



# A Snapshot of the Individuals Who Took the **GRE<sup>®</sup> General Test**

JULY 2016–JUNE 2021

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### Overview

This report provides volume and performance information for test takers who took the *GRE*<sup>®</sup> General Test between July 1, 2020, and June 30, 2021. The report also provides volume information for the GRE General Test population between July 1, 2016, and June 30, 2021. The report is intended to help GRE score users understand the scores they receive and to encourage appropriate score use. ETS Global Higher Education 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* at [www.ets.org/gre/guidelines](http://www.ets.org/gre/guidelines). ETS Global Higher Education has 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, 2016, and June 30, 2021. The data used in the analyses of test takers' performance information were based on test takers who took the test between July 1, 2020, and June 30, 2021. The data used in the analyses of test volumes from July 2016 through June 2021 were based on five testing years: July 1, 2016 to June 30, 2017 (2016–17); July 1, 2017 to June 30, 2018 (2017–18); July 1, 2018 to June 30, 2019 (2018–19); July 1, 2019 to June 30, 2020 (2019–20); and July 1, 2020 to June 30, 2021 (2020–21).

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 559,254; 541,750; 532,826; 467,277; and 366,686 test takers in 2016–17, 2017–18, 2018–19, 2019–20 and 2020–21, respectively, with valid, reportable scores on the test. In testing years 2016–17 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 from 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*<sup>®</sup> Test Scores

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

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

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

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

- 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](http://www.ets.org/gre/guide).
- GRE scores should not be used as a credential to grant a degree, to offer course credit by examination, or for advancement to candidacy.

## Steps That ETS Takes to Ensure Fairness

ETS designed and uses 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 366,686 examinees who took all three measures of the GRE General Test in the 2020–21 testing year. Fifty-four percent of the test takers were women and 46% were men. The table shows that men had higher mean Verbal Reasoning and Quantitative Reasoning scores than women, and women had a slightly higher mean Analytical Writing score than men.

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Total	366,686	100	151.4	8.4	155.8	9.7	3.6	0.9
Men	169,479	46	152.0	8.6	158.7	8.9	3.5	0.9
Women	196,697	54	150.9	8.1	153.2	9.7	3.7	0.9
No Response	510	<1	154.9	8.7	152.0	8.9	4.0	0.9

## U.S. Citizenship Status and Racial/Ethnic Group

Table 1.2 shows that non-U.S. citizens represented 51% of the GRE General Test test-taker population. The table also shows that non-U.S. citizens had a higher mean score on the Quantitative Reasoning measure than U.S. citizens and lower mean scores on the Verbal Reasoning and the Analytical Writing measures.

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

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
<b>U.S. Citizens</b>	180,294	49	152.6	7.9	150.7	8.2	4.0	0.8
Men	62,797	17	154.7	7.8	153.9	8.4	4.0	0.8
Women	117,073	32	151.4	7.6	149.0	7.6	3.9	0.8
No Response	424	<1	155.2	8.8	150.8	8.3	4.1	0.9
<b>Non-U.S. Citizens</b>	186,357	51	150.3	8.7	160.7	8.6	3.3	0.8
Men	106,670	29	150.5	8.6	161.6	8.0	3.2	0.8
Women	79,601	22	150.1	8.7	159.4	9.1	3.3	0.8
No Response	86	<1	153.5	8.4	157.9	9.3	3.8	0.8
<b>No Response</b>	35	<1	154.7	7.6	155.7	10.2	4.1	0.8
Men	12	<1	-	-	-	-	-	-
Women	23	<1	-	-	-	-	-	-
No Response	0	0	-	-	-	-	-	-
<b>Total</b>	366,686	100	151.4	8.4	155.8	9.7	3.6	0.9
Men	169,479	46	152.0	8.6	158.7	8.9	3.5	0.9
Women	196,697	54	150.9	8.1	153.2	9.7	3.7	0.9
No Response	510	<1	154.9	8.7	152.0	8.9	4.0	0.9

**Note:** The group Non-U.S. Citizens is determined by examinees who indicated a country of citizenship other than the United States. The number under the percent column represents the percentage of total test takers (366,686) who were within each of the identified groups. Due to rounding, percentages may not add up to 100. Statistics are not reported for groups with fewer than 30 examinees.

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

Table 1.3 shows that for both men and women who were U.S. citizens, test takers who classified themselves as Asian, on average, obtained a higher Quantitative Reasoning score than any other racial/ethnic group. Test takers who classified themselves as White (non-Hispanic), 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
<b>American Indian</b>	879	<1	149.7	6.9	147.4	7.1	3.7	0.8
Men	284	32	151.5	7.1	150.1	7.6	3.8	0.8
Women	594	68	148.9	6.6	146.0	6.4	3.7	0.7
No Response	1	<1	-	-	-	-	-	-
<b>Asian</b>	15,937	9	153.5	8.0	154.9	8.5	4.1	0.8
Men	6,468	41	154.9	8.0	157.8	8.3	4.1	0.8
Women	9,441	59	152.6	7.9	153.0	8.0	4.1	0.8
No Response	28	<1	-	-	-	-	-	-
<b>Hawaiian/Pacific Islander</b>	491	<1	150.4	6.9	148.9	7.2	3.9	0.8
Men	181	37	151.4	6.9	150.9	7.9	3.9	0.8
Women	307	63	149.8	6.8	147.7	6.5	3.9	0.7
No Response	3	1	-	-	-	-	-	-
<b>Black</b>	13,364	7	147.4	7.6	144.6	7.4	3.4	0.9
Men	4,128	31	148.6	7.9	146.6	7.9	3.4	0.9
Women	9,195	69	146.9	7.4	143.7	6.9	3.4	0.9
No Response	41	<1	146.8	7.3	142.3	7.5	3.4	0.9
<b>Mexican</b>	6,343	4	149.7	7.4	147.5	7.2	3.7	0.8
Men	2,216	35	151.3	7.5	150.2	7.5	3.8	0.8
Women	4,119	65	148.8	7.1	146.1	6.6	3.7	0.8
No Response	8	<1	-	-	-	-	-	-
<b>Puerto Rican</b>	1,780	1	149.7	7.7	146.7	7.9	3.7	0.9
Men	646	36	151.6	7.8	149.2	8.2	3.8	0.9
Women	1,131	64	148.7	7.4	145.3	7.3	3.7	0.8
No Response	3	<1	-	-	-	-	-	-
<b>Other Hispanic</b>	9,287	5	149.9	7.8	147.7	7.9	3.7	0.8
Men	3,071	33	152.2	7.7	151.0	8.1	3.8	0.8
Women	6,208	67	148.8	7.5	146.1	7.2	3.7	0.8
No Response	8	<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
<b>White (Non-Hispanic)</b>	98,851	55	153.4	7.4	151.1	7.5	4.0	0.8
Men	33,771	34	155.7	7.3	154.3	7.7	4.1	0.8
Women	64,928	66	152.2	7.2	149.5	6.9	4.0	0.8
No Response	152	<1	157.2	7.4	152.5	7.2	4.2	0.8
<b>Other</b>	5,875	3	153.4	8.2	150.8	8.6	4.0	0.9
Men	2,110	36	155.3	8.0	153.8	8.5	4.0	0.9
Women	3,750	64	152.3	8.1	149.1	8.2	4.0	0.9
No Response	15	<1	-	-	-	-	-	-
<b>No Response</b>	27,487	15	153.3	8.2	152.0	8.7	4.0	0.9
Men	9,922	36	155.6	8.0	155.4	8.5	4.0	0.9
Women	17,400	63	152.0	8.1	150.1	8.2	4.0	0.9
No Response	165	1	156.6	8.4	151.7	8.3	4.2	0.9
<b>Total</b>	180,294	100	152.6	7.9	150.7	8.2	4.0	0.8
Men	62,797	35	154.7	7.8	153.9	8.4	4.0	0.8
Women	117,073	65	151.4	7.6	149.0	7.6	3.9	0.8
No Response	424	<1	155.2	8.8	150.8	8.3	4.1	0.9

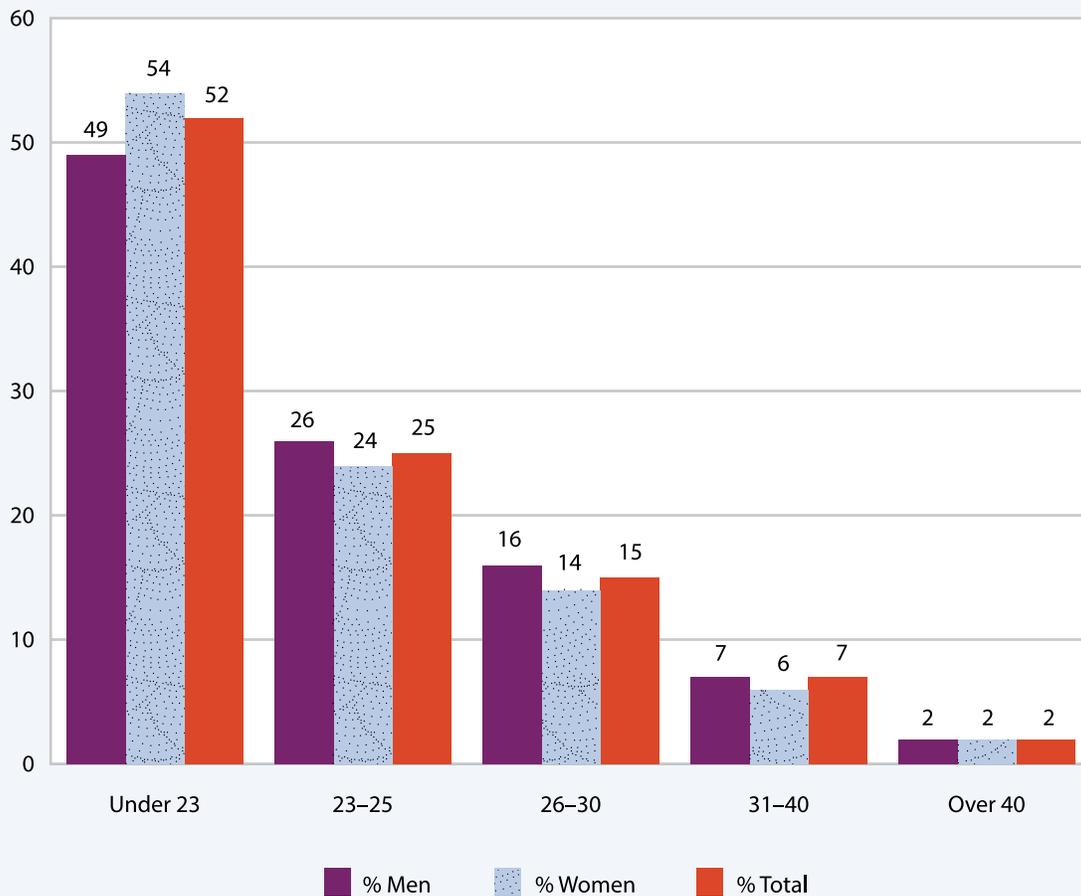
**Note:** A total of 180,294 U.S. citizens took the GRE General Test between July 1, 2020, and June 30, 2021. The percentages for the overall Racial/Ethnic groups were based on this total group of test takers; the percentages for the gender groups within each Racial/Ethnic group were based on the group 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 366,686 test takers who took the GRE General Test between July 1, 2020, and June 30, 2021. 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 a higher mean score than woman 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 or slightly better than older men and women across all age groups. In addition, on average, women performed similarly or slightly better than men across all age groups except for the 56–60 age group.

**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
<b>Under 18</b>	122	<1	155.8	7.9	162.6	8.4	3.6	1.0
Men	65	53	156.7	7.3	165.4	5.8	3.6	1.1
Women	57	47	154.7	8.6	159.3	9.8	3.7	0.9
No Response	0	0	-	-	-	-	-	-
<b>18–22</b>	188,737	51	151.7	7.9	157.7	9.5	3.6	0.9
Men	82,772	44	152.4	8.1	161.3	7.9	3.5	0.9
Women	105,964	56	151.3	7.7	154.9	9.6	3.7	0.8
No Response	1	<1	-	-	-	-	-	-
<b>23–25</b>	91,908	25	151.1	8.6	155.2	9.4	3.6	0.9
Men	44,240	48	151.7	8.7	158.1	8.6	3.5	0.9
Women	47,648	52	150.7	8.4	152.6	9.3	3.7	0.9
No Response	20	<1	-	-	-	-	-	-
<b>26–30</b>	54,401	15	151.3	8.9	153.5	9.3	3.6	0.9
Men	27,146	50	152.0	9.0	155.6	9.0	3.6	0.9
Women	26,985	50	150.6	8.8	151.3	9.2	3.6	0.9
No Response	270	1	156.5	8.4	154.1	8.5	4.2	0.9
<b>31–35</b>	17,571	5	150.9	9.2	151.3	9.4	3.6	0.9
Men	9,006	51	151.7	9.3	153.4	9.2	3.5	0.9
Women	8,424	48	150.0	8.9	149.0	9.1	3.6	0.9
No Response	141	1	153.7	9.2	150.9	8.9	3.9	0.9
<b>36–40</b>	7,225	2	150.5	9.2	149.0	9.4	3.5	0.9
Men	3,446	48	151.3	9.4	151.5	9.6	3.5	0.9
Women	3,726	52	149.7	8.9	146.8	8.5	3.5	0.9
No Response	53	1	150.9	8.4	147.2	8.2	3.7	0.8

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## Age Group and Gender (continued)

Table continued from previous page

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
<b>41–45</b>	3,326	1	150.2	9.1	146.8	8.9	3.5	0.9
Men	1,449	44	151.3	9.4	149.4	9.2	3.5	1.0
Women	1,863	56	149.4	8.7	144.8	8.1	3.5	0.9
No Response	14	<1	-	-	-	-	-	-
<b>46–50</b>	1,771	<1	150.3	9.0	145.7	8.6	3.5	0.9
Men	662	37	151.3	9.3	148.5	9.0	3.4	1.0
Women	1,104	62	149.7	8.7	144.0	7.9	3.5	0.9
No Response	5	<1	-	-	-	-	-	-
<b>51–55</b>	806	<1	150.3	9.3	145.0	8.4	3.4	0.9
Men	322	40	151.0	9.7	147.8	8.4	3.4	1.0
Women	481	60	149.9	9.0	143.2	7.9	3.5	0.9
No Response	3	<1	-	-	-	-	-	-
<b>56–60</b>	369	<1	149.8	9.8	143.9	8.9	3.3	0.9
Men	168	46	151.7	9.9	146.7	9.1	3.4	1.0
Women	198	54	148.1	9.5	141.6	8.1	3.2	0.9
No Response	3	1	-	-	-	-	-	-
<b>Over 60</b>	206	<1	152.2	9.4	143.3	7.8	3.3	0.9
Men	106	51	152.8	8.6	145.5	8.1	3.2	0.9
Women	100	49	151.5	10.1	140.9	6.6	3.4	0.9
No Response	0	0	-	-	-	-	-	-
<b>No Response</b>	244	<1	151.6	8.4	153.7	10.1	3.7	0.8
Men	97	40	151.7	8.0	155.8	9.7	3.6	0.9
Women	147	60	151.5	8.7	152.3	10.2	3.7	0.8
No Response	0	0	-	-	-	-	-	-
<b>Total</b>	366,686	100	151.4	8.4	155.8	9.7	3.6	0.9
Men	169,479	46	152.0	8.6	158.7	8.9	3.5	0.9
Women	196,697	54	150.9	8.1	153.2	9.7	3.7	0.9
No Response	510	<1	154.9	8.7	152.0	8.9	4.0	0.9

**Note:** A total of 366,686 examinees took the GRE General Test between July 1, 2020, and June 30, 2021. The percentages for the overall age groups were based on this total group of test takers; the percentages for the gender groups within each age group were based on the group of test takers who were within each age group. Statistics are not reported for groups with fewer than 30 examinees.

### Age Group and Gender (continued)

Table 1.5 provides information about examinees who tested in the United States, India and China. The table shows that India (60%) and China (80%) had a substantially higher percentage of test takers between the ages of 18 and 22 than the United States (49%). 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
<b>Under 18</b>	54	<1	28	<1	18	<1
Men	23	43	20	71	10	56
Women	31	57	8	29	8	44
No Response	0	0	0	0	0	0
<b>18–22</b>	106,041	49	39,766	60	26,419	80
Men	34,393	32	27,254	69	12,749	48
Women	71,647	68	12,512	31	13,670	52
No Response	1	<1	0	0	0	0
<b>23–25</b>	52,677	25	18,882	28	4,397	13
Men	20,656	39	12,336	65	2,227	51
Women	32,003	61	6,544	35	2,170	49
No Response	18	<1	2	<1	0	0
<b>26–30</b>	32,983	15	6,333	10	1,598	5
Men	14,810	45	3,664	58	777	49
Women	17,946	54	2,660	42	820	51
No Response	227	1	9	<1	1	<1
<b>31–35</b>	11,662	5	956	1	370	1
Men	5,390	46	596	62	156	42
Women	6,144	53	356	37	213	58
No Response	128	1	4	<1	1	<1
<b>36–40</b>	5,334	2	237	<1	86	<1
Men	2,272	43	161	68	47	55
Women	3,014	57	76	32	39	45
No Response	48	1	0	0	0	0
<b>41–45</b>	2,711	1	64	<1	24	<1
Men	1,071	40	44	69	15	63
Women	1,626	60	20	31	9	38
No Response	14	1	0	0	0	0
<b>46–50</b>	1,543	1	15	<1	10	<1
Men	530	34	11	73	6	60
Women	1,009	65	4	27	4	40
No Response	4	<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
<b>51–55</b>	728	<1	7	<1	1	<1
Men	277	38	4	57	0	0
Women	448	62	3	43	1	100
No Response	3	<1	0	0	0	0
<b>56–60</b>	334	<1	6	<1	2	<1
Men	143	43	6	100	1	50
Women	189	57	0	0	1	50
No Response	2	1	0	0	0	0
<b>Over 60</b>	193	<1	3	<1	0	0
Men	97	50	3	100	0	0
Women	96	50	0	0	0	0
No Response	0	0	0	0	0	0
<b>No Response</b>	181	<1	29	<1	0	0
Men	58	32	21	72	0	0
Women	123	68	8	28	0	0
No Response	0	0	0	0	0	0
<b>Total</b>	214,441	100	66,326	100	32,925	100
Men	79,720	37	44,120	67	15,988	49
Women	134,276	63	22,191	33	16,935	51
No Response	445	<1	15	<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 (180,294), India (70,136) and China (60,081) 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	403	147.5	8.5	159.7	10.3	3.2	0.6
Aland Islands	127	150.8	8.6	165.1	5.1	3.3	0.6
Albania	129	149.1	7.7	157.5	9.6	3.4	0.7
Algeria	66	146.3	9.0	153.7	9.4	3.1	0.8
American Samoa	25	-	-	-	-	-	-
Andorra	7	-	-	-	-	-	-
Angola	26	-	-	-	-	-	-
Anguilla	9	-	-	-	-	-	-
Antarctica	11	-	-	-	-	-	-
Antigua and Barbuda	10	-	-	-	-	-	-
Argentina	179	153.4	7.5	156.3	9.1	3.7	0.7
Armenia	56	149.7	8.5	159.3	8.4	3.5	0.7
Aruba	4	-	-	-	-	-	-
Australia	348	158.9	7.7	159.5	8.0	4.4	0.9
Austria	114	155.2	8.2	157.7	7.6	4.0	0.7
Azerbaijan	145	148.1	8.6	159.5	8.5	3.3	0.7
Bahamas	76	149.5	7.7	147.4	9.4	3.6	0.6
Bahrain	39	151.0	9.4	154.4	10.3	3.9	0.8
Bangladesh	2,730	145.7	7.6	156.6	6.6	3.2	0.7
Barbados	10	-	-	-	-	-	-
Belarus	33	147.4	9.1	153.2	9.8	3.0	0.9
Belgium	109	155.7	7.2	157.4	7.5	3.8	0.8
Belize	9	-	-	-	-	-	-
Benin	37	144.0	8.6	150.6	7.3	2.9	0.8
Bermuda	2	-	-	-	-	-	-
Bhutan	5	-	-	-	-	-	-
Bolivia	64	150.9	7.0	153.8	8.0	3.6	0.6
Bosnia and Herzegovina	17	-	-	-	-	-	-
Botswana	26	-	-	-	-	-	-
Brazil	824	152.0	8.1	154.0	9.5	3.5	0.9
British Indian Ocean Territory	1	-	-	-	-	-	-
British Virgin Islands	1	-	-	-	-	-	-
Brunei Darussalam	3	-	-	-	-	-	-
Bulgaria	42	153.6	9.0	155.3	8.2	4.0	0.9

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
Burkina Faso	24	-	-	-	-	-	-
Burundi	7	-	-	-	-	-	-
Cambodia	31	147.3	7.9	153.0	8.9	3.6	0.5
Cameroon	139	144.0	7.7	147.0	8.1	3.1	0.8
Canada	3,435	155.5	8.1	155.5	9.2	4.2	0.8
Cape Verde	2	-	-	-	-	-	-
Cayman Islands	2	-	-	-	-	-	-
Chad	4	-	-	-	-	-	-
Chile	336	152.6	7.7	158.9	8.0	3.4	0.8
China	60,081	152.3	9.0	165.6	4.9	3.3	0.7
Christmas Island	6	-	-	-	-	-	-
Cocos (Keeling) Islands	2	-	-	-	-	-	-
Colombia	862	149.7	7.6	151.8	8.4	3.4	0.8
Comoros	5	-	-	-	-	-	-
Congo (Brazzaville)	12	-	-	-	-	-	-
Congo, The Democratic Republic of the	43	144.6	8.8	146.5	8.8	3.1	0.7
Costa Rica	101	152.8	6.4	152.8	8.5	3.6	0.7
Cote d'Ivoire	44	144.4	7.4	146.8	7.9	2.9	0.9
Croatia	32	153.8	7.0	158.0	8.6	3.8	0.8
Cuba	29	-	-	-	-	-	-
Cyprus	21	-	-	-	-	-	-
Czech Republic	45	156.0	8.1	158.5	6.9	4.1	0.9
Denmark	49	153.9	6.8	155.3	8.1	4.0	0.8
Dominica	7	-	-	-	-	-	-
Dominican Republic	103	147.5	9.4	148.2	9.8	3.2	1.0
Ecuador	224	149.5	7.5	152.5	8.1	3.5	0.8
Egypt	667	145.5	8.1	153.8	7.8	3.3	0.8
El Salvador	79	148.4	7.6	148.9	8.4	3.6	0.8
Equatorial Guinea	1	-	-	-	-	-	-
Eritrea	27	-	-	-	-	-	-
Estonia	13	-	-	-	-	-	-
Ethiopia	183	145.4	8.8	150.9	7.7	3.0	0.9
Fiji	5	-	-	-	-	-	-
Finland	67	154.3	6.5	152.1	7.9	3.8	0.9
France	838	154.8	7.2	158.1	8.0	3.8	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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
French Polynesia	1	-	-	-	-	-	-
Gabon	8	-	-	-	-	-	-
Gambia	17	-	-	-	-	-	-
Georgia	71	149.1	8.4	153.3	9.8	3.4	0.8
Germany	863	155.5	7.6	158.5	7.4	4.1	0.8
Ghana	1,170	146.3	7.7	148.9	7.8	3.4	0.7
Greece	290	152.4	7.4	158.9	7.6	4.0	0.7
Greenland	3	-	-	-	-	-	-
Grenada	8	-	-	-	-	-	-
Guadeloupe	2	-	-	-	-	-	-
Guam	15	-	-	-	-	-	-
Guatemala	72	148.9	8.4	149.5	8.4	3.4	0.7
Guinea	17	-	-	-	-	-	-
Guyana	25	-	-	-	-	-	-
Haiti	73	142.8	6.1	142.9	6.8	2.9	0.8
Honduras	87	147.8	7.0	148.3	8.0	3.4	0.8
Hong Kong, China	917	153.6	8.7	162.7	7.1	3.7	0.7
Hungary	69	153.2	8.0	157.8	8.0	3.8	0.8
Iceland	41	151.0	6.9	156.2	8.6	3.4	0.8
India	70,136	149.2	7.8	160.3	7.8	3.0	0.9
Indonesia	674	148.2	7.8	155.0	8.2	3.4	0.8
Iran, Islamic Republic of	2,525	145.6	8.5	159.2	7.7	3.1	0.7
Iraq	120	140.6	9.2	146.7	9.7	2.6	0.9
Ireland	112	157.0	7.8	156.2	8.3	4.2	0.9
Isle of Man	2	-	-	-	-	-	-
Israel	193	147.2	11.4	156.1	9.6	3.0	1.3
Italy	835	155.2	7.2	157.6	7.9	3.6	0.8
Jamaica	133	148.6	7.8	145.8	7.6	3.6	0.8
Japan	946	148.5	7.8	161.3	7.0	3.4	0.7
Jordan	428	142.4	8.6	153.2	8.1	2.9	1.0
Kazakhstan	289	148.7	8.1	157.8	8.6	3.3	0.7
Kenya	292	146.8	8.3	147.5	7.2	3.4	0.8
Kiribati	2	-	-	-	-	-	-
Korea, Democratic People's Republic of	22	-	-	-	-	-	-
Korea, Republic of	3,499	151.8	8.0	161.8	6.8	3.5	0.8
Kosovo	9	-	-	-	-	-	-

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
Kuwait	270	144.4	10.3	152.8	10.8	2.9	1.0
Kyrgyzstan	26	-	-	-	-	-	-
Lao PDR	3	-	-	-	-	-	-
Latvia	13	-	-	-	-	-	-
Lebanon	570	148.2	8.1	155.4	7.7	3.6	0.8
Lesotho	4	-	-	-	-	-	-
Liberia	10	-	-	-	-	-	-
Libya	26	-	-	-	-	-	-
Liechtenstein	1	-	-	-	-	-	-
Lithuania	26	-	-	-	-	-	-
Luxembourg	13	-	-	-	-	-	-
Macau, China	51	150.7	10.2	160.0	7.9	3.3	0.8
Macedonia, Republic of	20	-	-	-	-	-	-
Madagascar	6	-	-	-	-	-	-
Malawi	15	-	-	-	-	-	-
Malaysia	324	152.4	8.7	156.7	8.2	3.9	0.8
Maldives	3	-	-	-	-	-	-
Mali	19	-	-	-	-	-	-
Malta	14	-	-	-	-	-	-
Marshall Islands	3	-	-	-	-	-	-
Martinique	2	-	-	-	-	-	-
Mauritania	7	-	-	-	-	-	-
Mauritius	23	-	-	-	-	-	-
Mexico	1,777	149.9	7.6	150.9	8.3	3.4	0.8
Micronesia, Federated States of	2	-	-	-	-	-	-
Moldova	13	-	-	-	-	-	-
Monaco	1	-	-	-	-	-	-
Mongolia	79	147.3	8.8	155.1	8.7	3.4	0.9
Montenegro	10	-	-	-	-	-	-
Montserrat	1	-	-	-	-	-	-
Morocco	191	148.5	7.7	152.7	8.0	3.4	0.7
Mozambique	21	-	-	-	-	-	-
Myanmar	75	143.1	8.8	147.5	8.1	3.3	0.7
Namibia	12	-	-	-	-	-	-
Nepal	1,100	147.4	7.5	156.4	6.9	3.4	0.6
Netherlands	189	153.1	8.2	155.5	8.5	3.9	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
New Zealand	98	157.7	7.7	159.3	8.8	4.3	0.8
Nicaragua	27	-	-	-	-	-	-
Niger	14	-	-	-	-	-	-
Nigeria	3,516	149.1	8.8	150.9	9.9	3.3	0.7
Northern Mariana Islands	1	-	-	-	-	-	-
Norway	49	152.8	7.3	153.7	8.0	4.0	0.7
Oman	11	-	-	-	-	-	-
Pakistan	2,812	148.2	8.6	152.3	8.5	3.5	0.8
Palau	4	-	-	-	-	-	-
Palestinian Territories	105	142.5	7.2	151.4	7.3	2.9	0.9
Panama	93	148.8	6.6	148.8	7.0	3.1	0.9
Papua New Guinea	2	-	-	-	-	-	-
Paraguay	46	149.5	6.9	148.9	7.8	3.5	0.8
Peru	331	150.2	6.9	156.3	7.8	3.5	0.7
Philippines	341	151.2	7.9	151.3	8.5	3.9	0.8
Poland	136	153.1	8.9	156.8	8.7	3.8	0.9
Portugal	117	156.2	6.6	158.2	8.2	4.0	0.7
Puerto Rico	546	143.5	8.0	141.4	6.8	2.8	1.0
Qatar	83	139.4	8.2	145.6	8.0	2.6	1.0
Romania	90	154.2	7.9	157.6	8.3	4.0	0.8
Russian Federation	486	150.3	7.9	157.0	8.5	3.4	0.8
Rwanda	62	146.2	8.1	148.2	6.9	3.3	0.8
Saint Kitts and Nevis	4	-	-	-	-	-	-
Saint Lucia	11	-	-	-	-	-	-
Saint Vincent and the Grenadines	4	-	-	-	-	-	-
Sao Tome and Principe	1	-	-	-	-	-	-
Saudi Arabia	1,086	141.3	9.6	147.2	10.4	2.5	1.0
Senegal	25	-	-	-	-	-	-
Serbia	63	150.8	7.4	155.5	8.1	3.6	0.8
Sierra Leone	12	-	-	-	-	-	-
Singapore	691	158.6	7.0	161.8	6.8	4.6	0.8
Slovakia	20	-	-	-	-	-	-
Slovenia	20	-	-	-	-	-	-
Somalia	14	-	-	-	-	-	-
South Africa	202	154.0	7.9	153.0	8.3	4.2	0.7
South Sudan	1	-	-	-	-	-	-

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

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**Country of Citizenship (continued)**

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Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Spain	437	154.0	7.3	156.7	8.2	3.8	0.7
Sri Lanka	230	146.3	9.0	156.2	7.2	3.3	0.7
Sudan	71	142.8	8.5	152.8	6.9	2.8	0.9
Suriname	5	-	-	-	-	-	-
Svalbard and Jan Mayen Islands	1	-	-	-	-	-	-
Swaziland	21	-	-	-	-	-	-
Sweden	128	153.3	8.7	154.8	8.9	3.8	0.8
Switzerland	168	154.9	7.3	158.1	7.7	3.9	0.7
Syria	144	143.9	8.8	151.2	7.7	2.9	1.1
Taiwan, China	3,227	148.9	7.5	164.1	5.7	3.2	0.6
Tajikistan	12	-	-	-	-	-	-
Tanzania, United Republic of	78	145.5	8.6	147.7	8.7	3.3	0.8
Thailand	347	147.8	8.7	158.9	8.1	3.3	0.8
Timor-Leste	3	-	-	-	-	-	-
Togo	13	-	-	-	-	-	-
Tokelau	1	-	-	-	-	-	-
Tonga	1	-	-	-	-	-	-
Trinidad and Tobago	66	152.2	7.7	150.1	8.0	3.9	0.8
Tunisia	77	147.1	7.3	152.1	8.5	3.1	0.9
Turkey	1,216	147.3	8.5	160.9	7.3	3.3	0.9
Turkmenistan	13	-	-	-	-	-	-
Turks and Caicos Islands	1	-	-	-	-	-	-
Tuvalu	1	-	-	-	-	-	-
Uganda	87	144.7	7.1	144.1	7.1	3.4	0.7
Ukraine	175	147.8	8.4	153.9	9.0	3.3	0.8
United Arab Emirates	385	140.3	9.2	149.5	8.2	2.7	1.0
United Kingdom	987	158.1	7.7	156.9	8.2	4.5	0.8
United States Minor Outlying Islands	54	153.1	7.5	150.5	7.8	3.9	0.7
United States of America	180,294	152.6	7.9	150.7	8.2	4.0	0.8
Uruguay	53	155.1	7.1	159.2	8.1	3.7	0.7
Uzbekistan	70	146.8	8.8	155.7	8.8	3.4	0.7
Vanuatu	2	-	-	-	-	-	-
Venezuela	147	151.0	7.6	151.0	8.2	3.6	1.0
Viet Nam	666	149.5	8.5	159.8	7.0	3.6	0.8

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
Virgin Islands, U.S.	14	-	-	-	-	-	-
Yemen	54	142.2	7.9	150.4	6.8	2.8	0.9
Zambia	29	-	-	-	-	-	-
Zimbabwe	109	149.7	8.3	149.6	7.7	3.6	0.7

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

## Major Fields

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

### Business

Accounting  
Banking and Finance  
Business Administration and Management

### Education

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

### Engineering

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

### Humanities and Arts

Arts  
English Language and Literature  
Foreign Languages and Literatures  
History  
Philosophy

### Law

Law

### Life Sciences

Agriculture  
Biological Sciences  
Health and Medical Sciences

### Physical Sciences

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

### Social and Behavioral Sciences

Anthropology and Archaeology  
Economics  
Political Science  
Psychology  
Sociology

### Other Fields

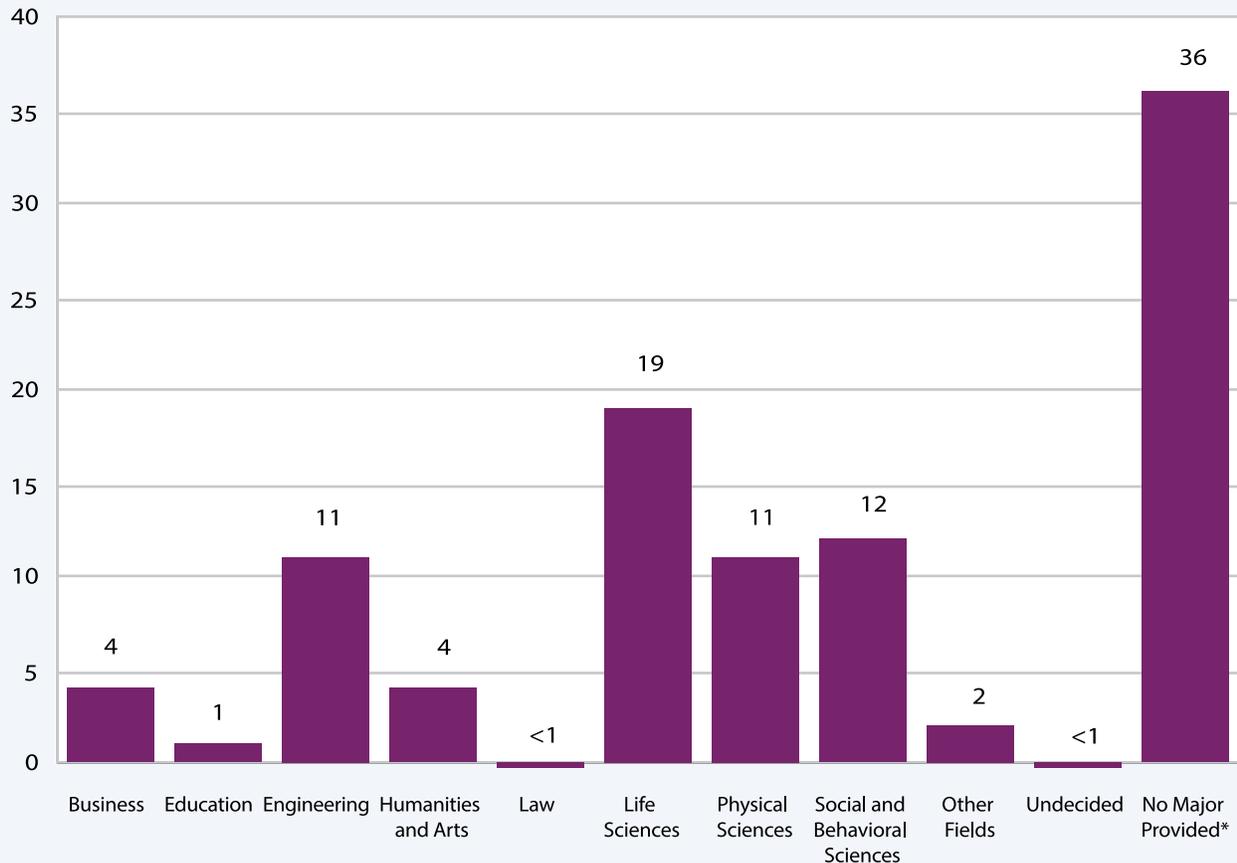
Architecture and Environmental Design  
Communications and Journalism  
Family and Consumer Sciences  
Library and Archival Studies  
Public Administration  
Religion and Theology  
Social Work  
Other

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

## Undergraduate Major Field

Figure 1.2 shows that, overall, the most commonly reported undergraduate major fields were within Life Sciences (19%), followed by Social and Behavioral Sciences (12%), and Engineering and Physical Sciences (each 11%). Thirty-six percent of test takers did not provide undergraduate major information.

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



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

These analyses were based on a total of 366,686 test takers who took the GRE General Test between July 1, 2020, and June 30, 2021.

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

## Undergraduate Major Field (continued)

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

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

Undergraduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
<b>Business</b>	15,318	4	151.1	8.6	154.9	9.8	3.6	0.9
Men	7,497	49	151.7	8.7	155.8	9.4	3.6	0.9
Women	7,809	51	150.5	8.4	153.9	10.0	3.6	0.8
No Response	12	<1	-	-	-	-	-	-
<b>Education</b>	4,610	1	147.6	8.1	145.7	8.0	3.5	0.9
Men	838	18	149.0	8.4	147.7	8.6	3.5	0.9
Women	3,760	82	147.2	8.0	145.2	7.8	3.5	0.9
No Response	12	<1	-	-	-	-	-	-
<b>Engineering</b>	39,945	11	150.9	8.5	159.8	7.2	3.5	0.9
Men	28,842	72	151.1	8.4	160.3	7.1	3.5	0.9
Women	11,083	28	150.5	8.6	158.4	7.4	3.6	0.9
No Response	20	<1	-	-	-	-	-	-
<b>Humanities and Arts</b>	14,271	4	155.4	8.3	149.9	8.6	4.1	0.9
Men	5,389	38	157.0	8.1	151.4	8.6	4.2	0.9
Women	8,839	62	154.4	8.3	148.9	8.4	4.1	0.9
No Response	43	<1	158.3	9.0	149.6	7.5	4.4	0.8
<b>Law</b>	545	<1	152.5	8.5	151.7	9.9	3.7	0.9
Men	266	49	153.2	8.9	152.9	10.2	3.6	0.9
Women	278	51	151.9	8.1	150.6	9.6	3.8	0.9
No Response	1	<1	-	-	-	-	-	-
<b>Life Sciences</b>	68,330	19	150.2	7.0	149.7	7.2	3.8	0.8
Men	18,164	27	151.2	7.2	151.8	7.3	3.7	0.8
Women	50,099	73	149.8	6.9	149.0	7.0	3.8	0.8
No Response	67	<1	152.0	7.8	148.4	7.4	3.7	0.8
<b>Physical Sciences</b>	39,032	11	152.0	8.7	160.0	7.9	3.6	0.9
Men	24,469	63	152.5	8.7	161.2	7.5	3.5	0.9
Women	14,541	37	151.3	8.7	158.2	8.3	3.6	0.9
No Response	22	<1	-	-	-	-	-	-

Table continues on next page

## Undergraduate Major Field (continued)

Table continued from previous page

Undergraduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
<b>Social and Behavioral Sciences</b>	43,517	12	153.3	8.1	151.7	9.1	4.0	0.9
Men	14,570	33	155.1	8.2	154.9	9.0	4.0	0.9
Women	28,874	66	152.3	7.8	150.0	8.6	4.0	0.8
No Response	73	<1	155.8	8.3	152.1	8.6	4.2	0.9
<b>Other Fields</b>	8,964	2	150.7	8.1	149.3	8.9	3.7	0.9
Men	2,660	30	151.9	8.6	150.8	8.8	3.7	0.9
Women	6,285	70	150.2	7.9	148.7	8.8	3.8	0.8
No Response	19	<1	-	-	-	-	-	-
<b>Undecided</b>	1,400	<1	149.7	9.2	158.3	10.9	3.1	0.8
Men	782	56	149.9	9.2	159.3	10.4	3.1	0.9
Women	618	44	149.3	9.2	156.9	11.4	3.2	0.7
No Response	-	-	-	-	-	-	-	-
<b>No Major Provided*</b>	130,754	36	151.3	8.7	159.4	9.5	3.4	0.9
Men	66,002	50	151.5	8.7	161.3	8.4	3.3	0.9
Women	64,511	49	151.0	8.6	157.4	10.1	3.5	0.9
No Response	241	<1	155.5	8.5	153.1	9.1	4.0	0.8
<b>Total</b>	366,686	100	151.4	8.4	155.8	9.7	3.6	0.9
Men	169,479	46	152.0	8.6	158.7	8.9	3.5	0.9
Women	196,697	54	150.9	8.1	153.2	9.7	3.7	0.9
No Response	510	<1	154.9	8.7	152.0	8.9	4.0	0.9

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

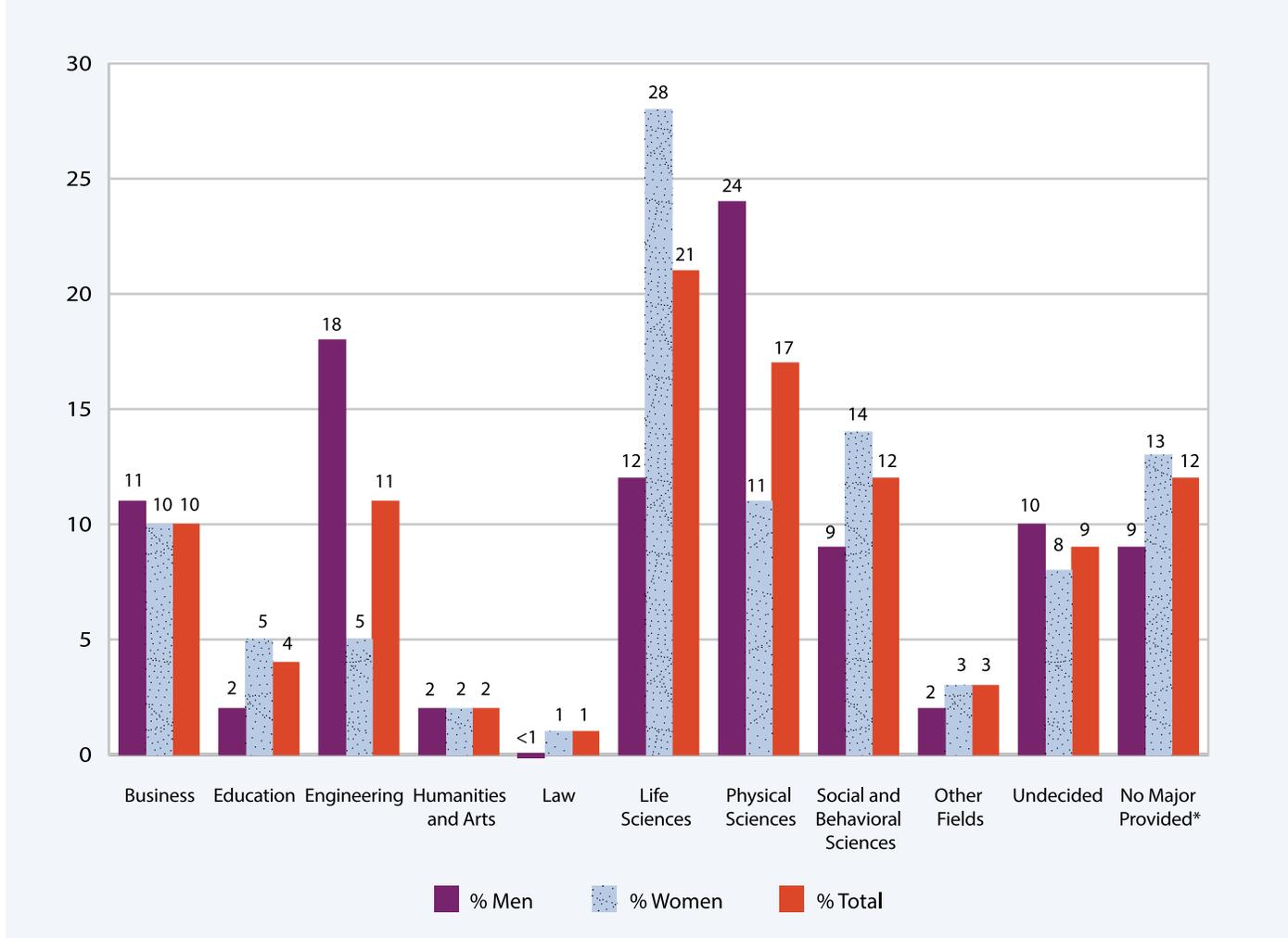
A total of 366,686 examinees took the GRE General Test between July 1, 2020, and June 30, 2021. The percentages for the overall undergraduate major fields were based on those total groups of test takers; the percentages for the gender groups within each undergraduate major group were based on the group 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 (24%) were significantly higher than the percentages of women indicating those intended graduate majors. The percentage of women who indicated an intended graduate major in Life Sciences (28%) was significantly higher than the percentage of men indicating that intended graduate major. In Social and Behavioral Sciences, and Education, the percentages of women were higher than the percentages of men indicating those intended graduate majors. The percentages of men and women indicating an intended graduate major in Business and Humanities and Arts were similar. 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 366,686 test takers who took the GRE General Test between July 1, 2020, and June 30, 2021. The percentages in the figure above represent the percentage of test takers within each gender category (e.g., men, women) for each intended graduate major field.

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

**Intended Graduate Major Field (continued)**

Table 1.8 shows that men and women indicating an intended graduate major in Humanities and Arts had relatively higher mean Verbal Reasoning scores than men and women in other majors. Men 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. Men and women indicating an intended graduate major in Humanities and Arts or Law had higher mean Analytical Writing scores than men and women in other majors.

Table 1.8. GRE General Test Score Information, by Intended Graduate Major Field and Gender								
Intended Graduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
<b>Business</b>	38,141	10	152.6	8.6	158.8	9.1	3.7	0.8
Men	18,997	50	152.9	8.6	159.2	8.8	3.6	0.9
Women	19,073	50	152.2	8.5	158.4	9.3	3.7	0.8
No Response	71	<1	157.5	7.6	156.2	8.1	4.3	0.7
<b>Education</b>	12,954	4	149.6	8.5	147.1	8.7	3.6	0.9
Men	2,995	23	151.4	8.9	148.7	9.0	3.7	1.0
Women	9,914	77	149.1	8.3	146.6	8.6	3.6	0.9
No Response	45	<1	153.2	8.6	148.6	8.8	4.0	1.0
<b>Engineering</b>	40,285	11	150.6	8.6	160.8	7.2	3.4	0.9
Men	29,981	74	150.7	8.5	161.2	7.1	3.4	0.9
Women	10,286	26	150.4	8.7	159.7	7.5	3.5	0.9
No Response	18	<1	-	-	-	-	-	-
<b>Humanities and Arts</b>	7,928	2	156.1	8.2	152.0	9.4	4.1	0.9
Men	3,354	42	157.2	8.2	152.5	9.3	4.1	0.9
Women	4,549	57	155.3	8.0	151.5	9.4	4.1	0.9
No Response	25	<1	-	-	-	-	-	-
<b>Law</b>	1,819	1	155.1	8.8	152.6	9.5	4.1	0.9
Men	796	44	156.5	8.8	154.2	9.4	4.1	0.9
Women	1,015	56	154.0	8.7	151.4	9.5	4.1	0.9
No Response	8	<1	-	-	-	-	-	-
<b>Life Sciences</b>	76,603	21	150.5	7.1	150.4	7.5	3.8	0.8
Men	20,709	27	151.4	7.3	152.4	7.6	3.7	0.8
Women	55,781	73	150.2	7.0	149.7	7.3	3.8	0.8
No Response	113	<1	152.2	8.3	149.1	7.7	3.8	0.8
<b>Physical Sciences</b>	62,314	17	151.7	8.5	162.0	7.3	3.4	0.9
Men	41,065	66	152.1	8.4	162.7	6.9	3.4	0.9
Women	21,212	34	151.0	8.5	160.6	8.0	3.4	0.8
No Response	37	<1	156.1	9.8	157.7	9.3	3.9	1.1

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## Intended Graduate Major Field (continued)

Table continued from previous page

Intended Graduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
<b>Social and Behavioral Sciences</b>	43,021	12	153.9	8.2	154.3	9.7	3.9	0.9
Men	15,688	36	155.4	8.3	157.2	9.2	3.9	0.9
Women	27,249	63	153.0	7.9	152.6	9.5	3.9	0.8
No Response	84	<1	157.3	8.1	152.9	8.7	4.3	0.8
<b>Other Fields</b>	10,132	3	151.9	8.6	152.6	9.7	3.7	0.9
Men	3,446	34	153.0	8.8	153.3	9.3	3.8	0.9
Women	6,669	66	151.3	8.3	152.3	9.9	3.7	0.8
No Response	17	<1	-	-	-	-	-	-
<b>Undecided</b>	31,271	9	151.2	9.0	158.4	9.6	3.3	0.9
Men	16,420	53	151.5	9.0	159.9	8.9	3.2	1.0
Women	14,810	47	150.9	9.1	156.9	10.1	3.4	0.9
No Response	41	<1	154.3	9.2	153.0	9.6	4.1	0.9
<b>No Major Provided*</b>	42,218	12	149.5	8.4	152.7	10.1	3.5	0.9
Men	16,028	38	150.3	8.7	156.3	9.7	3.3	1.0
Women	26,139	62	149.1	8.1	150.4	9.6	3.6	0.9
No Response	51	<1	153.3	7.8	149.9	8.2	3.8	0.7
<b>Total</b>	366,686	100	151.4	8.4	155.8	9.7	3.6	0.9
Men	169,479	46	152.0	8.6	158.7	8.9	3.5	0.9
Women	196,697	54	150.9	8.1	153.2	9.7	3.7	0.9
No Response	510	<1	154.9	8.7	152.0	8.9	4.0	0.9

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

A total of 366,686 examinees took the GRE General Test between July 1, 2020, and June 30, 2021. The percentages for the overall intended graduate major fields were based on those total groups of test takers; the percentages for the gender groups within each intended graduate major group were based on the group of test takers who were within each intended graduate major group. Statistics are not reported for groups with fewer than 30 examinees.

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

**Intended Graduate Major Field (continued)**

Table 1.9 shows that across all U.S. citizen racial/ethnic groups, except American Indian and Black, test takers with an intended graduate major in Physical Sciences or Humanities and Arts had higher mean scores on the Verbal Reasoning measure than those with other intended graduate majors. For American Indian and Black groups, test takers with an intended graduate major of Engineering or Physical Sciences had the highest 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 (Non-Hispanic)	Other	No Response	Total
Business	N	54	1,372	42	1,251	361	88	682	5,638	421	2,336	12,245
	Mean	149.5	155.1	149.6	149.9	151.1	152.8	152.6	155.3	154.9	155.1	154.3
	SD	7.4	7.9	8.4	7.8	8.0	8.5	7.8	7.4	8.2	7.9	7.9
Education	N	45	548	28	1,282	325	210	678	5,949	399	1,645	11,109
	Mean	145.8	150.6	-	145.4	148.4	146.9	146.5	151.3	149.4	149.0	149.7
	SD	7.1	8.7	-	7.5	7.6	7.7	8.0	8.1	8.9	8.3	8.3
Engineering	N	34	1,390	25	428	344	87	483	5,312	311	1,687	10,101
	Mean	153.6	156.3	-	152.0	152.5	152.7	153.9	157.2	157.3	156.4	156.4
	SD	6.4	7.0	-	6.9	7.2	7.8	7.1	6.3	6.4	7.0	6.8
Humanities and Arts	N	23	255	18	257	189	41	250	3,576	192	694	5,495
	Mean	-	157.6	-	150.5	153.7	154.2	154.4	157.9	157.5	158.1	157.2
	SD	-	7.7	-	8.4	7.7	8.5	8.1	6.9	7.3	7.7	7.5
Law	N	17	112	6	188	54	8	80	511	70	269	1,315
	Mean	-	156.3	-	149.4	151.4	-	153.3	157.9	155.1	158.0	155.8
	SD	-	9.3	-	7.9	8.2	-	8.2	7.5	8.5	8.0	8.5
Life Sciences	N	339	5,745	204	4,547	2,501	596	3,416	37,862	1,718	9,203	66,131
	Mean	149.2	151.2	149.6	146.6	148.4	149.2	148.6	151.4	151.5	151.2	150.7
	SD	6.2	7.1	6.2	6.7	6.6	6.5	6.5	6.5	7.3	7.2	6.9
Physical Sciences	N	46	1,902	22	437	326	90	456	6,518	450	2,365	12,612
	Mean	153.3	157.6	-	151.5	153.4	155.1	154.8	157.8	158.2	158.0	157.3
	SD	7.6	7.6	-	8.1	7.0	7.2	7.5	6.5	7.3	7.4	7.2
Social and Behavioral Sciences	N	127	1,775	63	1,959	1,023	258	1,391	14,491	1,076	3,409	25,572
	Mean	151.3	155.1	152.4	148.6	150.8	151.3	151.4	155.2	154.6	154.9	154.2
	SD	6.9	7.7	5.7	8.0	7.3	7.4	7.8	7.3	7.7	8.4	7.8
Other Fields	N	25	362	11	576	224	60	284	3,414	184	844	5,984
	Mean	-	154.0	-	146.9	149.3	149.4	150.1	154.6	154.0	153.1	153.1
	SD	-	7.7	-	8.2	8.4	8.3	8.0	7.5	7.8	8.3	8.2
Undecided	N	30	762	17	546	220	70	334	3,373	322	1,692	7,366
	Mean	147.2	153.7	-	146.5	150.0	148.2	149.7	154.4	152.9	155.2	153.4
	SD	7.4	9.1	-	8.3	8.2	8.4	8.5	8.0	9.3	8.7	8.7
No Major Provided*	N	139	1,714	55	1,893	776	272	1,233	12,207	732	3,343	22,364
	Mean	148.5	151.6	149.4	145.8	148.2	147.7	147.6	151.3	151.5	151.3	150.5
	SD	6.4	8.1	7.0	7.5	7.5	7.7	7.9	7.4	8.5	8.2	7.9
Total	N	879	15,937	491	13,364	6,343	1,780	9,287	98,851	5,875	27,487	180,294
	Mean	149.7	153.5	150.4	147.4	149.7	149.7	149.9	153.4	153.4	153.3	152.6
	SD	6.9	8.0	6.9	7.6	7.4	7.7	7.8	7.4	8.2	8.2	7.9

Note: See page 21 for a list of major fields. A total of 180,294 U.S. citizens took the GRE General Test between July 1, 2020, and June 30, 2021. 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 across all U.S. citizen racial/ethnic groups, test takers with an intended graduate major of Engineering or Physical Sciences had higher mean Quantitative Reasoning scores than other intended graduate majors.

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

Intended Graduate Major Field	American Indian	Asian	Hawaiian/Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White (Non-Hispanic)	Other	No Response	Total	
Business	N	54	1,372	42	1,251	361	88	682	5,638	421	2,336	12,245
	Mean	149.5	156.9	148.9	147.5	149.5	150.0	151.1	153.6	153.4	154.8	153.3
	SD	7.0	7.9	8.1	7.8	7.8	8.1	8.1	7.3	8.3	8.3	8.1
Education	N	45	548	28	1,282	325	210	678	5,949	399	1,645	11,109
	Mean	141.6	149.9	-	141.4	144.9	142.5	142.9	147.2	144.9	145.9	146.0
	SD	5.9	8.4	-	6.3	6.7	6.8	7.1	7.3	8.1	7.8	7.7
Engineering	N	34	1,390	25	428	344	87	483	5,312	311	1,687	10,101
	Mean	155.9	161.2	-	153.2	154.9	155.1	156.0	159.5	159.4	159.5	159.1
	SD	5.3	6.2	-	7.0	6.7	6.6	6.9	5.9	6.1	6.5	6.4
Humanities and Arts	N	23	255	18	257	189	41	250	3,576	192	694	5,495
	Mean	-	154.1	-	143.4	146.4	145.7	147.1	149.9	149.2	150.9	149.6
	SD	-	8.4	-	7.4	6.5	6.4	7.8	7.4	7.7	8.3	7.8
Law	N	17	112	6	188	54	8	80	511	70	269	1,315
	Mean	-	154.4	-	144.3	146.0	-	149.0	153.2	151.6	153.6	151.3
	SD	-	8.1	-	7.8	6.9	-	8.7	7.7	9.7	8.6	8.8
Life Sciences	N	339	5,745	204	4,547	2,501	596	3,416	37,862	1,718	9,203	66,131
	Mean	147.4	152.1	148.8	144.6	147.0	147.1	147.2	150.0	149.5	150.0	149.5
	SD	5.8	7.0	5.9	6.3	6.1	6.5	6.3	6.1	7.1	7.0	6.6
Physical Sciences	N	46	1,902	22	437	326	90	456	6,518	450	2,365	12,612
	Mean	155.9	162.3	-	151.1	154.3	155.5	155.4	158.5	159.0	160.3	158.9
	SD	8.7	6.8	-	7.7	7.2	7.1	8.0	7.0	7.4	7.4	7.5
Social and Behavioral Sciences	N	127	1,775	63	1,959	1,023	258	1,391	14,491	1,076	3,409	25,572
	Mean	146.6	154.1	148.3	144.3	146.6	145.9	147.2	150.9	150.2	151.4	150.2
	SD	6.3	8.2	6.8	7.4	7.2	7.9	7.8	7.5	8.1	8.7	8.1
Other Fields	N	25	362	11	576	224	60	284	3,414	184	844	5,984
	Mean	-	152.5	-	142.2	145.3	144.8	146.5	149.7	148.9	149.3	148.7
	SD	-	8.3	-	6.7	7.5	7.4	7.4	7.1	7.9	8.2	7.8
Undecided	N	30	762	17	546	220	70	334	3,373	322	1,692	7,366
	Mean	143.3	155.8	-	144.3	147.5	146.0	147.1	151.5	150.9	153.7	151.5
	SD	5.5	8.9	-	8.0	7.0	7.8	8.5	8.1	9.4	8.9	8.9
No Major Provided*	N	139	1,714	55	1,893	776	272	1,233	12,207	732	3,343	22,364
	Mean	145.5	152.6	147.3	142.8	145.6	144.1	144.9	148.4	148.4	149.3	148.0
	SD	6.8	8.5	7.3	7.0	7.0	7.7	7.4	7.2	8.4	8.4	7.9
Total	N	879	15,937	491	13,364	6,343	1,780	9,287	98,851	5,875	27,487	180,294
	Mean	147.4	154.9	148.9	144.6	147.5	146.7	147.7	151.1	150.8	152.0	150.7
	SD	7.1	8.5	7.2	7.4	7.2	7.9	7.9	7.5	8.6	8.7	8.2

**Note:** See page 21 for a list of major fields. A total of 180,294 U.S. citizens took the GRE General Test between July 1, 2020, and June 30, 2021. 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 except for Puerto Rican test takers, test takers across all U.S. citizen racial/ethnic groups with an intended graduate major in Humanities and Arts or Law had higher mean scores on the Analytical Writing measure than those with other majors.

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

Intended Graduate Major Field		American Indian	Asian	Hawaiian/Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White (Non-Hispanic)	Other	No Response	Total
Business	N	54	1,372	42	1,251	361	88	682	5,638	421	2,336	12,245
	Mean	3.6	4.2	3.7	3.7	3.8	3.9	4.0	4.2	4.2	4.1	4.1
	SD	0.8	0.9	1.0	0.9	0.8	0.8	0.8	0.8	0.9	0.9	0.9
Education	N	45	548	28	1,282	325	210	678	5,949	399	1,645	11,109
	Mean	3.6	3.9	-	3.2	3.6	3.4	3.3	3.9	3.6	3.6	3.7
	SD	0.7	0.9	-	0.9	0.8	0.9	1.0	0.9	1.1	1.0	0.9
Engineering	N	34	1,390	25	428	344	87	483	5,312	311	1,687	10,101
	Mean	4.0	4.3	-	3.7	3.8	3.9	3.9	4.2	4.2	4.1	4.1
	SD	0.8	0.7	-	0.8	0.7	0.8	0.8	0.7	0.7	0.8	0.8
Humanities and Arts	N	23	255	18	257	189	41	250	3,576	192	694	5,495
	Mean	-	4.4	-	3.7	4.0	3.9	4.0	4.4	4.4	4.3	4.3
	SD	-	0.9	-	1.0	0.8	0.8	0.9	0.8	0.8	0.9	0.8
Law	N	17	112	6	188	54	8	80	511	70	269	1,315
	Mean	-	4.4	-	3.6	4.1	-	4.1	4.5	4.4	4.4	4.3
	SD	-	1.0	-	0.9	0.8	-	0.9	0.8	0.9	0.8	0.9
Life Sciences	N	339	5,745	204	4,547	2,501	596	3,416	37,862	1,718	9,203	66,131
	Mean	3.7	4.0	3.9	3.4	3.7	3.7	3.7	3.9	3.9	3.9	3.9
	SD	0.7	0.7	0.7	0.8	0.7	0.7	0.7	0.7	0.7	0.8	0.7
Physical Sciences	N	46	1,902	22	437	326	90	456	6,518	450	2,365	12,612
	Mean	3.6	4.3	-	3.6	3.8	4.0	4.0	4.2	4.3	4.2	4.2
	SD	0.9	0.8	-	0.9	0.7	0.8	0.8	0.7	0.8	0.8	0.8
Social and Behavioral Sciences	N	127	1,775	63	1,959	1,023	258	1,391	14,491	1,076	3,409	25,572
	Mean	3.9	4.3	4.0	3.5	3.8	3.9	3.9	4.2	4.2	4.2	4.1
	SD	0.7	0.8	0.8	0.9	0.8	0.9	0.9	0.8	0.8	0.9	0.8
Other Fields	N	25	362	11	576	224	60	284	3,414	184	844	5,984
	Mean	-	4.2	-	3.3	3.7	3.6	3.8	4.1	4.0	3.9	4.0
	SD	-	0.8	-	1.0	0.8	0.8	0.8	0.8	0.9	0.9	0.9
Undecided	N	30	762	17	546	220	70	334	3,373	322	1,692	7,366
	Mean	3.3	4.1	-	3.3	3.7	3.5	3.6	4.0	3.9	4.0	3.9
	SD	0.9	0.9	-	0.9	0.8	1.0	1.0	0.9	1.0	1.0	0.9
No Major Provided*	N	139	1,714	55	1,893	776	272	1,233	12,207	732	3,343	22,364
	Mean	3.6	4.0	3.8	3.3	3.6	3.5	3.5	3.9	3.8	3.8	3.8
	SD	0.7	0.8	0.7	0.9	0.8	0.9	0.9	0.8	0.9	0.9	0.8
Total	N	879	15,937	491	13,364	6,343	1,780	9,287	98,851	5,875	27,487	180,294
	Mean	3.7	4.1	3.9	3.4	3.7	3.7	3.7	4.0	4.0	4.0	4.0
	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 180,294 U.S. citizens took the GRE General Test between July 1, 2020, and June 30, 2021. 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 59% of test takers reported a graduate degree objective of either master's degree (37%) or doctorate (22%). A total of 35% of test takers did not respond to this question.

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

Graduate Degree Objective	Number	Percent
Master's (M.A., M.S., M.Ed.)	135,698	37
Specialized Master's in Business	1,585	<1
Intermediate (such as specialist)	1,311	<1
MBA	13,204	4
JD	2,025	1
Doctorate (Ph.D., Ed.D.)	80,487	22
Postdoctoral Study	2,023	1
Non-Degree Graduate Study	614	<1
Not Currently Planning Graduate Study	746	<1
No Response	128,993	35
Total	366,686	100

## Enrollment Preference

Table 1.13 shows that 59% 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 higher mean Verbal Reasoning and Analytical Writing scores than test takers who planned to enroll full time or part time. A total of 34% 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	215,750	59	151.4	8.1	153.9	9.3	3.7	0.9
Part Time	9,704	3	151.0	8.6	149.2	9.0	3.7	0.9
Undecided	16,735	5	152.7	8.6	153.2	9.4	3.8	0.9
No Response	124,497	34	151.4	8.7	159.8	9.3	3.4	0.9
Total	366,686	100	151.4	8.4	155.8	9.7	3.6	0.9

## Full-time Work Experience

Table 1.14 shows that 42% 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 relatively higher Quantitative Reasoning scores. There were similar mean scores on the Analytical Writing measure across various years of full-time work experience, but did trend down slightly beyond 14 years of experience. Approximately 45% 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	110,980	30	151.4	7.8	153.9	9.3	3.8	0.8
1–2 Years	45,060	12	151.2	8.3	153.5	9.1	3.7	0.9
3–4 Years	20,439	6	151.7	8.7	153.2	9.1	3.8	0.9
5–7 Years	13,338	4	152.5	8.7	152.4	8.8	3.8	0.9
8–10 Years	5,897	2	152.2	8.9	150.9	8.9	3.7	0.9
11–14 Years	2,424	1	152.2	8.9	150.0	9.0	3.7	0.9
15–19 Years	1,788	<1	151.7	8.8	148.5	9.0	3.6	0.9
20–29 Years	1,346	<1	152.3	8.7	147.2	8.8	3.7	0.9
Over 30 Years	576	<1	149.9	8.4	148.1	9.2	3.5	0.8
No Response	164,838	45	151.4	8.6	158.7	9.5	3.4	0.9
Total	366,686	100	151.4	8.4	155.8	9.7	3.6	0.9

## Program Format

Table 1.15 shows that 48% of test takers indicated they would like to pursue a graduate degree on campus. On average, these test takers had higher mean scores on the Verbal Reasoning, Quantitative Reasoning and Analytical Writing measures than test takers who planned to pursue a degree online or through a combination of on-campus and online courses. Approximately 36% 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	174,974	48	151.8	8.1	155.0	9.0	3.7	0.9
Online	7,843	2	149.8	8.4	147.4	9.0	3.6	0.9
Combination	33,071	9	149.3	8.0	148.8	9.0	3.6	0.9
Undecided	19,281	5	152.5	8.4	153.0	9.3	3.8	0.9
No Response	131,517	36	151.5	8.7	159.5	9.4	3.4	0.9
Total	366,686	100	151.4	8.4	155.8	9.7	3.6	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 and White (non-Hispanic) 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	34	<1	150.8	6.6	149.8	7.3	3.7	0.9
Asian	932	12	155.9	7.9	156.9	8.0	4.3	0.8
Hawaiian/Pacific Islander	29	<1	-	-	-	-	-	-
Black	893	12	150.8	7.6	148.2	7.7	3.8	0.9
Mexican	237	3	151.9	8.1	149.3	7.4	3.9	0.8
Puerto Rican	73	1	154.9	8.4	151.3	8.1	4.0	0.9
Other Hispanic	469	6	154.0	7.6	152.3	7.4	4.1	0.8
White (Non-Hispanic)	3,990	53	156.0	7.2	153.8	7.3	4.2	0.8
Other	308	4	156.2	8.0	153.5	8.2	4.3	0.9
No Response	587	8	156.1	7.3	155.2	7.6	4.3	0.8
Total	7,552	100	155.1	7.6	153.3	7.9	4.2	0.9

**Note:** This analysis is based on a total of 7,552 U.S. citizens who selected MBA as their graduate degree objective and who took the GRE General Test between July 1, 2020, and June 30, 2021.

**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 test takers whose graduate degree objective was an MBA and who were 35 years of age or younger had higher mean scores on all three measures than test takers over the age of 35. On the Verbal Reasoning and Analytical Writing measures, test takers from 26 to 30 years of age had higher mean scores than any other age group.

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

Age	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Under 18	1	<1	-	-	-	-	-	-
18–22	3,062	23	152.7	8.0	156.2	9.3	3.8	0.9
23–25	3,279	25	154.0	8.2	155.8	8.6	4.0	0.9
26–30	4,924	37	154.8	7.8	155.4	7.9	4.1	0.9
31–35	1,417	11	153.4	8.1	154.2	8.3	3.8	0.8
36–40	333	3	151.3	9.1	151.2	9.1	3.5	1.0
41–45	131	1	150.9	9.1	148.8	8.4	3.5	0.9
46–50	31	<1	151.1	8.8	144.6	8.4	3.3	0.9
51–55	16	<1	-	-	-	-	-	-
56–60	2	<1	-	-	-	-	-	-
Over 60	2	<1	-	-	-	-	-	-
No Response	6	<1	-	-	-	-	-	-
<b>Total</b>	<b>13,204</b>	<b>100</b>	<b>153.8</b>	<b>8.1</b>	<b>155.3</b>	<b>8.6</b>	<b>3.9</b>	<b>0.9</b>

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

## Gender

Table 1.18 shows that a higher percentage of men (53%) than women (46%) indicated MBA as their graduate degree objective. The table also shows that men who indicated MBA as their graduate degree objective had higher mean scores on the Verbal Reasoning and Quantitative Reasoning measures than women, while women had a slightly higher mean score on the Analytical Writing measure than men.

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

Gender	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Men	7,045	53	154.1	8.1	156.6	8.4	3.9	0.9
Women	6,130	46	153.4	8.2	153.8	8.5	4.0	0.9
No Response	29	<1	-	-	-	-	-	-
<b>Total</b>	<b>13,204</b>	<b>100</b>	<b>153.8</b>	<b>8.1</b>	<b>155.3</b>	<b>8.6</b>	<b>3.9</b>	<b>0.9</b>

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

## Enrollment Preference

Table 1.19 shows that 78% of the test takers who indicated MBA as their graduate degree objective planned to enroll in a full-time program. These test takers had a higher mean Quantitative Reasoning score than test takers who planned to enroll part time or who were undecided. Test takers who were undecided had higher mean Verbal Reasoning and Analytical Writing scores than test takers who planned to enroll full time or part time

**Table 1.19. GRE General Test Score Information for Examinees with MBA as Graduate Degree Objective, by Enrollment Preference**

Enrollment Preference	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Full Time	10,350	78	153.8	8.2	155.8	8.6	3.9	0.9
Part Time	1,172	9	152.6	7.3	151.2	7.3	3.9	0.9
Undecided	1,334	10	154.2	7.8	154.3	8.6	4.0	0.9
No Response	348	3	155.0	8.1	157.3	8.2	4.1	0.9
Total	13,204	100	153.8	8.1	155.3	8.6	3.9	0.9

## Full-time Work Experience

Table 1.20 shows that 37% of test takers who indicated MBA as their graduate degree objective had two years of full-time work experience or less. Test takers who had three to seven years of full-time work experience obtained relatively higher scores on all three measures than test takers with fewer years (<3 years) or more years (>7 years) of full-time work experience. Overall, test takers who had 14 years or less full-time work experience had relatively higher mean Quantitative Reasoning scores than test takers with more than 14 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	2,732	21	152.0	8.1	154.8	9.4	3.7	0.9
1–2 Years	2,086	16	152.8	8.5	154.8	9.0	3.9	0.9
3–4 Years	2,557	19	154.9	7.8	155.8	8.0	4.1	0.9
5–7 Years	2,589	20	155.1	7.4	155.4	7.6	4.1	0.8
8–10 Years	897	7	154.0	7.9	154.1	7.8	3.9	0.9
11–14 Years	245	2	152.8	8.7	154.0	8.6	3.7	0.9
15–19 Years	82	1	153.1	7.2	150.4	7.8	3.7	1.0
20–29 Years	53	<1	151.7	8.8	147.0	9.4	3.5	0.9
Over 30 Years	18	<1	-	-	-	-	-	-
No Response	1,945	15	154.4	8.4	156.9	8.8	3.9	1.0
<b>Total</b>	<b>13,204</b>	<b>100</b>	<b>153.8</b>	<b>8.1</b>	<b>155.3</b>	<b>8.6</b>	<b>3.9</b>	<b>0.9</b>

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

## Program Format

Table 1.21 shows that 69% of test takers with MBA as their graduate degree objective indicated they would like to pursue the degree on campus. On average, those test takers had higher mean scores on the Verbal Reasoning, Quantitative Reasoning and Analytical Writing measures than test takers who planned to pursue a degree online or through a combination of on-campus and online courses.

**Table 1.21. GRE General Test Score Information for Examinees with MBA as Graduate Degree Objective, by Program Format**

Program Format	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
On Campus	9,115	69	154.4	8.0	156.6	8.2	4.0	0.9
Online	600	5	150.0	7.5	148.3	7.9	3.6	0.9
Combination	1,648	12	151.2	7.9	150.9	8.3	3.7	0.9
Undecided	1,044	8	154.0	7.8	154.2	8.6	3.9	0.9
No Response	797	6	155.4	8.4	156.9	8.5	4.1	0.9
<b>Total</b>	<b>13,204</b>	<b>100</b>	<b>153.8</b>	<b>8.1</b>	<b>155.3</b>	<b>8.6</b>	<b>3.9</b>	<b>0.9</b>

### U.S. Citizenship Status and Racial/Ethnic Group

Figure 2.1 shows that from testing years 2016–17 to 2019–20, there were more test takers who were U.S. citizens than non-U.S. citizens. However, in testing year 2020–21, there were slightly more test takers who were non-U.S. citizens than U.S. citizens. The number of U.S. citizens who took the test decreased from 2016–17 to 2020–21. With the exception of 2018–19, the number of non-U.S. citizens who took the test decreased from 2016–17 to 2020–21.

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

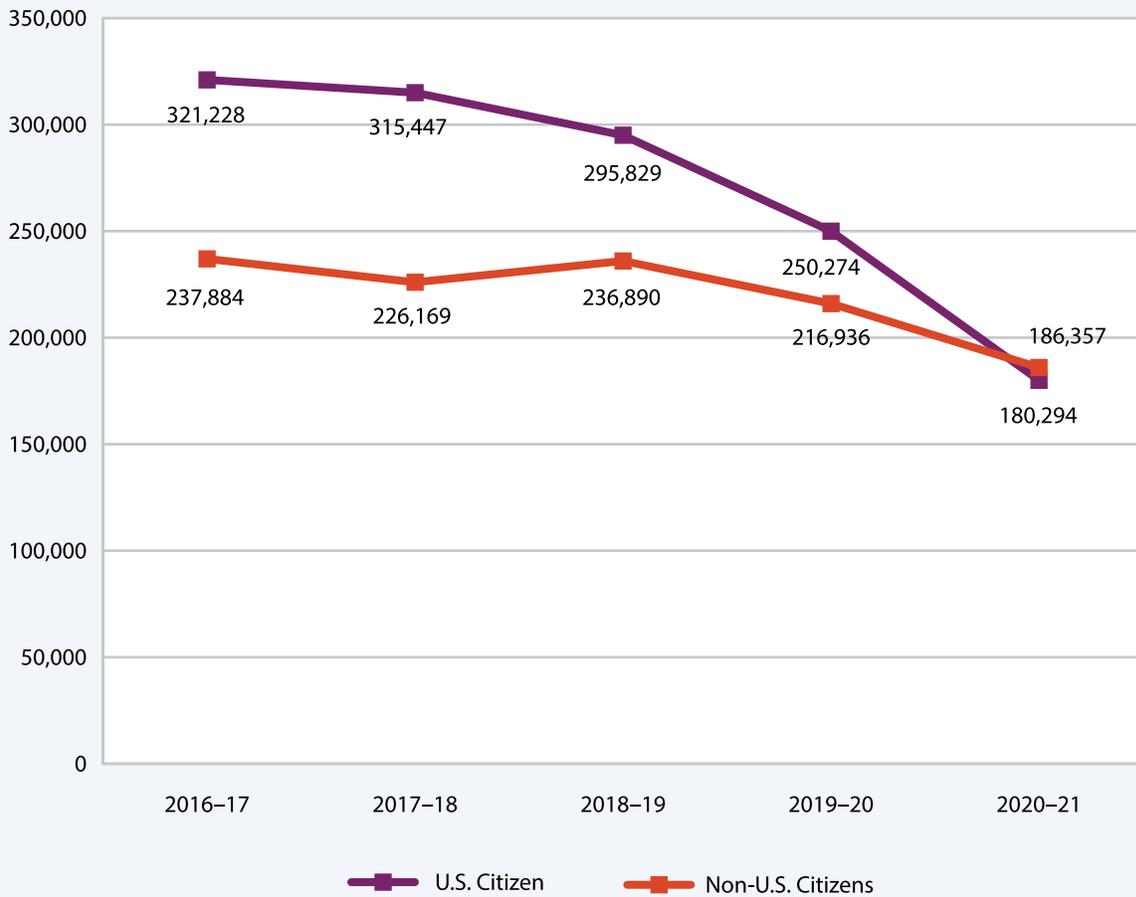


Table 2.1 shows that the percentage of test takers who were U.S. citizens slightly increased from 57% in 2016–17 to 58% in 2017–18, and then decreased to 49% in 2020–21. The percentage of test takers who were non-U.S. citizens slightly decreased from 43% in 2016–17 to 42% in 2017–18, and then increased to 51% in 2020–21.

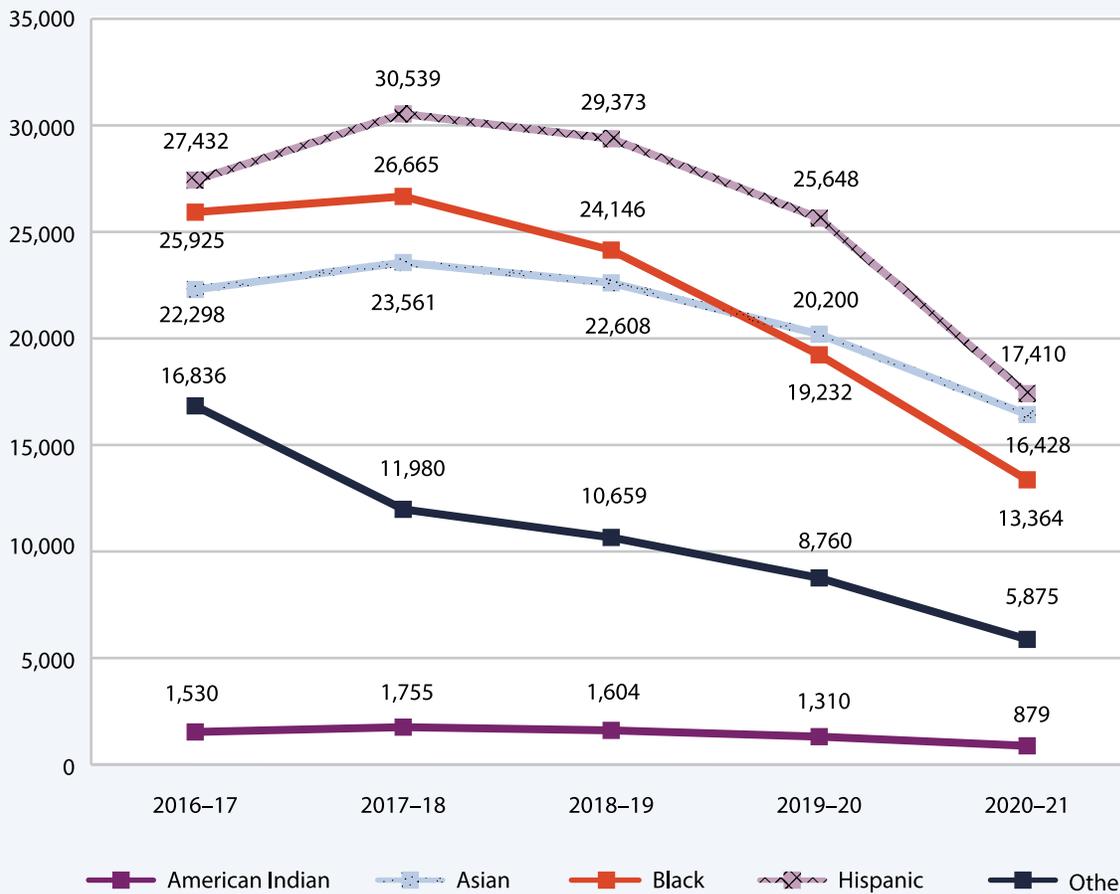
Table 2.1. Volume of GRE General Test Examinees, by U.S. Citizenship Status

U.S. Citizenship Status	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent
U.S. Citizen	321,228	57	315,447	58	295,829	56	250,274	54	180,294	49
Non-U.S. Citizen	237,884	43	226,169	42	236,890	44	216,936	46	186,357	51
No Response	142	<1	134	<1	107	<1	67	<1	35	<1
Total	559,254	100	541,750	100	532,826	100	467,277	100	366,686	100

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

Excluding White (Non-Hispanic) test takers, Figure 2.2 shows that in testing years 2016–17 to 2020–21, U.S. citizen test takers who classified themselves as Hispanic were the largest racial/ethnic group, followed by test takers who classified themselves as Black, Asian, Other and American Indian. From testing year 2019–20 to 2020–21, U.S. citizen test takers who classified themselves as Asian became the second-largest racial/ethnic group over Black test takers. From testing year 2016–17 to 2017–18, the number of test takers who classified themselves as Hispanic, Black, or Asian increased. From testing year 2017–18 to 2020–21, however, the number of test takers across all racial/ethnic groups decreased.

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



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

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

Table 2.2 shows that the percentage of U.S. citizen test takers who identified themselves as White (non-Hispanic) decreased from 59% in 2016–17 to 55% in 2020–21. The percentage of U.S. citizen test takers who identified themselves as Asian increased from 7% in 2016–17 to 9% in 2020–21, while the percentage of test takers who identified themselves as Other decreased from 5% in 2016–17 to 3% in 2020–21. 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 2016–17 to 15% in 2020–21.

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

Racial/ Ethnic Group	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent
American Indian	1,530	<1	1,755	1	1,604	1	1,310	1	879	<1
Asian	21,500	7	22,567	7	21,632	7	19,411	8	15,937	9
Hawaiian/ Pacific Islander	798	<1	994	<1	976	<1	789	<1	491	<1
Black	25,925	8	26,665	8	24,146	8	19,232	8	13,364	7
Mexican	10,087	3	11,232	4	11,277	4	9,848	4	6,343	4
Puerto Rican	3,503	1	3,320	1	2,805	1	2,361	1	1,780	1
Other Hispanic	13,842	4	15,987	5	15,291	5	13,439	5	9,287	5
White (Non-Hispanic)	187,958	59	182,623	58	165,672	56	137,197	55	98,851	55
Other	16,836	5	11,980	4	10,659	4	8,760	4	5,875	3
No Response	39,249	12	38,324	12	41,767	14	37,927	15	27,487	15
<b>Total</b>	<b>321,228</b>	<b>100</b>	<b>315,447</b>	<b>100</b>	<b>295,829</b>	<b>100</b>	<b>250,274</b>	<b>100</b>	<b>180,294</b>	<b>100</b>

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

## Age Group and Gender

Figure 2.3 shows that test takers under 23 years of age represented the largest group of test takers from testing years 2016–17 to 2020–21. Overall, the volume of test takers in all age groups decreased from 2016–17 to 2020–21.

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



**Age Group and Gender (continued)**

Table 2.3 shows that from testing years 2016–17 to 2020–21, 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 44% in 2016–17 to 51% in 2020–21. 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 2016–17 to 25% and 15% in 2020–21, respectively. The percentage of test takers in all other age groups remained stable or slightly decreased from 2016–17 to 2020–21.

Age	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent
Under 18	113	<1	110	<1	122	<1	115	<1	122	<1
18–22	248,529	44	243,732	45	245,151	46	221,321	47	188,737	51
23–25	151,416	27	144,320	27	141,191	27	123,146	26	91,908	25
26–30	93,898	17	90,693	17	87,403	16	74,766	16	54,401	15
31–35	33,195	6	32,023	6	29,955	6	25,261	5	17,571	5
36–40	15,085	3	14,585	3	13,890	3	11,148	2	7,225	2
41–45	8,003	1	7,531	1	7,107	1	5,422	1	3,326	1
46–50	4,730	1	4,619	1	4,234	1	3,134	1	1,771	<1
51–55	2,404	<1	2,269	<1	2,095	<1	1,558	<1	806	<1
56–60	1,101	<1	1,007	<1	951	<1	730	<1	369	<1
Over 60	603	<1	606	<1	502	<1	458	<1	206	<1
No Response	177	<1	255	<1	225	<1	218	<1	244	<1
<b>Total</b>	<b>559,254</b>	<b>100</b>	<b>541,750</b>	<b>100</b>	<b>532,826</b>	<b>100</b>	<b>467,277</b>	<b>100</b>	<b>366,686</b>	<b>100</b>

### Age Group and Gender (continued)

Figure 2.4 shows that from testing years 2016–17 to 2020–21, there were more women test takers than men. The number of women who took the test remained stable from 2016–17 to 2018–19 and decreased from 2018–19 to 2020–21. The number of men who took the test decreased from testing year 2016–17 to 2020–21.

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

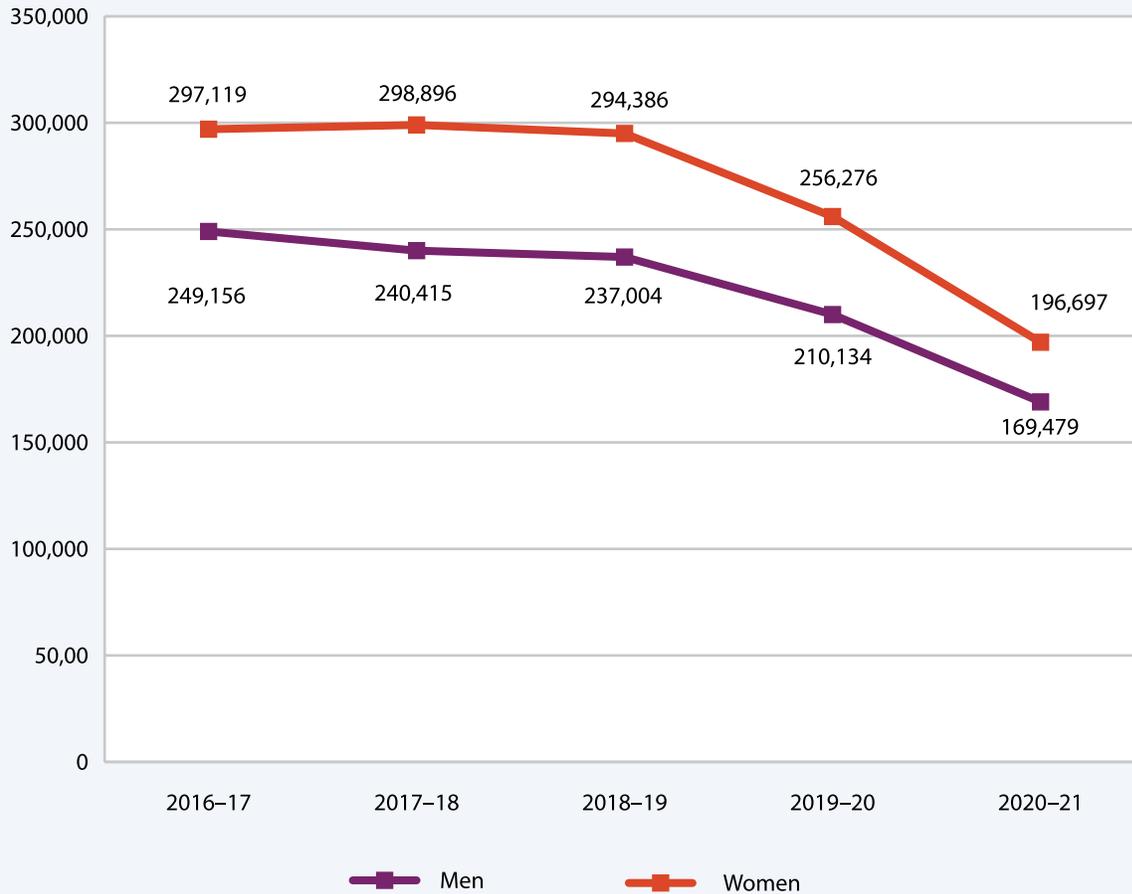


Table 2.4 shows that from testing year 2016–17 to 2020–21, the percentage of men test takers remained stable in between 44% to 46%. The percentage of women test takers also remained stable from 2016–17 to 2020–21 in between 53% to 55%. The percentage of test takers who did not respond to this question decreased to less than 1% since testing year 2017–18.

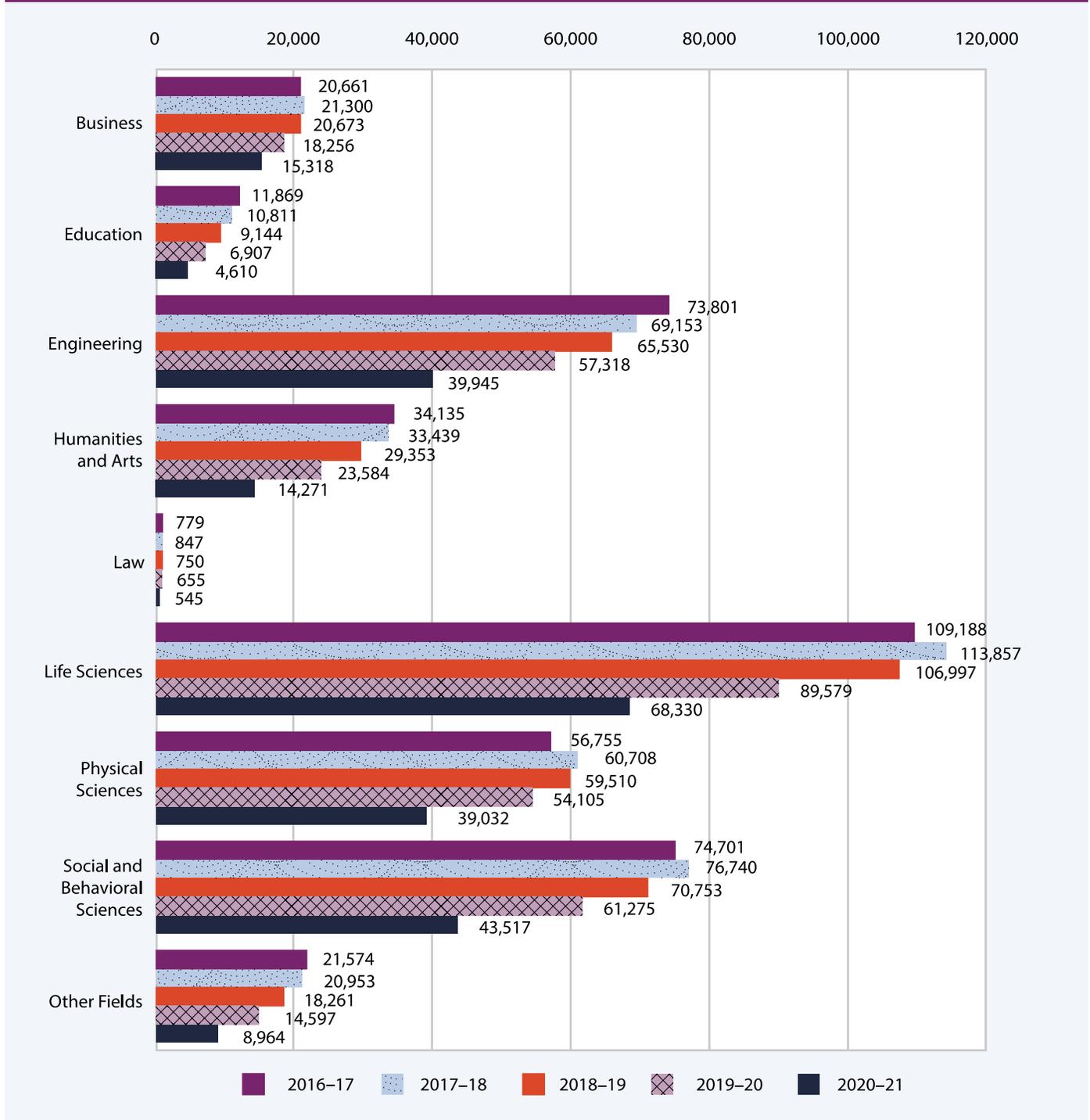
Table 2.4. Volume of GRE General Test Examinees, by Gender

Gender	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent
Men	249,156	45	240,415	44	237,004	44	210,134	45	169,479	46
Women	297,119	53	298,896	55	294,386	55	256,276	55	196,697	54
No Response	12,979	2	2,439	<1	1,436	<1	867	<1	510	<1
Total	559,254	100	541,750	100	532,826	100	467,277	100	366,686	100

### Undergraduate Major Field

Figure 2.5 shows that from testing years 2016–17 to 2020–21, 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 2020–21.

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 2016–17 to 2020–21, the percentages of test takers with undergraduate majors in Education, Engineering, Humanities and Arts, Life Sciences, and Social and Behavioral Sciences decreased. The percentages of test takers with undergraduate majors in Business, Law, and Physical Sciences remained stable. A total of 36% of test takers did not provide an undergraduate major field in 2020–21.

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

Undergraduate Major	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent
Business	20,661	4	21,300	4	20,673	4	18,256	4	15,318	4
Education	11,869	2	10,811	2	9,144	2	6,907	1	4,610	1
Engineering	73,801	13	69,153	13	65,530	12	57,318	12	39,945	11
Humanities and Arts	34,135	6	33,439	6	29,353	6	23,584	5	14,271	4
Law	779	<1	847	<1	750	<1	655	<1	545	<1
Life Sciences	109,188	20	113,857	21	106,997	20	89,579	19	68,330	19
Physical Sciences	56,755	10	60,708	11	59,510	11	54,105	12	39,032	11
Social and Behavioral Sciences	74,701	13	76,740	14	70,753	13	61,275	13	43,517	12
Other Fields	21,574	4	20,953	4	18,261	3	14,597	3	8,964	2
Undecided	3,646	1	2,354	<1	2,110	<1	1,583	<1	1,400	<1
No Major Provided*	152,145	27	131,588	24	149,745	28	139,418	30	130,754	36
<b>Total</b>	<b>559,254</b>	<b>100</b>	<b>541,750</b>	<b>100</b>	<b>532,826</b>	<b>100</b>	<b>467,277</b>	<b>100</b>	<b>366,686</b>	<b>100</b>

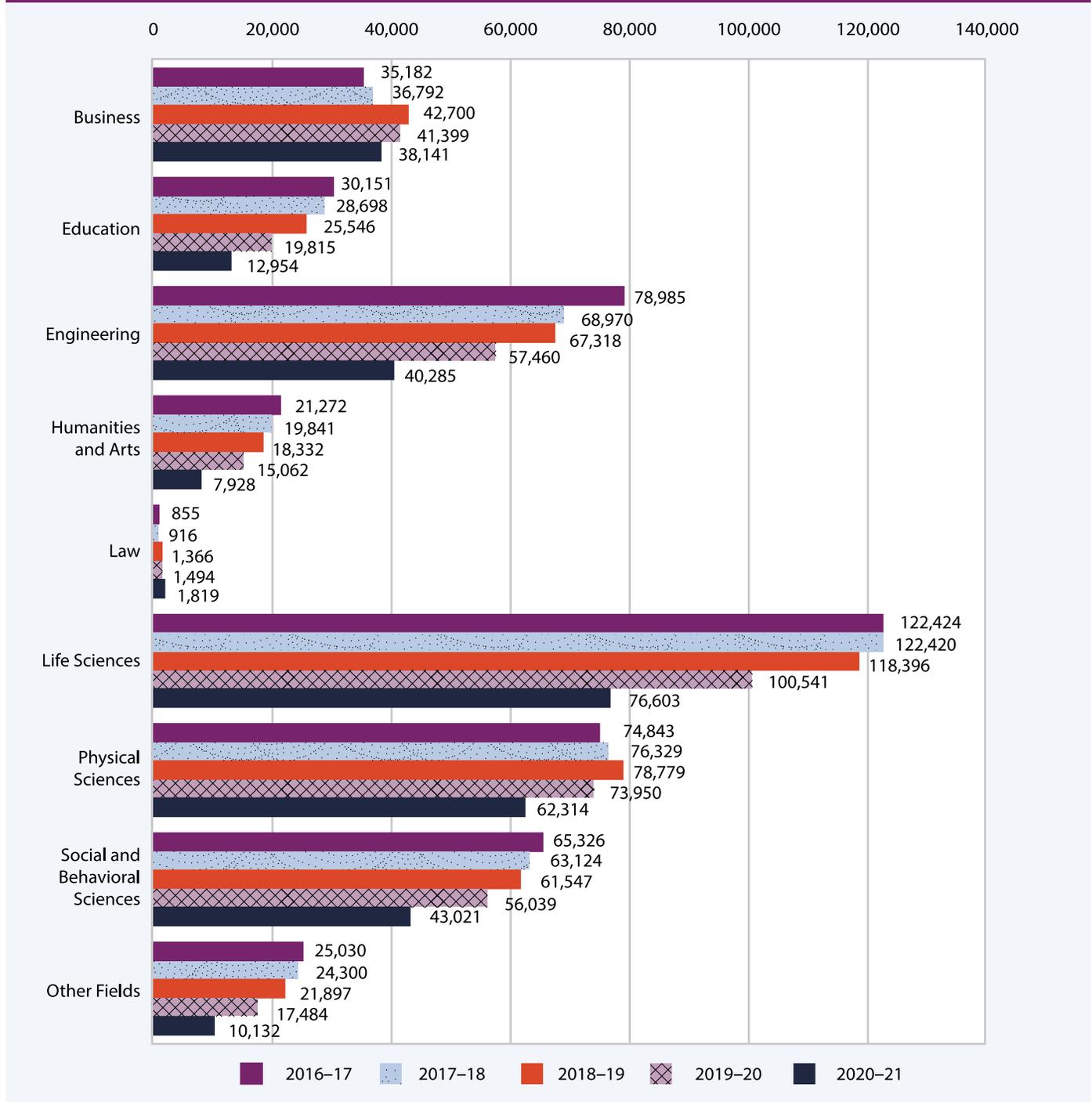
Note: See page 21 for a list of major fields.

\*"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 2016–17 to 2020–21, 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 Education, Engineering, Humanities and Arts, Life Sciences, and Social and Behavioral Sciences decreased from 2016–17 to 2020–21. The number of test takers with intended graduate majors in Business and Physical Sciences increased from 2016–17 to 2018–19, then decreased from 2018–19 to 2020–21. The number of test takers with an intended graduate major in Law increased from 2016–17 to 2020–21.

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 2016–17 to 2020–21, the percentages of all test takers in all groups remained largely stable except Physical Sciences (increased), Engineering (decreased) and Business (increased). The percentages for male and female test takers within each intended graduate major remained relatively stable across the five testing years except Life Sciences and Law (female increased). More women indicated an intended graduate major in Life Sciences, Social and Behavioral Sciences, Education, Humanities and Arts, and Law than men. More men indicated an intended graduate major in Engineering and Physical Sciences than women. The percentage of men and women in Business was similar from 2016–17 to 2020–21.

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

Intended Graduate Major	Testing Year	Men N	Men Percent	Women N	Women Percent	No Response N	No Response Percent	Total N	Total Percent
Business	2016–17	17,636	50	16,866	48	680	2	35,182	6
	2017–18	17,943	49	18,697	51	152	<1	36,792	7
	2018–19	21,212	50	21,379	50	109	<1	42,700	8
	2019–20	20,879	50	20,430	49	90	<1	41,399	9
	2020–21	18,997	50	19,073	50	71	<1	38,141	10
Education	2016–17	7,253	24	22,089	73	809	3	30,151	5
	2017–18	6,981	24	21,602	75	115	<1	28,698	5
	2018–19	6,149	24	19,311	76	86	<1	25,546	5
	2019–20	4,556	23	15,190	77	69	<1	19,815	4
	2020–21	2,995	23	9,914	77	45	<1	12,954	4
Engineering	2016–17	59,386	75	18,493	23	1,106	1	78,985	14
	2017–18	51,423	75	17,401	25	146	<1	68,970	13
	2018–19	49,882	74	17,364	26	72	<1	67,318	13
	2019–20	42,442	74	14,978	26	40	<1	57,460	12
	2020–21	29,981	74	10,286	26	18	<1	40,285	11
Humanities and Arts	2016–17	8,794	41	11,881	56	597	3	21,272	4
	2017–18	8,607	43	11,111	56	123	1	19,841	4
	2018–19	7,743	42	10,502	57	87	<1	18,332	3
	2019–20	6,336	42	8,661	58	65	<1	15,062	3
	2020–21	3,354	42	4,549	57	25	<1	7,928	2
Law	2016–17	410	48	437	51	8	1	855	<1
	2017–18	437	48	474	52	5	1	916	<1
	2018–19	637	47	727	53	2	<1	1,366	<1
	2019–20	709	47	777	52	8	1	1,494	<1
	2020–21	796	44	1,015	56	8	<1	1,819	<1
Life Sciences	2016–17	34,523	28	84,122	69	3,779	3	122,424	22
	2017–18	34,845	28	86,782	71	793	1	122,420	23
	2018–19	33,034	28	84,993	72	369	<1	118,396	22
	2019–20	27,699	28	72,649	72	193	<1	100,541	22
	2020–21	20,709	27	55,781	73	113	<1	76,603	21

Table continues on next page

**Intended Graduate Major Field (continued)**

Table continued from previous page

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

Intended Graduate Major	Testing Year	Men N	Men Percent	Women N	Women Percent	No Response N	No Response Percent	Total N	Total Percent
Physical Sciences	2016–17	47,702	64	25,868	35	1,273	2	74,843	13
	2017–18	49,577	65	26,512	35	240	<1	76,329	14
	2018–19	51,038	65	27,608	35	133	<1	78,779	15
	2019–20	48,260	65	25,600	35	90	<1	73,950	16
	2020–21	41,065	66	21,212	34	37	<1	62,314	17
Social and Behavioral Sciences	2016–17	22,728	35	40,825	62	1,773	3	65,326	12
	2017–18	22,359	35	40,394	64	371	1	63,124	12
	2018–19	21,219	34	40,076	65	252	<1	61,547	12
	2019–20	19,295	34	36,613	65	131	<1	56,039	12
	2020–21	15,688	36	27,249	63	84	<1	43,021	12
Other Fields	2016–17	8,315	33	16,136	64	579	2	25,030	4
	2017–18	8,179	34	16,031	66	90	<1	24,300	4
	2018–19	7,289	33	14,537	66	71	<1	21,897	4
	2019–20	6,107	35	11,344	65	33	<1	17,484	4
	2020–21	3,446	34	6,669	66	17	<1	10,132	3
Undecided	2016–17	16,254	48	17,259	50	667	2	34,180	6
	2017–18	15,256	47	17,383	53	141	<1	32,780	6
	2018–19	15,801	47	17,808	53	93	<1	33,702	6
	2019–20	14,396	48	15,668	52	46	<1	30,110	6
	2020–21	16,420	53	14,810	47	41	<1	31,271	9
No Major Provided*	2016–17	26,155	37	43,143	61	1,708	2	71,006	13
	2017–18	24,808	37	42,509	63	263	<1	67,580	12
	2018–19	23,000	36	40,081	63	162	<1	63,243	12
	2019–20	19,455	36	34,366	64	102	<1	53,923	12
	2020–21	16,028	38	26,139	62	51	<1	42,218	12
Total	2016–17	249,156	45	297,119	53	12,979	2	559,254	100
	2017–18	240,415	44	298,896	55	2,439	<1	541,750	100
	2018–19	237,004	44	294,386	55	1,436	<1	532,826	100
	2019–20	210,134	45	256,276	55	867	<1	467,277	100
	2020–21	169,479	46	196,697	54	510	<1	366,686	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 2016–17 to 2020–21, except Asian (increased in Business, Engineering, Humanities and Arts, Social and Behavioral Sciences, and Physical Sciences), Black (decreased in Business). White U.S. citizen test-taker population decreased in all intended graduate major fields from testing years 2016–17 to 2020–21 except Social and Behavioral Sciences, and Humanities and Arts. The percent of test takers who provided no response to the race/ethnicity question increased across all intended graduate majors.

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

Intended Graduate Major	Testing Year	American Indian N	American Indian Percent	Asian N	Asian Percent	Hawaiian/Pacific Islander N	Hawaiian/Pacific Islander Percent	Black N	Black Percent	Mexican N	Mexican Percent
Business	2016–17	73	<1	1,228	7	55	<1	2,273	13	516	3
	2017–18	85	<1	1,387	8	58	<1	2,359	13	575	3
	2018–19	80	<1	1,522	8	53	<1	2,191	12	637	4
	2019–20	72	<1	1,532	10	62	<1	1,742	11	536	3
	2020–21	54	<1	1,372	11	42	<1	1,251	10	361	3
Education	2016–17	130	<1	1,038	4	70	<1	3,307	12	1,069	4
	2017–18	127	1	1,058	4	56	<1	3,365	13	1,017	4
	2018–19	106	<1	930	4	68	<1	2,847	13	1,066	5
	2019–20	90	1	711	4	41	<1	2,032	12	804	5
	2020–21	45	<1	548	5	28	<1	1,282	12	325	3
Engineering	2016–17	75	<1	2,216	12	39	<1	822	4	634	3
	2017–18	97	1	2,220	12	50	<1	871	5	686	4
	2018–19	75	<1	2,127	12	48	<1	804	5	693	4
	2019–20	66	<1	1,859	12	52	<1	670	4	588	4
	2020–21	34	<1	1,390	14	25	<1	428	4	344	3
Humanities and Arts	2016–17	76	<1	488	3	22	<1	776	5	453	3
	2017–18	97	1	559	4	41	<1	774	5	509	3
	2018–19	78	1	509	4	39	<1	713	5	458	3
	2019–20	64	1	424	4	20	<1	593	6	395	4
	2020–21	23	<1	255	5	18	<1	257	5	189	3
Law	2016–17	8	1	28	5	1	<1	49	9	17	3
	2017–18	5	1	51	10	3	1	80	15	17	3
	2018–19	10	1	91	11	9	1	102	12	27	3
	2019–20	8	1	108	10	10	1	128	12	49	5
	2020–21	17	1	112	9	6	<1	188	14	54	4
Life Sciences	2016–17	493	<1	7,896	8	293	<1	6,908	7	2,947	3
	2017–18	588	1	8,072	8	381	<1	7,287	7	3,398	3
	2018–19	536	1	7,755	8	364	<1	7,022	7	3,625	4
	2019–20	447	1	6,696	8	323	<1	5,846	7	3,339	4
	2020–21	339	1	5,745	9	204	<1	4,547	7	2,501	4
Physical Sciences	2016–17	102	<1	2,146	9	49	<1	966	4	601	3
	2017–18	112	<1	2,505	11	74	<1	971	4	730	3
	2018–19	124	1	2,481	11	65	<1	921	4	744	3
	2019–20	95	<1	2,447	12	46	<1	768	4	593	3
	2020–21	46	<1	1,902	15	22	<1	437	3	326	3

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**Intended Graduate Major Field (continued)**

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

Intended Graduate Major	Testing Year	American Indian N	American Indian Percent	Asian N	Asian Percent	Hawaiian/Pacific Islander N	Hawaiian/Pacific Islander Percent	Black N	Black Percent	Mexican N	Mexican Percent
Social and Behavioral Sciences	2016–17	197	<1	2,356	5	100	<1	3,896	9	1,582	4
	2017–18	256	1	2,388	6	111	<1	3,985	9	1,678	4
	2018–19	249	1	2,276	6	143	<1	3,549	9	1,693	4
	2019–20	202	1	2,179	6	92	<1	3,072	9	1,544	4
	2020–21	127	1	1,775	7	63	<1	1,959	8	1,023	4
Other Fields	2016–17	73	<1	726	4	32	<1	2,183	13	671	4
	2017–18	72	<1	773	5	36	<1	2,064	13	861	5
	2018–19	83	1	640	5	37	<1	1,728	12	674	5
	2019–20	47	<1	552	5	33	<1	1,085	10	561	5
	2020–21	25	<1	362	6	11	<1	576	10	224	4
Undecided	2016–17	60	1	903	8	24	<1	950	8	278	2
	2017–18	68	1	1,018	9	41	<1	1,060	9	371	3
	2018–19	40	<1	988	9	32	<1	955	9	294	3
	2019–20	40	<1	790	9	17	<1	723	8	297	3
	2020–21	30	<1	762	10	17	<1	546	7	220	3
No Major Provided*	2016–17	243	1	2,475	6	113	<1	3,795	9	1,319	3
	2017–18	248	1	2,536	6	143	<1	3,849	10	1,390	3
	2018–19	223	1	2,313	6	118	<1	3,314	9	1,366	4
	2019–20	179	1	2,113	7	93	<1	2,573	9	1,142	4
	2020–21	139	1	1,714	8	55	<1	1,893	8	776	3
Total	2016–17	1,530	<1	21,500	7	798	<1	25,925	8	10,087	3
	2017–18	1,755	1	22,567	7	994	<1	26,665	8	11,232	4
	2018–19	1,604	1	21,632	7	976	<1	24,146	8	11,277	4
	2019–20	1,310	1	19,411	8	789	<1	19,232	8	9,848	4
	2020–21	879	<1	15,937	9	491	<1	13,364	7	6,343	4

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

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

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

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

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**Intended Graduate Major Field (continued)**

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

Intended Graduate Major	Testing Year	Puerto Rican N	Puerto Rican Percent	Other Hispanic N	Other Hispanic Percent	White N	White Percent	Other N	Other Percent	No Response N	No Response Percent	Total N	Total Percent
Business	2016–17	156	1	847	5	8,728	51	828	5	2,411	14	17,115	5
	2017–18	144	1	930	5	9,139	51	710	4	2,472	14	17,859	6
	2018–19	125	1	968	5	8,858	49	662	4	3,034	17	18,130	6
	2019–20	95	1	818	5	7,431	48	535	3	2,752	18	15,575	6
	2020–21	88	1	682	6	5,638	46	421	3	2,336	19	12,245	7
Education	2016–17	415	2	1,349	5	15,213	56	1,258	5	3,085	11	26,934	8
	2017–18	399	2	1,533	6	14,063	55	909	4	2,883	11	25,410	8
	2018–19	315	1	1,389	6	11,842	53	746	3	3,064	14	22,373	8
	2019–20	261	2	1,040	6	8,968	53	554	3	2,501	15	17,002	7
	2020–21	210	2	678	6	5,949	54	399	4	1,645	15	11,109	6
Engineering	2016–17	191	1	847	4	10,812	56	1,004	5	2,565	13	19,205	6
	2017–18	191	1	921	5	10,465	55	681	4	2,767	15	18,949	6
	2018–19	150	1	849	5	9,507	54	663	4	2,831	16	17,747	6
	2019–20	110	1	806	5	8,248	53	538	3	2,648	17	15,585	6
	2020–21	87	1	483	5	5,312	53	311	3	1,687	17	10,101	6
Humanities and Arts	2016–17	149	1	563	4	10,688	66	1,105	7	1,780	11	16,100	5
	2017–18	138	1	611	4	9,641	65	715	5	1,746	12	14,831	5
	2018–19	110	1	570	4	8,513	64	579	4	1,746	13	13,315	5
	2019–20	98	1	439	4	6,693	63	406	4	1,565	15	10,697	4
	2020–21	41	1	250	5	3,576	65	192	3	694	13	5,495	3
Law	2016–17	3	1	28	5	289	52	32	6	99	18	554	0
	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
Life Sciences	2016–17	1,038	1	4,198	4	62,511	61	4,549	4	11,897	12	102,730	32
	2017–18	1,019	1	5,023	5	62,909	61	3,359	3	11,213	11	103,249	33
	2018–19	877	1	4,982	5	58,399	59	3,040	3	12,729	13	99,329	34
	2019–20	767	1	4,442	5	48,387	57	2,496	3	11,629	14	84,372	34
	2020–21	596	1	3,416	5	37,862	57	1,718	3	9,203	14	66,131	37
Physical Sciences	2016–17	238	1	734	3	13,672	60	1,317	6	3,126	14	22,951	7
	2017–18	202	1	946	4	13,440	57	898	4	3,536	15	23,414	7
	2018–19	143	1	865	4	12,627	56	827	4	3,851	17	22,648	8
	2019–20	130	1	849	4	10,811	53	762	4	3,718	18	20,219	8
	2020–21	90	1	456	4	6,518	52	450	4	2,365	19	12,612	7

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**Intended Graduate Major Field (continued)**

Table continued from previous page

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

Intended Graduate Major	Testing Year	Puerto Rican N	Puerto Rican Percent	Other Hispanic N	Other Hispanic Percent	White N	White Percent	Other N	Other Percent	No Response N	No Response Percent	Total N	Total Percent
Social and Behavioral Sciences	2016–17	487	1	2,170	5	26,144	58	2,878	6	5,027	11	44,837	14
	2017–18	453	1	2,403	6	24,694	58	1,840	4	4,594	11	42,402	13
	2018–19	441	1	2,353	6	22,795	57	1,668	4	5,050	13	40,217	14
	2019–20	370	1	2,169	6	19,730	55	1,438	4	4,785	13	35,581	14
	2020–21	258	1	1,391	5	14,491	57	1,076	4	3,409	13	25,572	14
Other Fields	2016–17	175	1	718	4	9,427	56	917	5	1,907	11	16,829	5
	2017–18	203	1	870	5	9,087	55	647	4	1,771	11	16,384	5
	2018–19	154	1	756	5	7,667	54	529	4	1,840	13	14,108	5
	2019–20	95	1	587	5	5,817	54	413	4	1,504	14	10,694	4
	2020–21	60	1	284	5	3,414	57	184	3	844	14	5,984	3
Undecided	2016–17	144	1	434	4	5,837	51	701	6	2,061	18	11,392	4
	2017–18	100	1	520	4	5,837	49	622	5	2,277	19	11,914	4
	2018–19	84	1	540	5	5,366	48	560	5	2,369	21	11,228	4
	2019–20	99	1	449	5	4,321	47	444	5	2,090	23	9,270	4
	2020–21	70	1	334	5	3,373	46	322	4	1,692	23	7,366	4
No Major Provided*	2016–17	507	1	1,954	5	24,637	58	2,247	5	5,291	12	42,581	13
	2017–18	463	1	2,202	5	23,130	57	1,570	4	4,970	12	40,501	13
	2018–19	396	1	1,959	5	19,753	55	1,328	4	5,097	14	35,867	12
	2019–20	329	1	1,782	6	16,367	54	1,106	4	4,530	15	30,214	12
	2020–21	272	1	1,233	6	12,207	55	732	3	3,343	15	22,364	12
Total	2016–17	3,503	1	13,842	4	187,958	59	16,836	5	39,249	12	321,228	100
	2017–18	3,320	1	15,987	5	182,623	58	11,980	4	38,324	12	315,447	100
	2018–19	2,805	1	15,291	5	165,672	56	10,659	4	41,767	14	295,829	100
	2019–20	2,361	1	13,439	5	137,197	55	8,760	4	37,927	15	250,274	100
	2020–21	1,780	1	9,287	5	98,851	55	5,875	3	27,487	15	180,294	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 2016–17 to 2020–21, 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 is an increase in the percentage of test takers who are college juniors (8% versus 4–5% during 2016–17 to 2019–20).

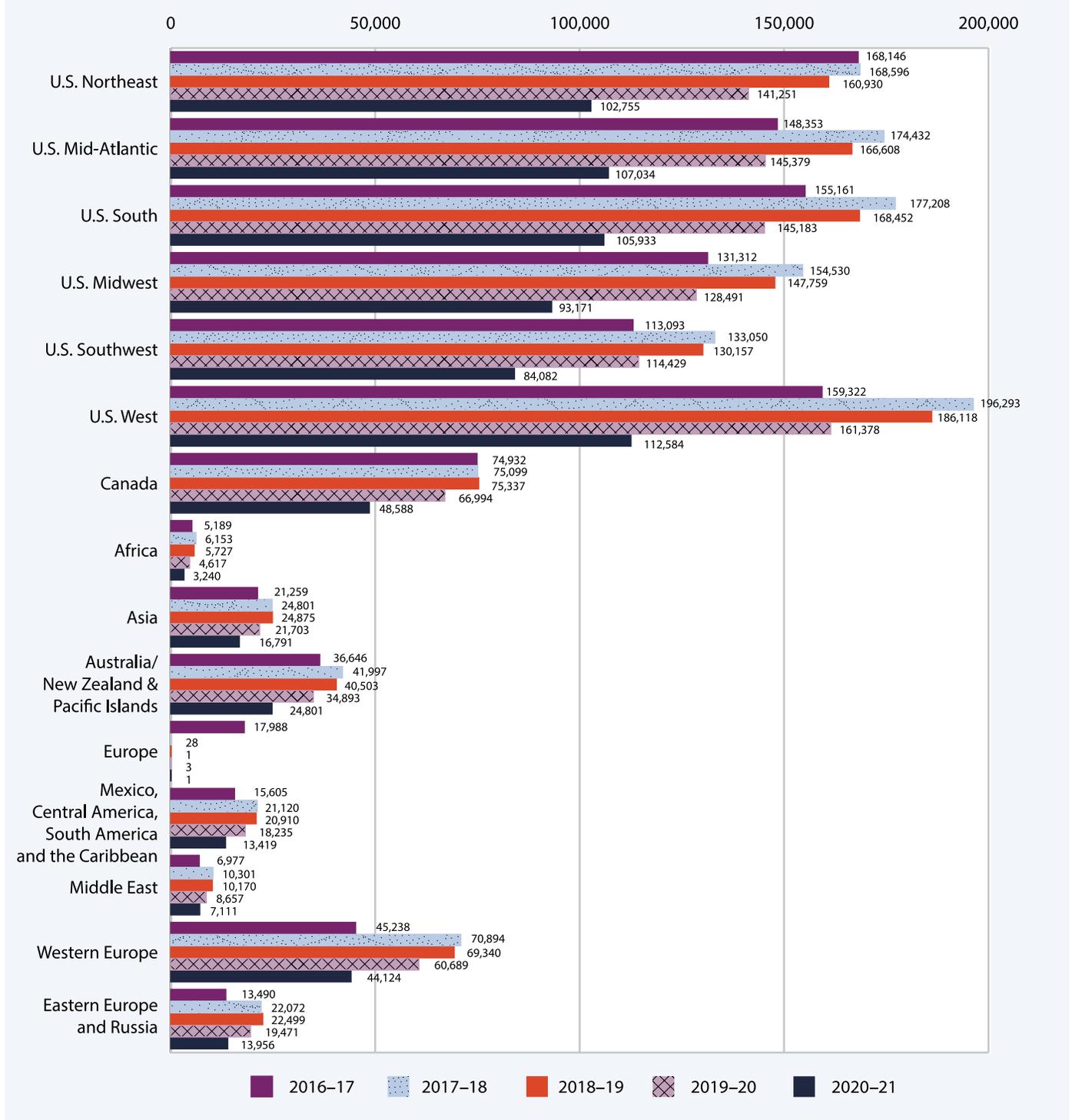
**Table 2.8. Volume of GRE General Test Examinees, by Current Educational Level**

Current Educational Level	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent
Sophomore	2,616	<1	3,041	1	3,342	1	3,306	1	4,433	1
Junior	27,153	5	28,309	5	28,916	5	20,775	4	28,215	8
Senior	186,140	33	181,334	33	179,273	34	164,150	35	126,428	34
Unenrolled College Graduate	184,354	33	176,893	33	171,194	32	149,194	32	111,591	30
First-Year Graduate Student	18,371	3	16,802	3	16,117	3	13,286	3	10,845	3
Second-Year Graduate Student	18,444	3	18,140	3	17,154	3	15,075	3	9,801	3
Unenrolled Master’s Degree	80,438	14	75,757	14	74,863	14	64,110	14	44,293	12
Other	41,544	7	41,315	8	41,856	8	37,311	8	31,044	8
No Response	194	<1	159	<1	111	<1	70	<1	36	<1
<b>Total</b>	<b>559,254</b>	<b>100</b>	<b>541,750</b>	<b>100</b>	<b>532,826</b>	<b>100</b>	<b>467,277</b>	<b>100</b>	<b>366,686</b>	<b>100</b>

### Preferred Region for Graduate Study

Figure 2.7 shows that from testing years 2016–17 to 2020–21, 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 559,254; 541,750; 532,826; 467,277 and 366,686 unique examinees who took the GRE General Test in testing years 2016–17, 2017–18, 2018–19, 2019–20 and 2020–21, respectively. Since examinees were allowed to select more than one region, the number of examinees in each region do not add up to the total number of examinees. Note also that the following regions were added to the preferred region background information question in 2016–17: Middle East, Western Europe, and Eastern Europe and Russia. The following region was dropped from the question in 2016–17: Europe.

### Preferred Region for Graduate Study (continued)

Table 2.9 shows that the percentages of test takers preferring to study in all U.S. regions continuously decreased from 2017–18 to 2020–21. The percentages of test takers preferring to study in all non-U.S. regions remained largely stable from 2016–17 to 2020–21.

Preferred Region	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent
<b>U.S. Regions</b>										
Northeast	168,146	30	168,596	31	160,930	30	141,251	30	102,755	28
Mid-Atlantic	148,353	27	174,432	32	166,608	31	145,379	31	107,034	29
South	155,161	28	177,208	33	168,452	32	145,183	31	105,933	29
Midwest	131,312	23	154,530	29	147,759	28	128,491	27	93,171	25
Southwest	113,093	20	133,050	25	130,157	24	114,429	24	84,082	23
West	159,322	28	196,293	36	186,118	35	161,378	35	112,584	31
<b>Non-U.S. Regions</b>										
Canada	74,932	13	75,099	14	75,337	14	66,994	14	48,588	13
Africa	5,189	1	6,153	1	5,727	1	4,617	1	3,240	1
Asia	21,259	4	24,801	5	24,875	5	21,703	5	16,791	5
Australia/ New Zealand	36,646	7	41,997	8	40,503	8	34,893	7	24,801	7
Europe	17,988	3	28	<1	1	<1	3	<1	1	<1
Latin America	15,605	3	21,120	4	20,910	4	18,235	4	13,419	4
Middle East	6,977	1	10,301	2	10,170	2	8,657	2	7,111	2
Western Europe	45,238	8	70,894	13	69,340	13	60,689	13	44,124	12
Eastern Europe and Russia	13,490	2	22,072	4	22,499	4	19,471	4	13,956	4

**Note:** This table is based on 559,254; 541,750; 532,826; 467,277 and 366,686 unique examinees who took the GRE General Test in testing years 2016–17, 2017–18, 2018–19, 2019–20 and 2020–21, respectively. Since examinees were allowed to select more than one region, the number of examinees in each region do not add up to the total number of examinees. Note also that the following regions were added to the preferred region background information question in 2016–17: Middle East, Western Europe, and Eastern Europe and Russia. The following region was dropped from the question in 2016–17: Europe.

### Examinee Population

Excluding testing in the United States, Figure 3.1 shows that from testing years 2016–17 to 2020–21, the largest number of test takers were in India. From 2016–17 to 2017–18, the number of test takers in India decreased, from 2017–18 to 2018–19, the number increased, and from 2018–19 to 2020–21, the number remained stable. From 2016–17 to 2018–19, the number of test takers in China increased, and from 2018–19 to 2020–21, the number decreased. The number of test takers in Europe gradually decreased from 2016–17 to 2020–21.

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

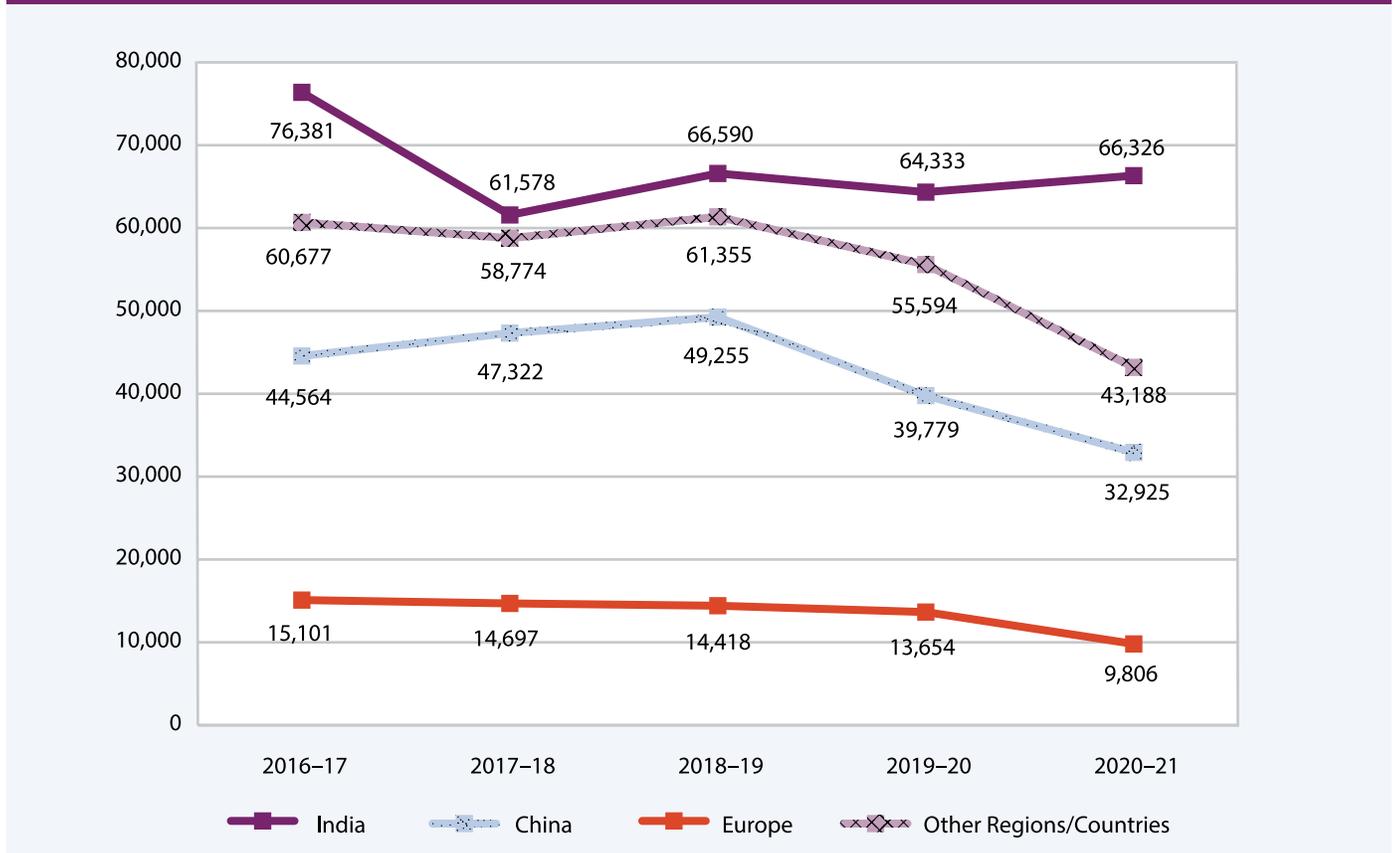


Table 3.1 shows that from 2016–17 to 2017–18, the percentage of test takers in the United States and China slightly increased, and the percentage of test takers in India decreased. However, from 2017–18 to 2020–21, the percentage of test takers in the United States decreased, the percentage of test takers in India increased, and the percentage of test takers in China remained stable. The percentage of test takers in Europe remained stable across all testing years.

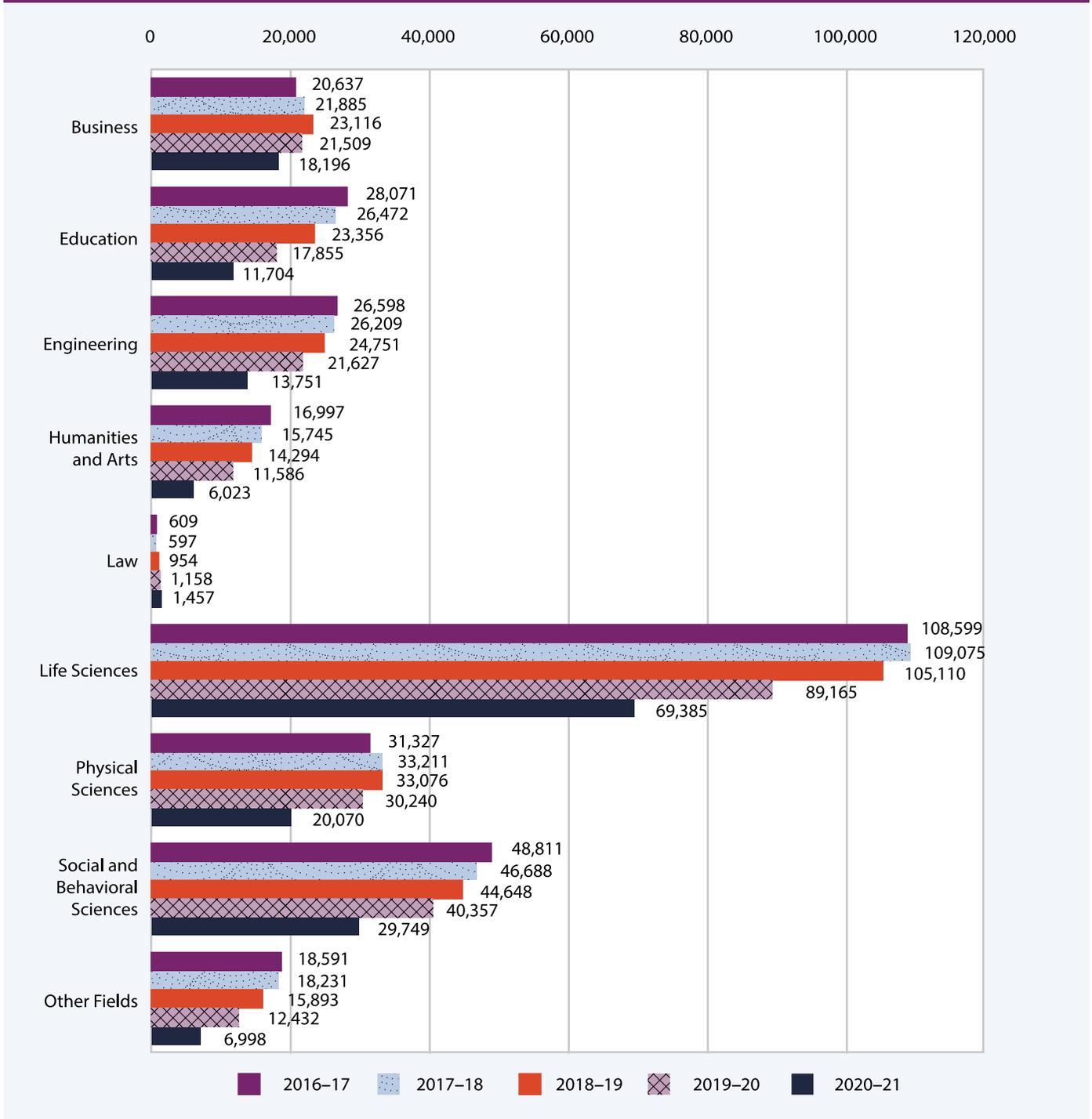
**Table 3.1 Volume of GRE General Test Examinees, by World Region/Country**

World Region/ Country Where Examinees Tested	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent
United States	362,531	65	359,379	66	341,208	64	293,917	63	214,441	58
India	76,381	14	61,578	11	66,590	13	64,333	14	66,326	18
China	44,564	8	47,322	9	49,255	9	39,779	9	32,925	9
Europe	15,101	3	14,697	3	14,418	3	13,654	3	9,806	3
Other Regions/ Countries	60,677	11	58,774	11	61,355	12	55,594	12	43,188	12
<b>Total</b>	<b>559,254</b>	<b>100</b>	<b>541,750</b>	<b>100</b>	<b>532,826</b>	<b>100</b>	<b>467,277</b>	<b>100</b>	<b>366,686</b>	<b>100</b>

### Intended Graduate Major Field

Figure 3.2 shows that from testing years 2016–17 to 2020–21, test takers in the United States with an intended graduate major in Life Sciences was the largest group. From testing years 2017–18 to 2020–21, the number of test takers in all intended graduate majors decreased except Business and Law. From testing years 2016–17 to 2020–21, the number of test takers in Law gradually increased.

**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 2016–17 to 2020–21, the percentages of test takers in the United States remained relatively stable across all intended graduate majors except Business, Education, and Humanities and Arts. The percentages of test takers in Education, and Humanities and Arts decreased, while Business 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	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent
Business	20,637	6	21,885	6	23,116	7	21,509	7	18,196	8
Education	28,071	8	26,472	7	23,356	7	17,855	6	11,704	5
Engineering	26,598	7	26,209	7	24,751	7	21,627	7	13,751	6
Humanities and Arts	16,997	5	15,745	4	14,294	4	11,586	4	6,023	3
Law	609	<1	597	<1	954	<1	1,158	<1	1,457	1
Life Sciences	108,599	30	109,075	30	105,110	31	89,165	30	69,385	32
Physical Sciences	31,327	9	33,211	9	33,076	10	30,240	10	20,070	9
Social and Behavioral Sciences	48,811	13	46,688	13	44,648	13	40,357	14	29,749	14
Other Fields	18,591	5	18,231	5	15,893	5	12,432	4	6,998	3
Undecided	14,496	4	15,329	4	14,872	4	13,093	4	11,410	5
No Major Provided*	47,795	13	45,937	13	41,138	12	34,895	12	25,698	12
<b>Total</b>	<b>362,531</b>	<b>100</b>	<b>359,379</b>	<b>100</b>	<b>341,208</b>	<b>100</b>	<b>293,917</b>	<b>100</b>	<b>214,441</b>	<b>100</b>

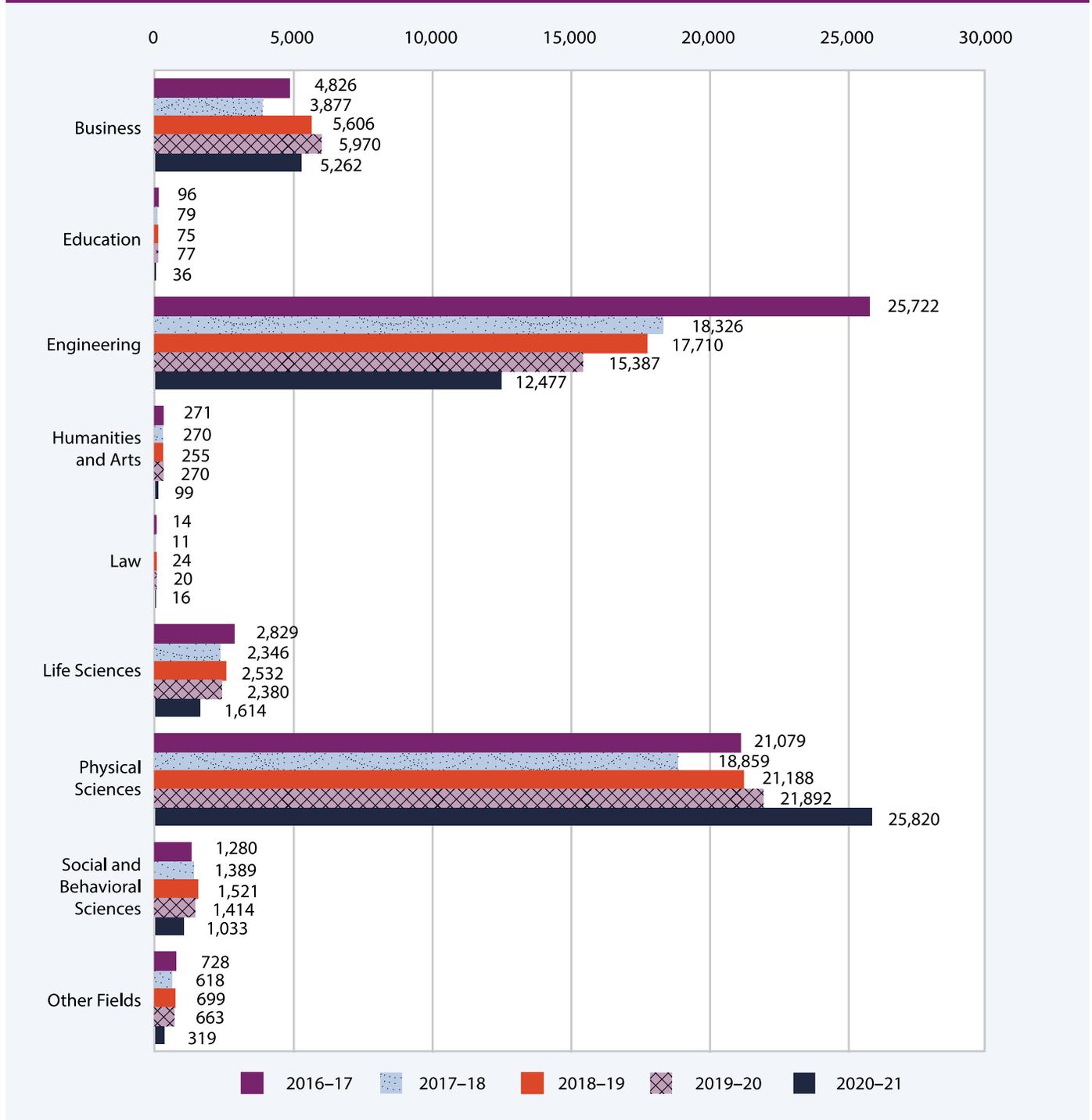
Note: See page 21 for a list of major fields.

\*"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 2016–17 to 2020–21, test takers in India with intended graduate majors in Physical Sciences and Engineering were the largest groups. The number of test takers with all intended graduate majors decreased except Physical Sciences.

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 2016–17 to 2020–21, the percentage of test takers in India with an intended graduate major in Physical Sciences and Business increased. The percentage of test takers with an intended graduate major in Engineering and Life Sciences decreased. The percentages of test takers with intended graduate majors in Social and Behavioral Sciences, Humanities and Arts, and Education were largely stable. In each testing year, at least 13% of the test takers did not indicate their intended graduate major. The percentage of test takers who indicated they were “Undecided” about a graduate major increased (17%) in testing year 2020–21.

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

Intended Graduate Major Field	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent
Business	4,826	6	3,877	6	5,606	8	5,970	9	5,262	8
Education	96	<1	79	<1	75	<1	77	<1	36	<1
Engineering	25,722	34	18,326	30	17,710	27	15,387	24	12,477	19
Humanities and Arts	271	<1	270	<1	255	<1	270	<1	99	<1
Law	14	<1	11	<1	24	<1	20	<1	16	<1
Life Sciences	2,829	4	2,346	4	2,532	4	2,380	4	1,614	2
Physical Sciences	21,079	28	18,859	31	21,188	32	21,892	34	25,820	39
Social and Behavioral Sciences	1,280	2	1,389	2	1,521	2	1,414	2	1,033	2
Other Fields	728	1	618	1	699	1	663	1	319	<1
Undecided	9,769	13	7,549	12	8,245	12	7,968	12	11,262	17
No Major Provided*	9,767	13	8,254	13	8,735	13	8,292	13	8,388	13
<b>Total</b>	<b>76,381</b>	<b>100</b>	<b>61,578</b>	<b>100</b>	<b>66,590</b>	<b>100</b>	<b>64,333</b>	<b>100</b>	<b>66,326</b>	<b>100</b>

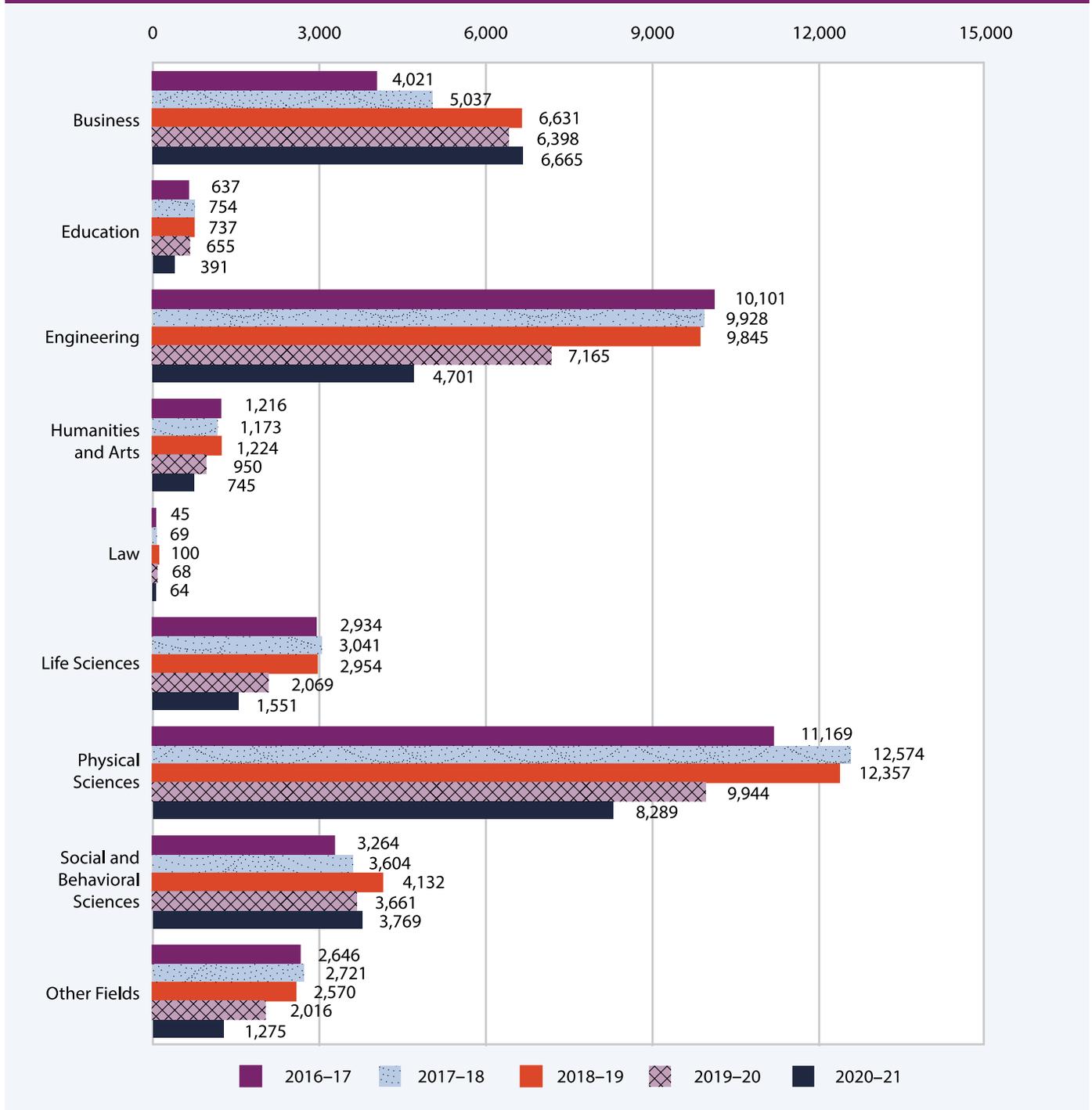
Note: See page 21 for a list of major fields.

\*“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 2016–17 to 2020–21, test takers in China with intended graduate majors in Physical Sciences, Engineering and Business were the largest groups. The number of test takers with an intended graduate major in Business and Social and Behavioral Sciences increased from 2016–17 to 2018–19, and then remained stable from 2018–19 to 2020–21. The number of test takers with an intended graduate major in Physical Sciences, Engineering, Life Sciences, Humanities and Arts, and Education decreased from 2018–19 to 2020–21.

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 2016–17 to 2020–21, 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 and Life Sciences decreased. The percentages of test takers whose intended graduate major was in Physical Sciences, 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	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent
Business	4,021	9	5,037	11	6,631	13	6,398	16	6,665	20
Education	637	1	754	2	737	2	655	2	391	1
Engineering	10,101	23	9,928	21	9,845	20	7,165	18	4,701	14
Humanities and Arts	1,216	3	1,173	2	1,224	2	950	2	745	2
Law	45	<1	69	<1	100	<1	68	<1	64	<1
Life Sciences	2,934	7	3,041	6	2,954	6	2,069	5	1,551	5
Physical Sciences	11,169	25	12,574	27	12,357	25	9,944	25	8,289	25
Social and Behavioral Sciences	3,264	7	3,604	8	4,132	8	3,661	9	3,769	11
Other Fields	2,646	6	2,721	6	2,570	5	2,016	5	1,275	4
Undecided	4,346	10	4,305	9	4,526	9	3,658	9	3,010	9
No Major Provided*	4,185	9	4,116	9	4,179	8	3,195	8	2,465	7
<b>Total</b>	<b>44,564</b>	<b>100</b>	<b>47,322</b>	<b>100</b>	<b>49,255</b>	<b>100</b>	<b>39,779</b>	<b>100</b>	<b>32,925</b>	<b>100</b>

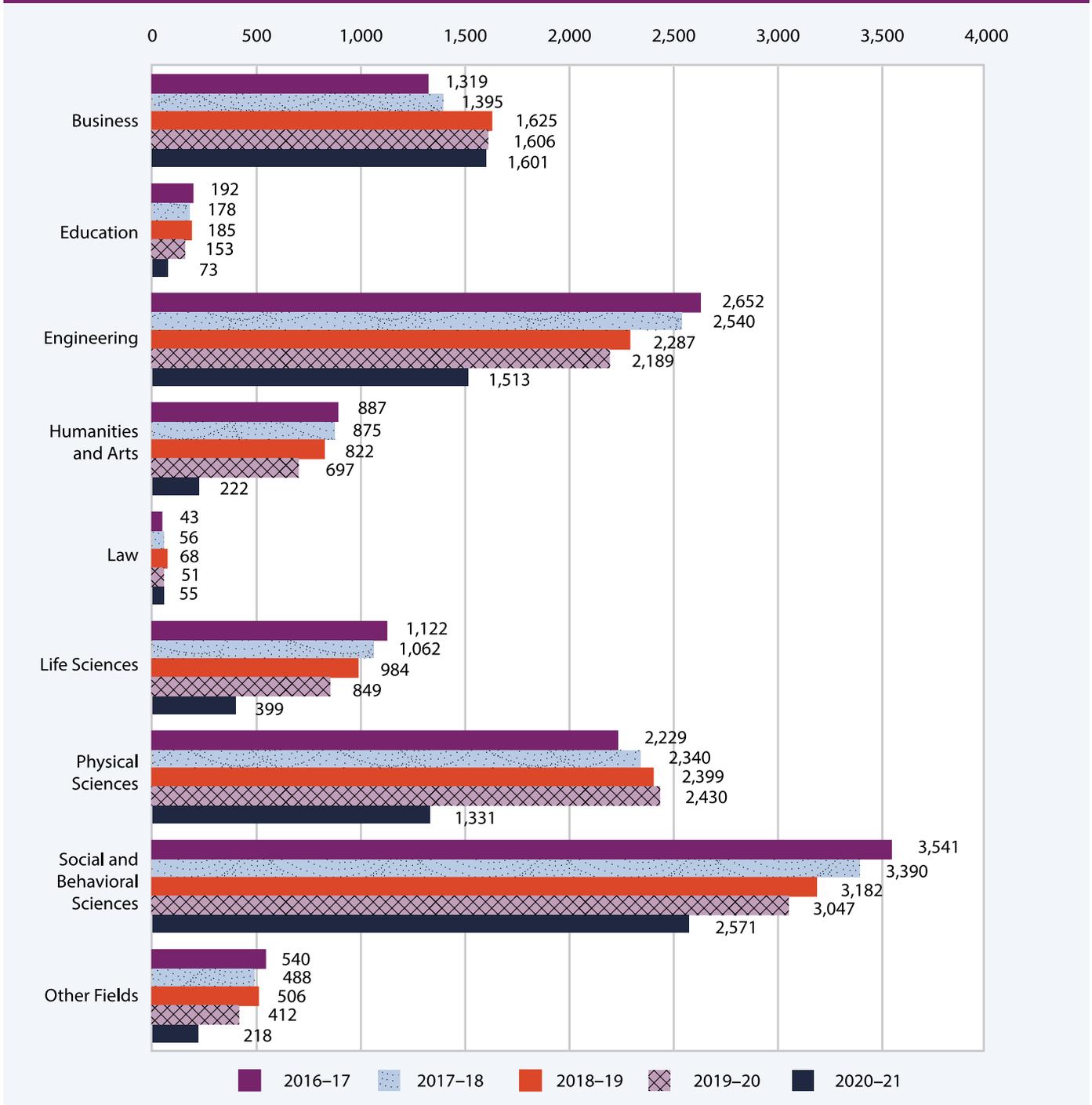
Note: See page 21 for a list of major fields.

\*"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 2016–17 to 2020–21, test takers in Europe with intended graduate majors in Social and Behavioral Sciences, Physical Sciences, and Engineering were the largest groups. The number of test takers with an intended graduate major in Physical Sciences and Business increased from testing years 2016–17 to 2017–18. The number of test takers with an intended graduate major in Business remained stable from testing years 2018–19 to 2020–21, while in Physical Sciences decreased in 2020–21. The number of test takers with an intended graduate major in Social and Behavioral Sciences, Engineering, Life Sciences, Education, and Humanities and Arts decreased.

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 2016–17 to 2020–21, the percentages of test takers in Europe whose intended graduate major was in Social and Behavioral Sciences, and Business increased. The percentages of test takers whose intended graduate major was in Engineering, Physical Sciences, Life Sciences, Humanities and Arts, and Education decreased. In each testing year, at least 10% of the test takers in Europe did not indicate their intended graduate major.

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

Intended Graduate Major Field	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent
Business	1,319	9	1,395	9	1,625	11	1,606	12	1,601	16
Education	192	1	178	1	185	1	153	1	73	1
Engineering	2,652	18	2,540	17	2,287	16	2,189	16	1,513	15
Humanities and Arts	887	6	875	6	822	6	697	5	222	2
Law	43	<1	56	<1	68	<1	51	<1	55	1
Life Sciences	1,122	7	1,062	7	984	7	849	6	399	4
Physical Sciences	2,229	15	2,340	16	2,399	17	2,430	18	1,331	14
Social and Behavioral Sciences	3,541	23	3,390	23	3,182	22	3,047	22	2,571	26
Other Fields	540	4	488	3	506	4	412	3	218	2
Undecided	837	6	789	5	831	6	815	6	787	8
No Major Provided*	1,739	12	1,584	11	1,529	11	1,405	10	1,036	11
<b>Total</b>	<b>15,101</b>	<b>100</b>	<b>14,697</b>	<b>100</b>	<b>14,418</b>	<b>100</b>	<b>13,654</b>	<b>100</b>	<b>9,806</b>	<b>100</b>

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 2016–17 to 2020–21, test takers in the United States preferred to study in the United States. In testing year 2020–21, the most preferred United States regions were the West, South and Northeast. 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	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent
<b>U.S. Regions</b>										
Northeast	99,135	27	106,612	30	99,199	29	85,038	29	61,392	29
Mid-Atlantic	89,350	25	114,218	32	106,357	31	90,382	31	66,663	31
South	102,478	28	123,711	34	114,630	34	96,116	33	69,661	32
Midwest	77,705	21	99,598	28	92,733	27	78,184	27	55,958	26
Southwest	62,174	17	81,700	23	78,237	23	66,801	23	48,669	23
West	96,968	27	131,068	36	121,560	36	103,005	35	70,398	33
<b>Non-U.S. Regions</b>										
Canada	24,631	7	25,128	7	23,885	7	20,002	7	13,528	6
Africa	2,563	1	3,348	1	2,937	1	2,255	1	1,361	1
Asia	5,471	2	7,259	2	6,939	2	5,994	2	4,220	2
Australia/ New Zealand	11,575	3	14,636	4	13,224	4	10,575	4	7,115	3
Europe	6,112	2	5	<1	-	-	2	<1	1	<1
Latin America	4,741	1	6,617	2	6,175	2	4,819	2	2,888	1
Middle East	2,186	1	3,243	1	2,897	1	2,296	1	1,413	1
Western Europe	19,651	5	30,393	8	27,749	8	22,899	8	15,670	7
Eastern Europe and Russia	4,554	1	6,940	2	6,286	2	5,188	2	3,419	2

**Note:** This table is based on 362,531; 359,379; 341,208; 293,917 and 214,441 unique examinees who took the GRE General Test in the United States in testing years 2016–17 to 2020–21, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100. Note also that the following regions were added to the preferred region background information question in 2016–17: Middle East, Western Europe, and Eastern Europe and Russia. The following region was dropped from the question in 2016–17: Europe.

### Preferred Region for Graduate Study (continued)

Table 3.7 shows that from testing years 2016–17 to 2020–21, test takers in India preferred to study in the United States. In testing year 2020–21, the percentages of preference were similar across all U.S. regions. When considering non-U.S. regions of the world, test takers in India preferred Canada, Western Europe and Australia/New Zealand.

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

Preferred Region	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent
<b>U.S. Regions</b>										
Northeast	39,378	52	31,236	51	32,242	48	30,620	48	24,109	36
Mid-Atlantic	34,150	45	31,513	51	32,572	49	30,708	48	24,084	36
South	33,190	43	30,982	50	31,720	48	30,035	47	23,731	36
Midwest	33,503	44	31,481	51	32,254	48	30,548	47	24,016	36
Southwest	32,872	43	30,659	50	31,464	47	29,802	46	23,514	35
West	34,441	45	32,346	53	33,307	50	31,389	49	24,146	36
<b>Non-U.S. Regions</b>										
Canada	28,135	37	26,602	43	28,944	43	26,920	42	21,212	32
Africa	1,623	2	1,692	3	1,724	3	1,459	2	1,348	2
Asia	9,353	12	9,665	16	10,099	15	8,861	14	6,580	10
Australia/ New Zealand	16,069	21	16,366	27	16,932	25	15,352	24	11,765	18
Europe	8,300	11	9	<1	1	<1	-	-	-	-
Latin America	7,685	10	10,248	17	10,629	16	9,896	15	8,141	12
Middle East	2,637	3	4,213	7	4,327	6	3,867	6	3,560	5
Western Europe	9,864	13	18,381	30	19,987	30	18,547	29	13,548	20
Eastern Europe and Russia	5,500	7	10,076	16	11,143	17	9,934	15	7,196	11

**Note:** This table is based on 76,381; 61,578; 66,590; 64,333 and 66,326 unique examinees who took the GRE General Test in India in testing years 2016–17 to 2020–21, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100. Note also that the following regions were added to the preferred region background information question in 2016–17: Middle East, Western Europe, and Eastern Europe and Russia. The following region was dropped from the question in 2016–17: Europe.

### Preferred Region for Graduate Study (continued)

Table 3.8 shows that from testing years 2016–17 to 2020–21, test takers in Europe preferred to study in Western Europe. When considering other regions of the world, test takers in Europe preferred the United States and Canada.

Preferred Region	2016–17 N	2016–17 Percent	2017–18 N	2017–18 Percent	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent
<b>U.S. Regions</b>										
Northeast	5,203	34	5,167	35	4,917	34	4,410	32	2,521	26
Mid-Atlantic	4,340	29	4,755	32	4,546	32	4,073	30	2,350	24
South	2,984	20	3,296	22	3,180	22	2,827	21	1,644	17
Midwest	3,153	21	3,508	24	3,348	23	2,937	22	1,702	17
Southwest	2,612	17	2,947	20	2,882	20	2,609	19	1,515	15
West	4,696	31	5,325	36	4,998	35	4,504	33	2,572	26
<b>Non-U.S. Regions</b>										
Canada	2,973	20	3,054	21	2,785	19	2,646	19	1,597	16
Africa	108	1	148	1	126	1	121	1	73	1
Asia	706	5	911	6	860	6	832	6	624	6
Australia/ New Zealand	1,177	8	1,336	9	1,195	8	1,144	8	695	7
Europe	579	4	1	<1	-	-	-	-	-	-
Latin America	363	2	440	3	375	3	361	3	214	2
Middle East	308	2	396	3	353	2	344	3	306	3
Western Europe	4,798	32	5,886	40	5,455	38	5,075	37	3,989	41
Eastern Europe and Russia	724	5	818	6	771	5	735	5	606	6

**Note:** This table is based on 15,101; 14,697; 14,418; 13,654 and 9,806 unique examinees who took the GRE General Test in Europe in testing years 2016–17 to 2020–21, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100. Note also that the following regions were added to the preferred region background information question in 2016–17: Middle East, Western Europe, and Eastern Europe and Russia. The following region was dropped from the question in 2016–17: Europe.

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