17	1	112	9	6	<1	188	14	54	4
	2021–22	8	1	79	9	6	1	133	16	36	4
Life Sciences	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
	2020–21	339	1	5,745	9	204	<1	4,547	7	2,501	4
	2021–22	280	1	4,257	9	142	<1	3,438	7	1,938	4
Physical Sciences	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
	2020–21	46	<1	1,902	15	22	<1	437	3	326	3
	2021–22	60	1	1,303	16	8	<1	320	4	219	3

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Intended Graduate Major Field (continued)

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

Intended Graduate Major Field	Testing Year	American Indian N	American Indian Percent	Asian N	Asian Percent	Hawaiian/Pacific Islander N	Hawaiian/Pacific Islander Percent	Black N	Black Percent	Mexican N	Mexican Percent
Social and Behavioral Sciences	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
	2020–21	127	1	1,775	7	63	<1	1,959	8	1,023	4
	2021–22	104	1	1,204	7	44	<1	1,398	8	729	4
Other Fields	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
	2020–21	25	<1	362	6	11	<1	576	10	224	4
	2021–22	16	<1	190	6	11	<1	329	10	140	4
Undecided	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
	2020–21	30	<1	762	10	17	<1	546	7	220	3
	2021–22	37	1	531	10	13	<1	400	8	150	3
No Major Provided*	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
	2020–21	139	1	1,714	8	55	<1	1,893	8	776	3
	2021–22	88	1	1,167	8	38	<1	1,248	8	535	4
Total	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
	2020–21	879	<1	15,937	9	491	<1	13,364	7	6,343	4
	2021–22	705	1	10,935	9	313	<1	9,237	7	4,572	4

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 Field	Testing Year	Puerto Rican N	Puerto Rican Percent	Other Hispanic N	Other Hispanic Percent	White N	White Percent	Other N	Other Percent	No Response N	No Response Percent	Total N	Total Percent
Business	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
	2020–21	88	1	682	6	5,638	46	421	3	2,336	19	12,245	7
	2021–22	83	1	432	5	3,621	44	280	3	1,671	20	8,164	7
Education	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
	2020–21	210	2	678	6	5,949	54	399	4	1,645	15	11,109	6
	2021–22	125	2	378	6	3,412	54	186	3	986	16	6,340	5
Engineering	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
	2020–21	87	1	483	5	5,312	53	311	3	1,687	17	10,101	6
	2021–22	42	1	299	5	3,255	51	213	3	1,215	19	6,434	5
Humanities and Arts	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
	2020–21	41	1	250	5	3,576	65	192	3	694	13	5,495	3
	2021–22	37	1	148	5	1,917	62	121	4	457	15	3,103	2
Law	2017–18	8	2	28	5	218	41	29	5	95	18	534	0
	2018–19	10	1	60	7	345	40	57	7	156	18	867	0
	2019–20	7	1	58	5	424	40	68	6	205	19	1,065	0
	2020–21	8	1	80	6	511	39	70	5	269	20	1,315	1
	2021–22	10	1	59	7	317	37	53	6	153	18	854	1
Life Sciences	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
	2020–21	596	1	3,416	5	37,862	57	1,718	3	9,203	14	66,131	37
	2021–22	465	1	2,700	5	27,514	55	1,333	3	7,648	15	49,715	40
Physical Sciences	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
	2020–21	90	1	456	4	6,518	52	450	4	2,365	19	12,612	7
	2021–22	56	1	322	4	3,911	48	298	4	1,648	20	8,145	7

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Intended Graduate Major Field (continued)

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

Intended Graduate Major Field	Testing Year	Puerto Rican N	Puerto Rican Percent	Other Hispanic N	Other Hispanic Percent	White N	White Percent	Other N	Other Percent	No Response N	No Response Percent	Total N	Total Percent
Social and Behavioral Sciences	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
	2020–21	258	1	1,391	5	14,491	57	1,076	4	3,409	13	25,572	14
	2021–22	203	1	1,109	6	9,688	55	620	4	2,543	14	17,642	14
Other Fields	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
	2020–21	60	1	284	5	3,414	57	184	3	844	14	5,984	3
	2021–22	37	1	178	5	1,839	56	99	3	443	14	3,282	3
Undecided	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
	2020–21	70	1	334	5	3,373	46	322	4	1,692	23	7,366	4
	2021–22	51	1	245	5	2,239	43	207	4	1,327	26	5,200	4
No Major Provided*	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
	2020–21	272	1	1,233	6	12,207	55	732	3	3,343	15	22,364	12
	2021–22	187	1	936	6	8,165	53	473	3	2,435	16	15,272	12
Total	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
	2020–21	1,780	1	9,287	5	98,851	55	5,875	3	27,487	15	180,294	100
	2021–22	1,296	1	6,806	5	65,878	53	3,883	3	20,526	17	124,151	100

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 2017–18 to 2021–22, the majority of test takers (more than 60%) were seniors or unenrolled college graduates. The next largest group was unenrolled test takers with master’s degrees. In 2020–21, there was an increase in the percentage of test takers who were college juniors compared to previous years. In 2021–22, the percentage of test takers who were college seniors was decreased compared to previous years.

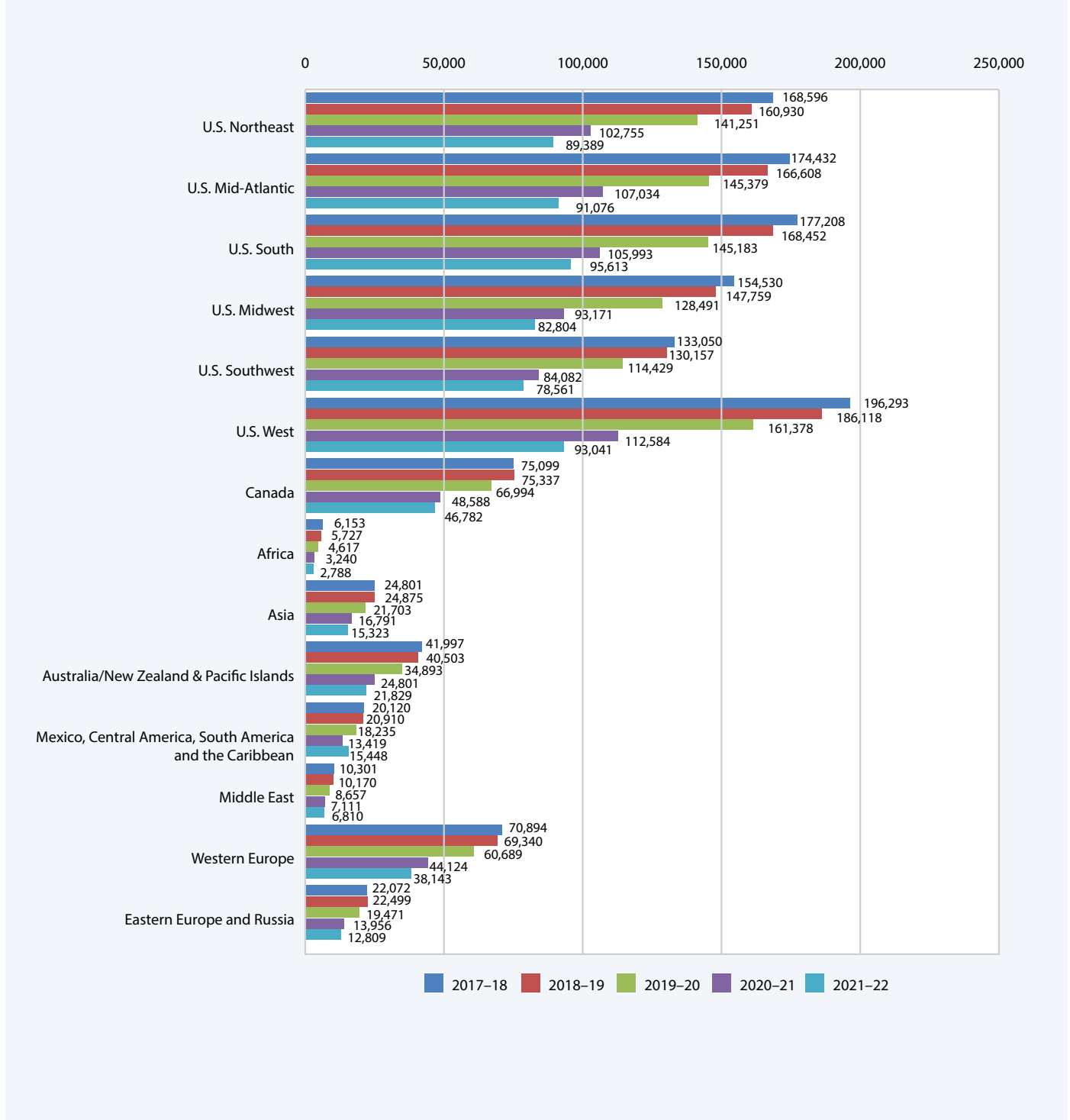
Table 2.8. Volume of GRE General Test Examinees, by Current Educational Level

Current Educational Level	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent
Sophomore	3,041	1	3,342	1	3,306	1	4,433	1	3,909	1
Junior	28,309	5	28,916	5	20,775	4	28,215	8	24,971	7
Senior	181,334	33	179,273	34	164,150	35	126,428	34	107,505	31
Unenrolled College Graduate	176,893	33	171,194	32	149,194	32	111,591	30	102,705	30
First-Year Graduate Student	16,802	3	16,117	3	13,286	3	10,845	3	8,585	3
Second-Year Graduate Student	18,140	3	17,154	3	15,075	3	9,801	3	8,211	2
Unenrolled Master’s Degree	75,757	14	74,863	14	64,110	14	44,293	12	44,375	13
Other	41,315	8	41,856	8	37,311	8	31,044	8	41,282	12
No Response	159	<1	111	<1	70	<1	36	<1	31	<1
Total	541,750	100	532,826	100	467,277	100	366,686	100	341,574	100

Preferred Region for Graduate Study

Figure 2.7 shows that from testing years 2017–18 to 2021–22, 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 541,750; 532,826; 467,277; 366,686 and 341,574 unique examinees who took the GRE General Test in testing years 2017–18, 2018–19, 2019–20, 2020–21 and 2021–22, respectively. Since examinees were allowed to select more than one region, the number of examinees in each region do not add up to the total number of examinees.

Preferred Region for Graduate Study (continued)

Table 2.9 shows that from testing years 2017–18 to 2021–22, the most preferred regions for graduate study to test takers were the U.S. regions. In testing year 2021–22, the most preferred U.S. regions were the South, West and Mid-Atlantic. When considering non-U.S. regions, test takers preferred to study in Canada and Western Europe over other regions.

Preferred Region	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent
U.S. Regions										
Northeast	168,596	31	160,930	30	141,251	30	102,755	28	89,389	26
Mid-Atlantic	174,432	32	166,608	31	145,379	31	107,034	29	91,076	27
South	177,208	33	168,452	32	145,183	31	105,933	29	95,613	28
Midwest	154,530	29	147,759	28	128,491	27	93,171	25	82,804	24
Southwest	133,050	25	130,157	24	114,429	24	84,082	23	78,561	23
West	196,293	36	186,118	35	161,378	35	112,584	31	93,041	27
Non-U.S. Regions										
Canada	75,099	14	75,337	14	66,994	14	48,588	13	46,782	14
Africa	6,153	1	5,727	1	4,617	1	3,240	1	2,788	1
Asia	24,801	5	24,875	5	21,703	5	16,791	5	15,323	4
Australia/ New Zealand	41,997	8	40,503	8	34,893	7	24,801	7	21,829	6
Latin America	21,120	4	20,910	4	18,235	4	13,419	4	15,448	5
Middle East	10,301	2	10,170	2	8,657	2	7,111	2	6,810	2
Western Europe	70,894	13	69,340	13	60,689	13	44,124	12	38,143	11
Eastern Europe and Russia	22,072	4	22,499	4	19,471	4	13,956	4	12,809	4

Note: This table is based on 541,750; 532,826; 467,277; 366,686 and 341,574 unique examinees who took the GRE General Test in testing years 2017–18, 2018–19, 2019–20, 2020–21 and 2021–22, respectively. Since examinees were allowed to select more than one region, the number of examinees in each region do not add up to the total number of examinees.

Examinee Population

Excluding testing in the United States, Figure 3.1 shows that from testing years 2017–18 to 2021–22, the largest number of test takers were in India. From 2017–18 to 2020–21, the number of test takers in India remained stable, but from 2020–21 to 2021–22, the number drastically increased. From 2018–19 to 2021–22, the number of test takers in China gradually decreased. The number of test takers in Europe and Other Regions/Countries gradually decreased from 2018–19 to 2020–21, but the numbers remained stable in 2021–22.

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

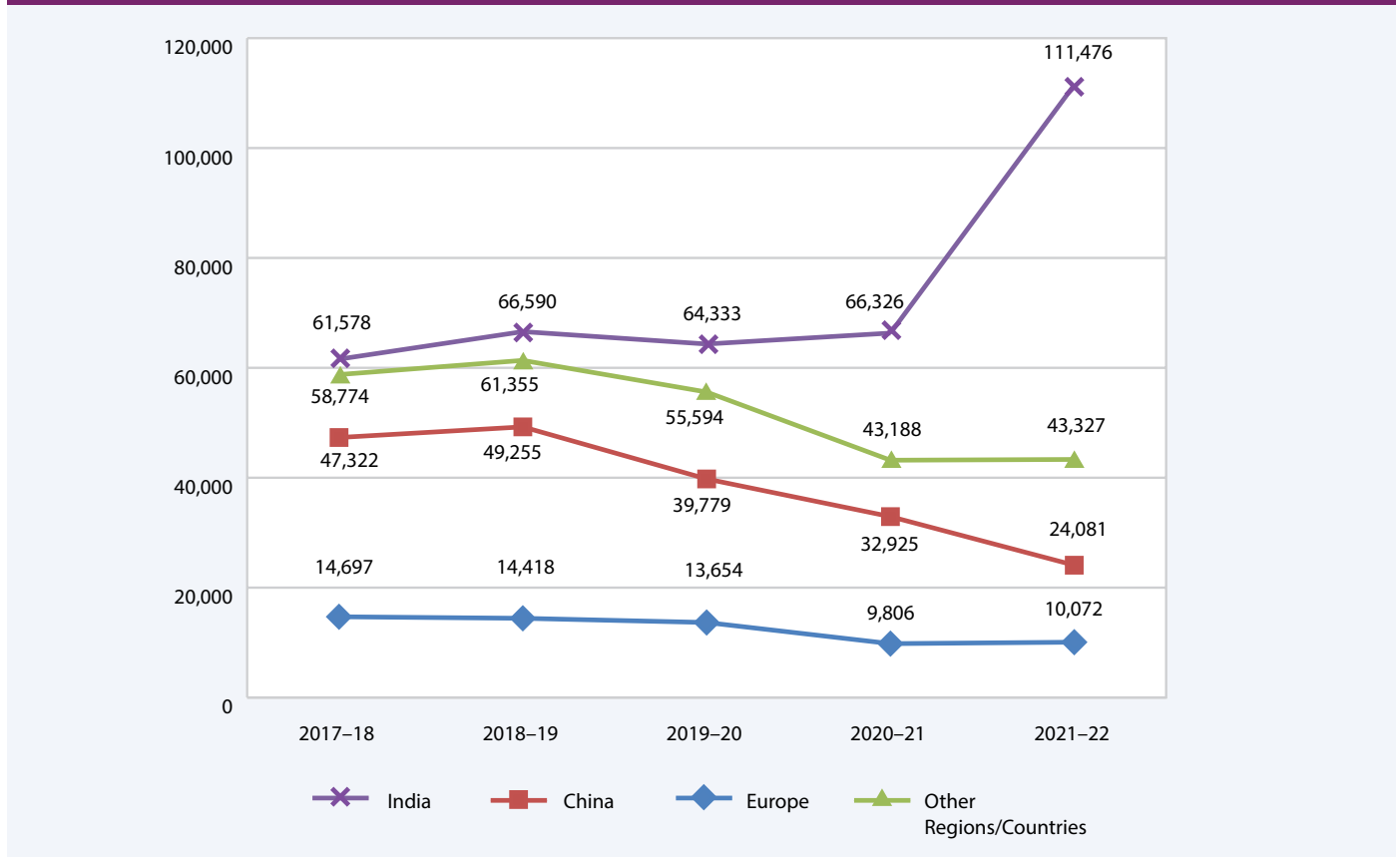


Table 3.1 shows that from 2017–18 to 2021–22, the percentage of test takers in the United States decreased while the percentage of test takers in India and Other Regions/Countries increased. From 2017–18 to 2020–21, the percentage of test takers in China remained stable but decreased from 2020–21 to 2021–22. The percentage of test takers in Europe remained stable across all testing years.

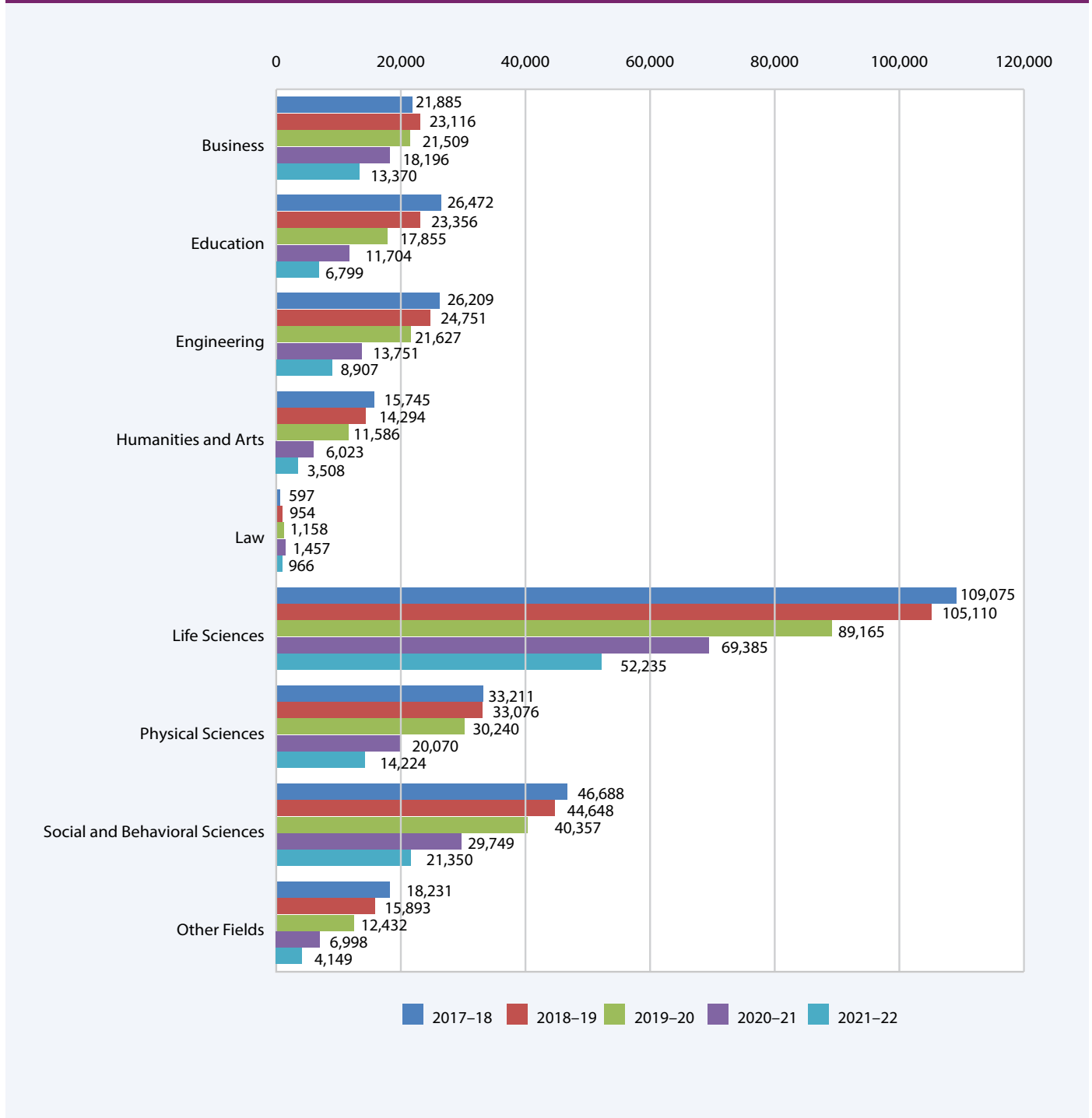
Table 3.1 Volume of GRE General Test Examinees, by World Region/Country

World Region/ Country Where Examinees Tested	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent
United States	359,379	66	341,208	64	293,917	63	214,441	58	152,618	45
India	61,578	11	66,590	13	64,333	14	66,326	18	111,476	33
China	47,322	9	49,255	9	39,779	9	32,925	9	24,081	7
Europe	14,697	3	14,418	3	13,654	3	9,806	3	10,072	3
Other Regions/ Countries	58,774	11	61,355	12	55,594	12	43,188	12	43,327	13
Total	541,750	100	532,826	100	467,277	100	366,686	100	341,574	100

Intended Graduate Major Field

Figure 3.2 shows that from testing years 2017–18 to 2021–22, test takers in the United States with an intended graduate major in Life Sciences was the largest group. From 2017–18 to 2021–22, the number of test takers in all intended graduate majors gradually decreased except 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 2017–18 to 2021–22, the percentages of test takers in the United States remained relatively stable across all intended graduate majors except Business, Education, Humanities and Arts, and Life Sciences. The percentages of test takers in Education, and Humanities and Arts decreased, while Business and Life Sciences increased. 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	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent
Business	21,885	6	23,116	7	21,509	7	18,196	8	13,370	9
Education	26,472	7	23,356	7	17,855	6	11,704	5	6,799	4
Engineering	26,209	7	24,751	7	21,627	7	13,751	6	8,907	6
Humanities and Arts	15,745	4	14,294	4	11,586	4	6,023	3	3,508	2
Law	597	<1	954	<1	1,158	<1	1,457	1	966	1
Life Sciences	109,075	30	105,110	31	89,165	30	69,385	32	52,235	34
Physical Sciences	33,211	9	33,076	10	30,240	10	20,070	9	14,224	9
Social and Behavioral Sciences	46,688	13	44,648	13	40,357	14	29,749	14	21,530	14
Other Fields	18,231	5	15,893	5	12,432	4	6,998	3	4,149	3
Undecided	15,329	4	14,872	4	13,093	4	11,410	5	8,993	6
No Major Provided*	45,937	13	41,138	12	34,895	12	25,698	12	17,937	12
Total	359,379	100	341,208	100	293,917	100	214,441	100	152,618	100

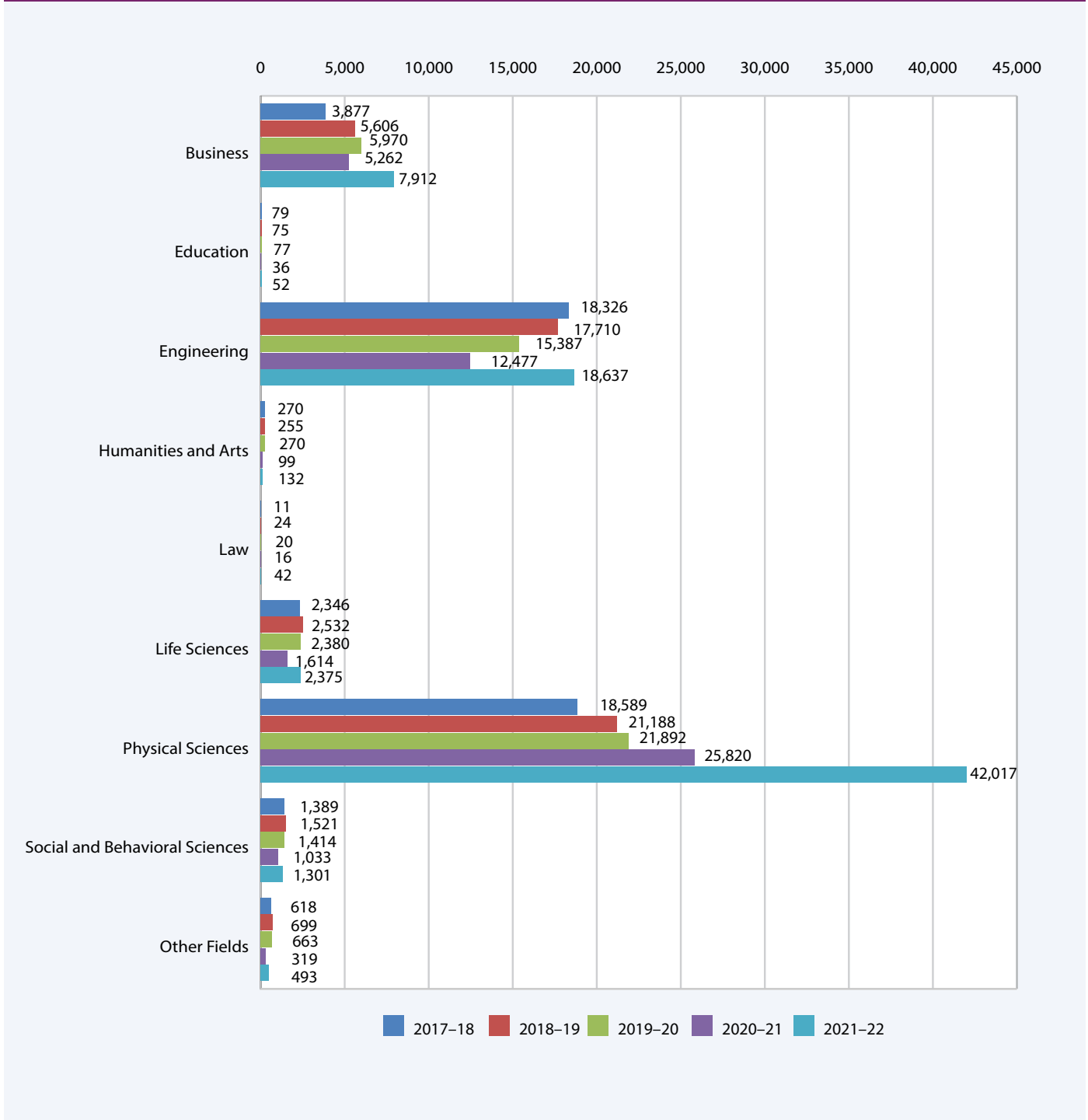
Note: See page 21 for a list of major fields.

*"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 years 2017–18 to 2021–22, test takers in India with intended graduate majors in Physical Sciences was the largest group. The number of Indian test takers with all intended graduate majors increased from 2020–21 to 2021–22. Remarkably, the number of test takers in India with intended graduate majors in Physical Sciences continuously increased from 2017–18 to 2021–22

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 2017–18 to 2021–22, the percentage of test takers in India with an intended graduate major in Physical Sciences increased. The percentage of test takers with an intended graduate major in Engineering and Life Sciences decreased. The percentages of test takers with intended graduate majors in Business, Social and Behavioral Sciences, Humanities and Arts, and Education were largely stable. The percentage of test takers who indicated they were Undecided about a graduate major increased (21%) in testing year 2021–22. 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	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent
Business	3,877	6	5,606	8	5,970	9	5,262	8	7,912	7
Education	79	<1	75	<1	77	<1	36	<1	52	<1
Engineering	18,326	30	17,710	27	15,387	24	12,477	19	18,637	17
Humanities and Arts	270	<1	255	<1	270	<1	99	<1	132	<1
Law	11	<1	24	<1	20	<1	16	<1	42	<1
Life Sciences	2,346	4	2,532	4	2,380	4	1,614	2	2,375	2
Physical Sciences	18,859	31	21,188	32	21,892	34	25,820	39	42,017	38
Social and Behavioral Sciences	1,389	2	1,521	2	1,414	2	1,033	2	1,301	1
Other Fields	618	1	699	1	663	1	319	<1	493	<1
Undecided	7,549	12	8,245	12	7,968	12	11,262	17	23,628	21
No Major Provided*	8,254	13	8,735	13	8,292	13	8,388	13	14,887	13
Total	61,578	100	66,590	100	64,333	100	66,326	100	111,476	100

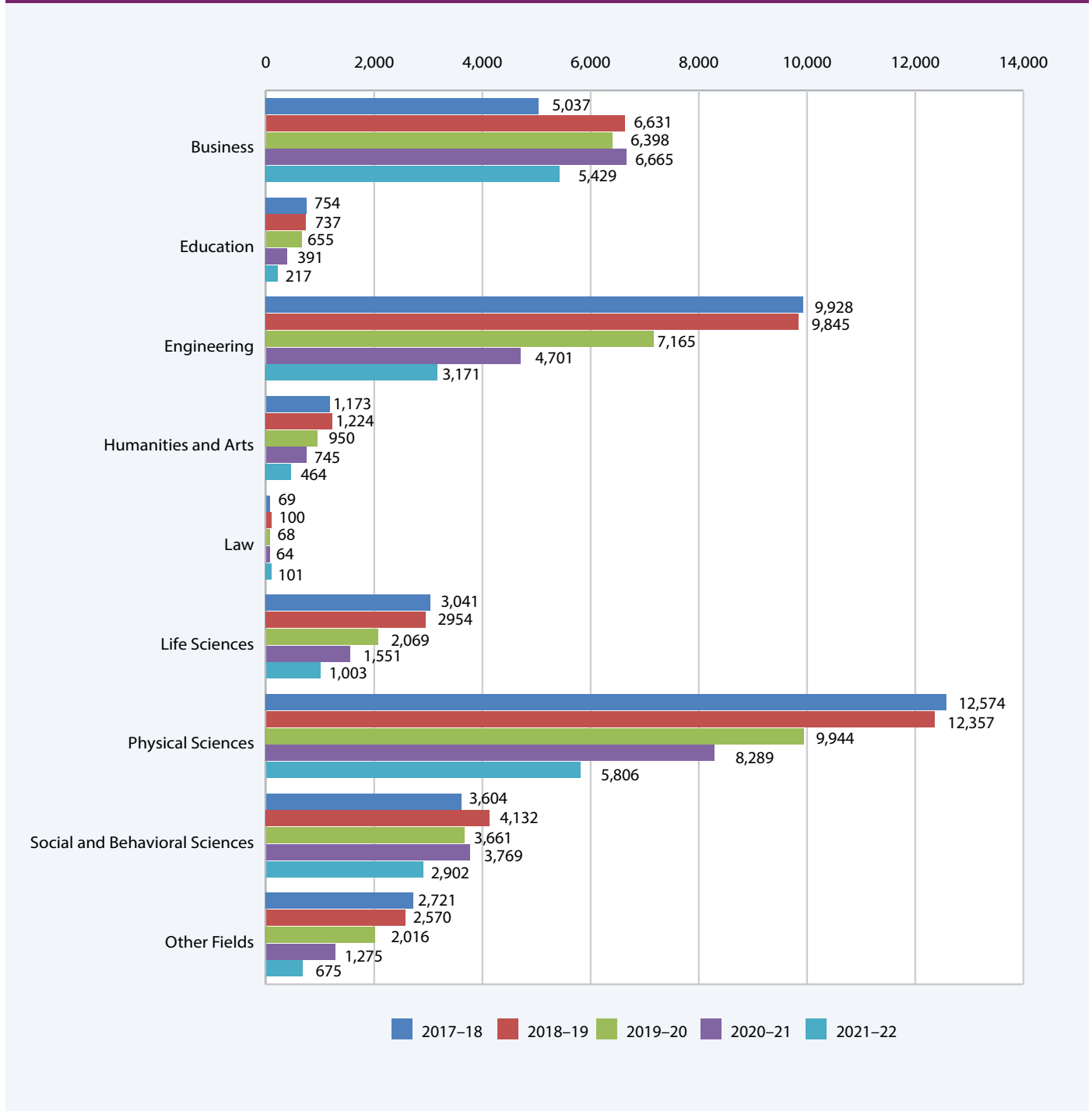
Note: See page 21 for a list of major fields.

*"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 2017–18 to 2021–22, test takers in China with intended graduate majors in Physical Sciences, Engineering and Business were the largest groups. The number of Chinese test takers with all intended graduate majors decreased from 2017–18 to 2021–22, except Business and Social and Behavioral Sciences. The number of test takers with Business or Social and Behavioral Sciences as an intended graduate major increased from 2017–18 to 2020–21 but decreased in 2021–22.

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 2017–18 to 2021–22, the percentages of test takers in China whose intended graduate major was in Business and Social and Behavioral Sciences increased. The percentage of test takers whose intended graduate major was in Engineering, Life Sciences, and Physical 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 7% of the test takers did not indicate their intended graduate major.

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

Intended Graduate Major Field	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent
Business	5,037	11	6,631	13	6,398	16	6,665	20	5,429	23
Education	754	2	737	2	655	2	391	1	217	1
Engineering	9,928	21	9,845	20	7,165	18	4,701	14	3,171	13
Humanities and Arts	1,173	2	1,224	2	950	2	745	2	464	2
Law	69	<1	100	<1	68	<1	64	<1	101	<1
Life Sciences	3,041	6	2,954	6	2,069	5	1,551	5	1,003	4
Physical Sciences	12,574	27	12,357	25	9,944	25	8,289	25	5,806	24
Social and Behavioral Sciences	3,604	8	4,132	8	3,661	9	3,769	11	2,902	12
Other Fields	2,721	6	2,570	5	2,016	5	1,275	4	675	3
Undecided	4,305	9	4,526	9	3,658	9	3,010	9	2,415	10
No Major Provided*	4,116	9	4,179	8	3,195	8	2,465	7	1,898	8
Total	47,322	100	49,255	100	39,779	100	32,925	100	24,081	100

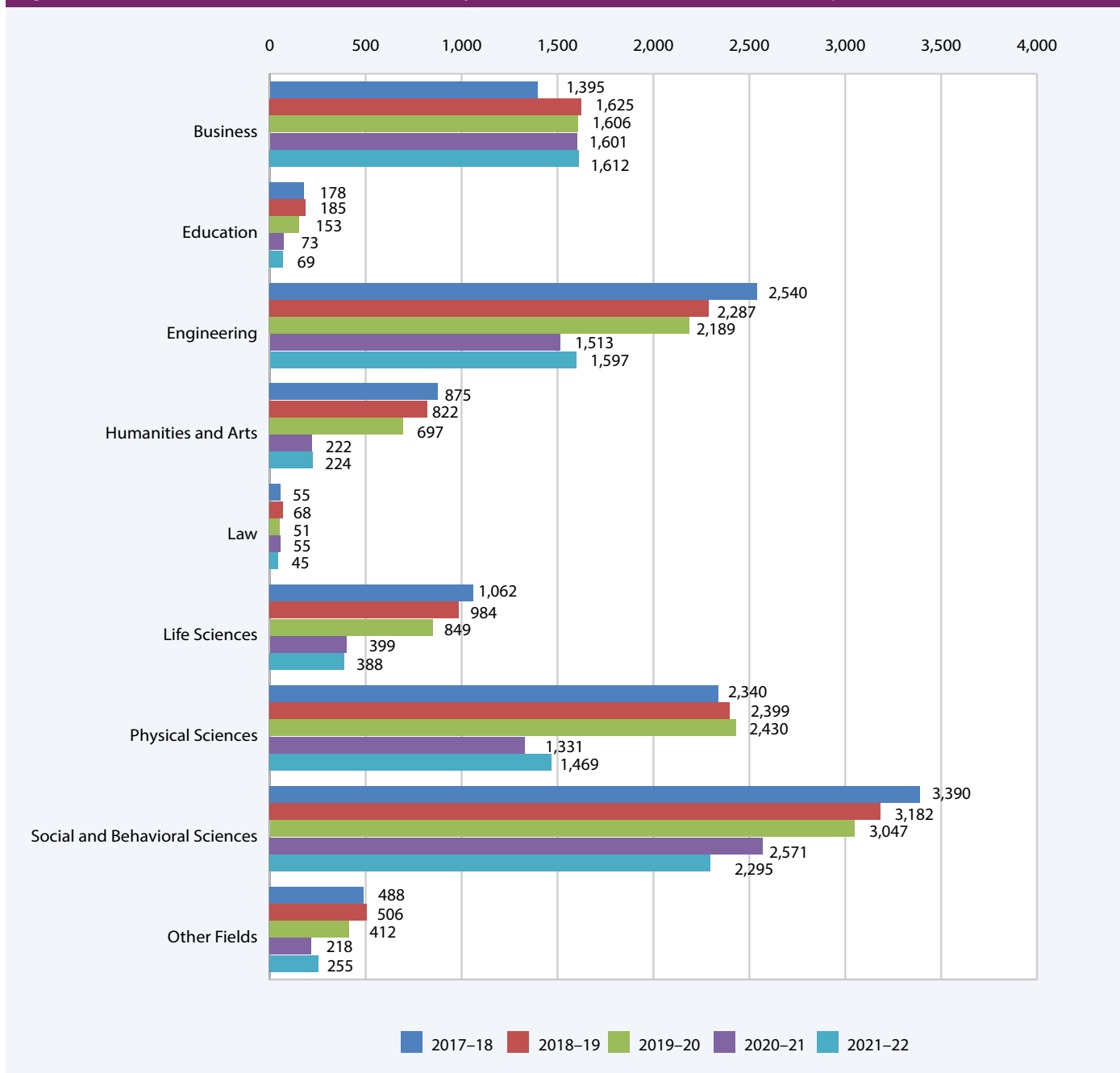
Note: See page 21 for a list of major fields.

*"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 2017–18 to 2021–22, 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 Engineering and Physical Sciences decreased from 2017–18 to 2020–21 but slightly increased in 2021–22. The number of test takers with an intended graduate major in Business remained stable from testing years 2018–19 to 2020–21. The number of test takers with an intended graduate major in Physical Sciences slightly increased from testing years 2020–21 to 2021–22. The number of test takers with an intended graduate major in Social and Behavioral Sciences, Life Sciences, Education, and Humanities and Arts decreased from 2017–18 to 2021–22.

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 2017–18 to 2021–22, the percentages of test takers in Europe whose intended graduate major was in Business increased. The percentages of test takers whose intended graduate major was in Life Sciences and Humanities and Arts decreased. The percentages of test takers whose intended graduate major was in Education, Engineering, and Social and Behavioral Sciences remained stable. The percentage of test takers who indicated they were Undecided about a graduate major gradually increased from 5% (2017–18) to 11% (2021–22). 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	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent
Business	1,395	9	1,625	11	1,606	12	1,601	16	1,612	16
Education	178	1	185	1	153	1	73	1	69	1
Engineering	2,540	17	2,287	16	2,189	16	1,513	15	1,597	16
Humanities and Arts	875	6	822	6	697	5	222	2	224	2
Law	56	<1	68	<1	51	<1	55	1	45	<1
Life Sciences	1,062	7	984	7	849	6	399	4	388	4
Physical Sciences	2,340	16	2,399	17	2,430	18	1,331	14	1,469	15
Social and Behavioral Sciences	3,390	23	3,182	22	3,047	22	2,571	26	2,295	23
Other Fields	488	3	506	4	412	3	218	2	255	3
Undecided	789	5	831	6	815	6	787	8	1,104	11
No Major Provided*	1,584	11	1,529	11	1,405	10	1,036	11	1,014	10
Total	14,697	100	14,418	100	13,654	100	9,806	100	10,072	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 2017–18 to 2021–22, test takers in the United States preferred to study in the United States. In testing year 2021–22, the most preferred United States regions were the South, West 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	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent
U.S. Regions										
Northeast	106,612	30	99,199	29	85,038	29	61,392	29	39,520	26
Mid-Atlantic	114,218	32	106,357	31	90,382	31	66,663	31	42,061	28
South	123,711	34	114,630	34	96,116	33	69,661	32	49,637	33
Midwest	99,598	28	92,733	27	78,184	27	55,958	26	36,147	24
Southwest	81,700	23	78,237	23	66,801	23	48,669	23	33,345	22
West	131,068	36	121,560	36	103,005	35	70,398	33	42,800	28
Non-U.S. Regions										
Canada	25,128	7	23,885	7	20,002	7	13,528	6	7,090	5
Africa	3,348	1	2,937	1	2,255	1	1,361	1	778	1
Asia	7,259	2	6,939	2	5,994	2	4,220	2	2,824	2
Australia/ New Zealand	14,636	4	13,224	4	10,575	4	7,115	3	3,791	2
Latin America	6,617	2	6,175	2	4,819	2	2,888	1	1,756	1
Middle East	3,243	1	2,897	1	2,296	1	1,413	1	838	1
Western Europe	30,393	8	27,749	8	22,899	8	15,670	7	9,027	6
Eastern Europe and Russia	6,940	2	6,286	2	5,188	2	3,419	2	1,951	1

Note: This table is based on 359,379; 341,208; 293,917; 214,441 and 152,618 unique examinees who took the GRE General Test in the United States in testing years 2017–18 to 2021–22, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

Preferred Region for Graduate Study (continued)

Table 3.7 shows that from testing years 2017–18 to 2021–22, test takers in India preferred to study in the United States. In testing year 2021–22, the percentages of preference were similar across all U.S. regions. When considering non-U.S. regions of the world, test takers in India preferred Canada and Western Europe.

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

Preferred Region	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent
U.S. Regions										
Northeast	31,236	51	32,242	48	30,620	48	24,109	36	34,243	31
Mid-Atlantic	31,513	51	32,572	49	30,708	48	24,084	36	33,988	30
South	30,982	50	31,720	48	30,035	47	23,731	36	33,585	30
Midwest	31,481	51	32,254	48	30,548	47	24,016	36	34,028	31
Southwest	30,659	50	31,464	47	29,802	46	23,514	35	33,553	30
West	32,346	53	33,307	50	31,389	49	24,146	36	34,222	31
Non-U.S. Regions										
Canada	26,602	43	28,944	43	26,920	42	21,212	32	27,342	25
Africa	1,692	3	1,724	3	1,459	2	1,348	2	1,524	1
Asia	9,665	16	10,099	15	8,861	14	6,580	10	7,218	6
Australia/ New Zealand	16,366	27	16,932	25	15,352	24	11,765	18	12,814	11
Latin America	10,248	17	10,629	16	9,896	15	8,141	12	11,282	10
Middle East	4,213	7	4,327	6	3,867	6	3,560	5	4,034	4
Western Europe	18,381	30	19,987	30	18,547	29	13,548	20	16,118	14
Eastern Europe and Russia	10,076	16	11,143	17	9,934	15	7,196	11	7,911	7

Note: This table is based on 61,578; 66,590; 64,333; 66,326 and 111,476 unique examinees who took the GRE General Test in India in testing years 2017–18 to 2021–22, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

Preferred Region for Graduate Study (continued)

Table 3.8 shows that from testing years 2017–18 to 2021–22, test takers in Europe preferred to study in Western Europe. When considering other regions of the world, test takers in Europe preferred the United States and Canada.

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

Preferred Region	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent
U.S. Regions										
Northeast	5,167	35	4,917	34	4,410	32	2,521	26	2,164	21
Mid-Atlantic	4,755	32	4,546	32	4,073	30	2,350	24	2,053	20
South	3,296	22	3,180	22	2,827	21	1,644	17	1,441	14
Midwest	3,508	24	3,348	23	2,937	22	1,702	17	1,476	15
Southwest	2,947	20	2,882	20	2,609	19	1,515	15	1,314	13
West	5,325	36	4,998	35	4,504	33	2,572	26	2,139	21
Non-U.S. Regions										
Canada	3,054	21	2,785	19	2,646	19	1,597	16	1,278	13
Africa	148	1	126	1	121	1	73	1	46	<1
Asia	911	6	860	6	832	6	624	6	500	5
Australia/ New Zealand	1,336	9	1,195	8	1,144	8	695	7	555	6
Latin America	440	3	375	3	361	3	214	2	175	2
Middle East	396	3	353	2	344	3	306	3	232	2
Western Europe	5,886	40	5,455	38	5,075	37	3,989	41	3,381	34
Eastern Europe and Russia	818	6	771	5	735	5	606	6	462	5

Note: This table is based on 14,697; 14,418; 13,654; 9,806 and 10,072 unique examinees who took the GRE General Test in Europe in testing years 2017–18 to 2021–22, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

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