



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

JULY 2018–JUNE 2023

Table of Contents

Introduction

Overview.....	1
The Data.....	1
Appropriate Use of This Document.....	2
Appropriate Use of <i>GRE</i> ® Test Scores.....	2
Steps That ETS Takes to Ensure Fairness.....	3

Volume and Performance Information for the GRE Examinee Population, July 2022–June 2023

Examinee Population by Gender.....	5
U.S. Citizenship Status and Racial/Ethnic Group.....	6
Age Group and Gender.....	9
Country of Citizenship.....	14
Major Fields.....	21
Undergraduate Major Field.....	22
Intended Graduate Major Field.....	25
Graduate Degree Objective.....	31
Enrollment Preference.....	32
Full-time Work Experience.....	33
Program Format.....	34

Volume and Performance Information for Examinees with MBA as Their Graduate Degree Objective, July 2022–June 2023

U.S. Citizenship Status and Racial/Ethnic Group.....	35
Age Group and Gender.....	36
Enrollment Preference.....	37
Full-time Work Experience.....	38
Program Format.....	39

Volume Information for the GRE Examinee Population, July 2018–June 2023

U.S. Citizenship Status and Racial/Ethnic Group.....	40
Age Group and Gender.....	43
Undergraduate Major Field.....	46
Intended Graduate Major Field.....	48
Current Educational Level.....	55
Preferred Region for Graduate Study.....	56

Volume Information by World Region, July 2018–June 2023

Examinee Population.....	58
Intended Graduate Major Field.....	59
Preferred Region for Graduate Study.....	67

Figures

Volume and Performance Information for the GRE Examinee Population, July 2022–June 2023

Figure 1.1	Percentage of GRE General Test Examinees, by Age Group and Gender.....	9
Figure 1.2	Percentage of GRE General Test Examinees, by Undergraduate Major Field.....	22
Figure 1.3	Percentage of GRE General Test Examinees, by Intended Graduate Major Field and Gender.....	25

Volume Information for the GRE Examinee Population, July 2018–June 2023

Figure 2.1	Volume of GRE General Test Examinees, by U.S. Citizenship Status.....	40
Figure 2.2	Volume of GRE General Test Examinees, U.S. Citizens by Racial/Ethnic Group, Excluding White (Non-Hispanic) Examinees.....	41
Figure 2.3	Volume of GRE General Test Examinees, by Age Group.....	43
Figure 2.4	Volume of GRE General Test Examinees, by Gender.....	45
Figure 2.5	Volume of GRE General Test Examinees, by Undergraduate Major Field.....	46
Figure 2.6	Volume of GRE General Test Examinees, by Intended Graduate Major Field.....	48
Figure 2.7	Preferred Region for Graduate Study, Examinee Population.....	56

Volume Information by World Region, July 2018–June 2023

Figure 3.1	Volume of GRE General Test Examinees Who Tested in Regions of the World, Excluding the United States.....	58
Figure 3.2	Distribution of Intended Graduate Major Field, Examinees Who Tested in the United States.....	59
Figure 3.3	Distribution of Intended Graduate Major Field, Examinees Who Tested in India.....	61
Figure 3.4	Distribution of Intended Graduate Major Field, Examinees Who Tested in China.....	63
Figure 3.5	Distribution of Intended Graduate Major Field, Examinees Who Tested in Europe.....	65

Tables

Volume and Performance Information for the GRE Examinee Population, July 2022–June 2023

Table 1.1	GRE General Test Score Information, Examinee Population by Gender.....	5
Table 1.2	GRE General Test Score Information, by U.S. Citizenship Status and Gender.....	6
Table 1.3	GRE General Test Score Information, by Racial/Ethnic Group and Gender (U.S. Citizens).....	7
Table 1.4	GRE General Test Score Information, by Age Group and Gender.....	10
Table 1.5	Distribution of Examinees Who Tested in the United States, India and China, by Age Group and Gender.....	12
Table 1.6	GRE General Test Score Information, by Country of Citizenship.....	14
Table 1.7	GRE General Test Score Information, by Undergraduate Major Field and Gender.....	23
Table 1.8	GRE General Test Score Information, by Intended Graduate Major Field and Gender.....	26
Table 1.9	GRE Verbal Reasoning Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens).....	28
Table 1.10	GRE Quantitative Reasoning Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens).....	29

Table 1.11	GRE Analytical Writing Score Information, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens).....	30
Table 1.12	Percentage of GRE General Test Examinees, by Graduate Degree Objective	31
Table 1.13	GRE General Test Score Information, by Enrollment Preference	32
Table 1.14	GRE General Test Score Information, by Years of Full-time Work Experience.....	33
Table 1.15	GRE General Test Score Information, by Program Format.....	34

Volume and Performance Information for Examinees with MBA as Their Graduate Degree Objective, July 2022–June 2023

Table 1.16	GRE General Test Score Information for Examinees with MBA as Graduate Degree Objective, by Racial/Ethnic Group (U.S. Citizens).....	35
Table 1.17	GRE General Test Score Information for Examinees with MBA as Graduate Degree Objective, by Age Group.....	36
Table 1.18	GRE General Test Score Information for Examinees with MBA as Graduate Degree Objective, by Gender.....	36
Table 1.19	GRE General Test Score Information for Examinees with MBA as Graduate Degree Objective, by Enrollment Preference	37
Table 1.20	GRE General Test Score Information for Examinees with MBA as Graduate Degree Objective, by Years of Full-time Work Experience.....	38
Table 1.21	GRE General Test Score Information for Examinees with MBA as Graduate Degree Objective, by Program Format.....	39

Volume Information for the GRE Examinee Population, July 2018–June 2023

Table 2.1	Volume of GRE General Test Examinees, by U.S. Citizenship Status.....	40
Table 2.2	Volume of GRE General Test Examinees, by Racial/Ethnic Group (U.S. Citizens)	42
Table 2.3	Volume of GRE General Test Examinees, by Age Group.....	44
Table 2.4	Volume of GRE General Test Examinees, by Gender.....	45
Table 2.5	Volume of GRE General Test Examinees, by Undergraduate Major Field.....	47
Table 2.6	Volume of GRE General Test Examinees, by Intended Graduate Major Field and Gender.....	49
Table 2.7	Volume of GRE General Test Examinees, by Intended Graduate Major Field and Racial/Ethnic Group (U.S. Citizens)	51
Table 2.8	Volume of GRE General Test Examinees, by Current Educational Level	55
Table 2.9	Preferred Region for Graduate Study, Examinee Population.....	57

Volume Information by World Region, July 2018–June 2023

Table 3.1	Volume of GRE General Test Examinees, by World Region/Country	58
Table 3.2	Distribution of Intended Graduate Major Field, Examinees Who Tested in the United States.....	60
Table 3.3	Distribution of Intended Graduate Major Field, Examinees Who Tested in India.....	62
Table 3.4	Distribution of Intended Graduate Major Field, Examinees Who Tested in China.....	64
Table 3.5	Distribution of Intended Graduate Major Field, Examinees Who Tested in Europe.....	66
Table 3.6	Preferred Region for Graduate Study, Examinees Who Tested in the United States.....	67
Table 3.7	Preferred Region for Graduate Study, Examinees Who Tested in India.....	68
Table 3.8	Preferred Region for Graduate Study, Examinees Who Tested in Europe.....	69

Overview

This report provides volume and performance information for test takers who took the *GRE*[®] General Test between July 1, 2022, and June 30, 2023. The report also provides volume information for the GRE General Test population between July 1, 2018, and June 30, 2023. The report is intended to help GRE score users understand the scores they receive and to encourage appropriate score use. The GRE Program is committed to communicating about the appropriate use of GRE scores and score use guidelines included in this report to GRE score users. Readers are also encouraged to review the *Guidelines for the Appropriate Use of Scores* in the *GRE*[®] *Guide to the Use of Scores*, which can be downloaded at www.ets.org/gre/guide. ETS and the GRE Program have long been dedicated to the principles of fairness and equity, and this report includes information about the steps that ETS takes to ensure fairness in GRE tests.

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

The Data

It should be noted that the terms *test takers* and *examinees* are used interchangeably throughout this report. The data used in the analyses were based on test takers who took the GRE General Test between July 1, 2018, and June 30, 2023. The data used in the analyses of test takers' performance information were based on test takers who took the test between July 1, 2022, and June 30, 2023. The data used in the analyses of test volumes from July 2018 through June 2023 were based on five testing years: July 1, 2018 to June 30, 2019 (2018–19); July 1, 2019 to June 30, 2020 (2019–20); July 1, 2020 to June 30, 2021 (2020–21); July 1, 2021 to June 30, 2022 (2021–22); and July 1, 2022 to June 30, 2023 (2022–23).

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 532,826; 467,277; 366,686; 341,574; and 319,101 test takers in 2018–19, 2019–20, 2020–21, 2021–22 and 2022–23 respectively, with valid, reportable scores on the test. In testing years 2018–19 through 2019–20, more than 99% of the test takers took the computer-delivered version of the test, while less than 1% took the paper-delivered version. The paper-delivered version was discontinued prior to the start of the 2020–21 testing year. Note also that the data beginning with testing year 2020–21 include both test takers who took the GRE General Test at a test center and at home. The GRE General Test at home, which launched in April 2020 due to the pandemic, is taken on the test taker's own computer at home in most locations around the world. The at home test is identical in content, format and on-screen experience to the GRE General Test taken at a test center. Only the delivery method is different.

Towards the end of testing year 2022–23, new options ("non-binary" and "prefer to self-describe") were introduced to the gender question. Since very few test takers had the opportunity to select the new options before the testing year ended, these test takers are included in the "No Response/New" category for the 2022–23 testing year.

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

Appropriate Use of This Document

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

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

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

Appropriate Use of GRE Test Scores

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

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

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

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

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

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

Steps That ETS Takes to Ensure Fairness

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

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

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

Fairness Review

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

DIF Analysis

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

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

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

Examinee Population by Gender

Table 1.1 provides performance information for the total group of 319,101 examinees who took all three measures of the GRE General Test in the 2022–23 testing year. Fifty-three percent of the test takers were men and 47% were women. The table shows that men had higher mean Verbal Reasoning and Quantitative Reasoning scores than women, and women had a slightly higher mean Analytical Writing score than men. The testing year 2021–22 is the first year that more male test takers took the GRE General Test than female test takers, and this trend continues in 2022–23.

Towards the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers had the opportunity to select the new options before the testing year ended, these test takers are included in the “No Response/New” category for the 2022–23 testing year.

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Total	319,101	100	151.2	8.0	158.1	9.8	3.4	0.8
Men	168,452	53	151.7	8.0	160.3	8.8	3.4	0.8
Women	150,098	47	150.7	8.0	155.8	10.3	3.5	0.8
No Response/New	551	<1	156.1	7.9	154.1	9.7	3.9	0.9

U.S. Citizenship Status and Gender

Table 1.2 shows that non-U.S. citizens represented 69% of the GRE General Test test-taker population. The table also shows that non-U.S. citizens had a higher mean score on the Quantitative Reasoning measure than U.S. citizens and lower mean scores on the Verbal Reasoning and the Analytical Writing measures.

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

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
U.S. Citizens	97,676	31	151.8	7.8	150.5	8.3	3.9	0.9
Men	36,506	11	153.9	7.9	153.5	8.5	3.9	0.9
Women	60,769	19	150.5	7.5	148.6	7.5	3.8	0.8
No Response/New	401	<1	156.2	7.5	151.9	8.6	4.0	0.9
Non-U.S. Citizens	221,404	69	151.0	8.1	161.5	8.4	3.2	0.7
Men	131,943	41	151.1	8.0	162.2	7.8	3.2	0.7
Women	89,311	28	150.8	8.4	160.6	9.0	3.3	0.7
No Response/New	150	<1	155.5	8.9	160.0	10.0	3.7	0.9
No Response	21	<1	-	-	-	-	-	-
Men	3	<1	-	-	-	-	-	-
Women	18	<1	-	-	-	-	-	-
No Response/New	0	<1	-	-	-	-	-	-
Total	319,101	100	151.2	8.0	158.1	9.8	3.4	0.8
Men	168,452	53	151.7	8.0	160.3	8.8	3.4	0.8
Women	150,098	47	150.7	8.0	155.8	10.3	3.5	0.8
No Response/New	551	<1	156.1	7.9	154.1	9.7	3.9	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 (319,101) 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.

Towards the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers had the opportunity to select the new options before the testing year ended, these test takers are included in the “No Response/New” category for the 2022–23 testing year.

U.S. Citizenship Status and Racial/Ethnic Group

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

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
American Indian	513	1	149.6	7.1	147.4	7.4	3.6	0.9
Men	195	38	151.7	7.4	150.6	7.4	3.7	0.8
Women	316	62	148.3	6.6	145.4	6.6	3.5	0.9
No Response/New	2	<1	-	-	-	-	-	-
Asian	9,244	9	152.7	8.0	154.3	8.6	4.0	0.8
Men	3,987	43	154.1	8.2	157.0	8.6	4.0	0.9
Women	5,227	57	151.7	7.8	152.2	8.0	4.0	0.8
No Response/New	30	<1	158.0	6.2	155.3	7.3	4.5	0.8
Hawaiian/Pacific Islander	273	<1	149.4	6.9	148.2	7.6	3.8	0.9
Men	115	42	150.2	7.2	150.0	7.9	3.9	0.9
Women	155	57	148.7	6.4	146.7	7.1	3.7	0.8
No Response/New	3	1	-	-	-	-	-	-
Black	7,522	8	147.2	7.6	144.6	7.5	3.3	0.9
Men	2,574	34	148.4	8.2	146.6	8.2	3.3	0.9
Women	4,922	65	146.5	7.3	143.6	6.9	3.4	0.9
No Response/New	26	<1	-	-	-	-	-	-
Mexican	3,911	4	148.4	7.1	146.6	7.2	3.6	0.8
Men	1,371	35	150.2	7.5	149.4	7.7	3.6	0.8
Women	2,523	65	147.3	6.7	145.1	6.5	3.5	0.8
No Response/New	17	<1	-	-	-	-	-	-
Puerto Rican	982	1	149.4	7.3	146.9	7.6	3.6	0.9
Men	377	38	150.9	7.9	149.0	8.4	3.6	1.0
Women	601	61	148.4	6.8	145.5	6.7	3.6	0.8
No Response/New	4	<1	-	-	-	-	-	-
Other Hispanic	5,592	6	149.2	7.6	147.3	7.7	3.6	0.9
Men	2,006	36	151.4	7.7	150.4	7.9	3.7	0.9
Women	3,570	64	148.0	7.2	145.6	6.9	3.6	0.8
No Response/New	16	<1	-	-	-	-	-	-

Table continues on next page

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

Table continued from previous page

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
White	49,997	51	152.5	7.4	150.7	7.5	3.9	0.8
Men	18,158	36	154.8	7.3	153.7	7.8	4.0	0.8
Women	31,682	63	151.2	7.0	149.0	6.7	3.9	0.8
No Response/New	157	<1	157.5	6.3	152.7	7.4	4.1	0.7
Other	3,125	3	152.7	8.3	150.7	8.7	3.9	0.9
Men	1,271	41	154.9	8.2	153.7	8.7	3.9	0.9
Women	1,829	59	151.2	8.0	148.6	8.2	3.8	0.9
No Response/New	25	1	-	-	-	-	-	-
No Response	16,517	17	153.0	8.1	152.3	8.8	3.9	0.9
Men	6,452	39	155.1	8.1	155.5	8.8	3.9	0.9
Women	9,944	60	151.5	7.8	150.3	8.2	3.9	0.9
No Response/New	121	1	157.0	7.6	152.9	9.0	4.1	0.9
Total	97,676	100	151.8	7.8	150.5	8.3	3.9	0.9
Men	36,506	37	153.9	7.9	153.5	8.5	3.9	0.9
Women	60,769	62	150.5	7.5	148.6	7.5	3.8	0.8
No Response/New	401	<1	156.2	7.5	151.9	8.6	4.0	0.9

Note: A total of 97,676 U.S. citizens took the GRE General Test between July 1, 2022, and June 30, 2023. 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.

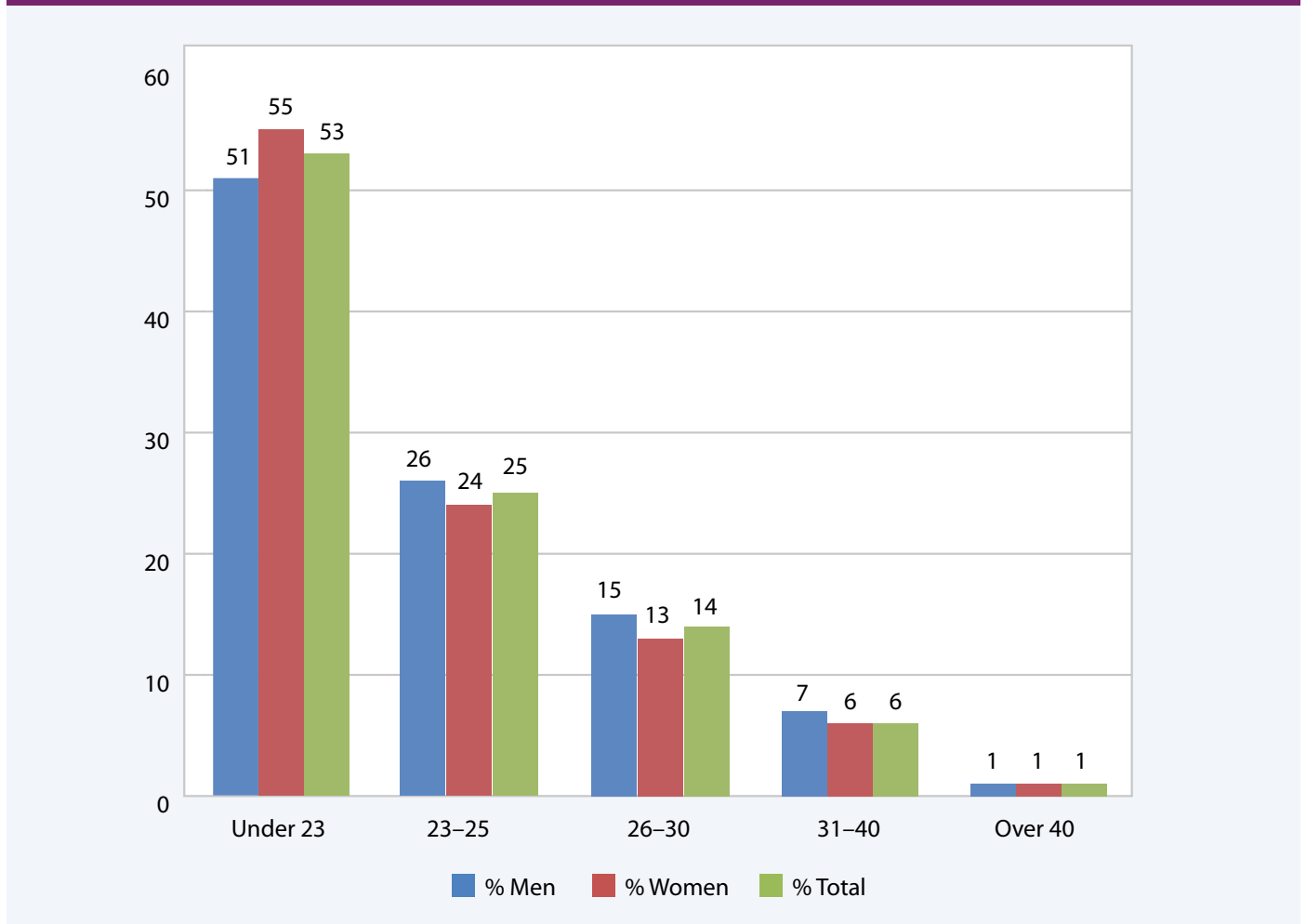
Towards the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers had the opportunity to select the new options before the testing year ended, these test takers are included in the “No Response/New” category for the 2022–23 testing year.

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

Age Group and Gender

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

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



Note: These analyses were based on a total of 319,101 test takers who took the GRE General Test between July 1, 2022, and June 30, 2023. The percentages in the figure above represent the percentage of test takers within men, women and total test takers in the total groups who were in each age range. Due to rounding, percentages may not add up to 100.

Age Group and Gender (continued)

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

On the Analytical Writing measure, on average, both younger men and women performed similarly to older men and women across all age groups except for the Over 60 age group. In addition, on average, women performed similarly or slightly better than men across all age groups.

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Under 18	166	<1	154.8	7.6	164.0	7.5	3.5	0.9
Men	96	58	155.2	7.6	165.2	6.7	3.3	0.9
Women	70	42	154.2	7.7	162.4	8.2	3.6	0.8
No Response/New	0	0	-	-	-	-	-	-
18–22	169,330	53	151.6	7.6	160.0	9.2	3.4	0.8
Men	86,478	51	152.1	7.5	162.4	7.6	3.3	0.8
Women	82,699	49	151.1	7.6	157.4	10.0	3.5	0.8
No Response/New	153	<1	156.5	7.7	155.8	10.0	4.0	0.9
23–25	80,117	25	150.7	8.1	157.4	9.5	3.4	0.8
Men	43,849	55	151.1	8.1	159.6	8.6	3.4	0.8
Women	36,181	45	150.2	8.1	154.6	9.9	3.5	0.8
No Response/New	87	<1	157.9	7.0	156.8	8.5	4.0	0.8
26–30	44,744	14	151.1	8.8	155.7	9.8	3.5	0.9
Men	24,739	55	151.6	8.8	157.2	9.4	3.4	0.9
Women	19,874	44	150.5	8.7	153.9	10.0	3.5	0.9
No Response/New	131	<1	156.7	7.3	155.1	9.1	4.0	0.9
31–35	14,549	5	151.1	9.2	154.1	10.5	3.4	0.9
Men	8,135	56	151.6	9.3	155.5	10.0	3.4	0.9
Women	6,321	43	150.3	9.2	152.3	10.8	3.4	0.9
No Response/New	93	1	156.1	7.5	152.8	9.2	4.0	0.9
36–40	5,702	2	150.7	9.5	151.8	11.1	3.4	0.9
Men	3,012	53	151.1	9.6	153.3	10.7	3.4	1.0
Women	2,641	46	150.1	9.4	150.2	11.3	3.4	0.9
No Response/New	49	1	152.5	9.2	150.5	9.7	3.8	1.1

Table continues on next page

Age Group and Gender (continued)

Table continued from previous page

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
41–45	2,304	1	150.5	9.7	149.5	10.6	3.4	0.9
Men	1,124	49	151.2	9.7	151.8	10.5	3.4	1.0
Women	1,161	50	149.7	9.6	147.3	10.3	3.4	0.9
No Response/New	19	1	-	-	-	-	-	-
46–50	1,074	<1	150.0	9.4	147.1	9.9	3.4	0.9
Men	465	43	151.0	9.6	150.2	10.2	3.3	0.9
Women	600	56	149.2	9.2	144.8	9.0	3.4	0.9
No Response/New	9	1	-	-	-	-	-	-
51–55	552	<1	149.7	9.6	145.3	9.6	3.3	1.0
Men	244	44	150.6	10.3	148.3	10.2	3.3	1.0
Women	304	55	148.8	8.9	142.9	8.4	3.3	0.9
No Response/New	4	1	-	-	-	-	-	-
56–60	213	<1	149.8	9.3	145.4	9.2	3.3	0.9
Men	114	54	151.2	9.4	147.7	9.1	3.3	0.9
Women	95	45	148.5	8.8	143.0	8.7	3.4	0.9
No Response/New	4	2	-	-	-	-	-	-
Over 60	123	<1	148.2	9.8	143.1	8.4	3.0	1.1
Men	74	60	149.4	9.7	145.6	8.3	3.0	1.1
Women	48	39	146.6	9.8	139.4	7.0	3.0	1.0
No Response/New	1	1	-	-	-	-	-	-
No Response	227	<1	151.6	7.3	158.7	10.1	3.3	0.8
Men	122	54	152.2	7.3	161.7	8.8	3.2	0.8
Women	104	46	150.9	7.4	155.1	10.5	3.5	0.9
No Response/New	1	<1	-	-	-	-	-	-
Total	319,101	100	151.2	8.0	158.1	9.8	3.4	0.8
Men	168,452	53	151.7	8.0	160.3	8.8	3.4	0.8
Women	150,098	47	150.7	8.0	155.8	10.3	3.5	0.8
No Response/New	551	<1	156.1	7.9	154.1	9.7	3.9	0.9

Note: A total of 319,101 examinees took the GRE General Test between July 1, 2022, and June 30, 2023. 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.

Towards the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers had the opportunity to select the new options before the testing year ended, these test takers are included in the “No Response/New” category for the 2022–23 testing year.

Age Group and Gender (continued)

Table 1.5 provides information about examinees who tested in the United States, India and China. The table shows that China (71%) had a substantially higher percentage of test takers between the ages of 18 and 22 than the United States (51%) and India (61%). India and China had lower percentages of test takers who were 26 or older than the United States.

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

Age	United States N	United States Percent	India N	India Percent	China N	China Percent
Under 18	38	<1	54	<1	55	<1
Men	15	39	38	70	31	56
Women	23	61	16	30	24	44
No Response/New	0	0	0	0	0	0
18–22	63,262	51	67,667	61	23,349	71
Men	22,517	36	44,870	66	11,185	48
Women	40,618	64	22,792	34	12,164	52
No Response/New	127	<1	5	<1	0	0
23–25	28,585	23	30,422	28	5,543	17
Men	11,587	41	20,413	67	2,847	51
Women	16,932	59	10,006	33	2,696	49
No Response/New	66	<1	3	<1	0	0
26–30	18,501	15	10,106	9	2,762	8
Men	9,276	50	6,308	62	1,266	46
Women	9,120	49	3,795	38	1,495	54
No Response/New	105	1	3	<1	1	<1
31–35	6,558	5	1,707	2	851	3
Men	3,359	51	1,109	65	386	45
Women	3,120	48	597	35	464	55
No Response/New	79	1	1	<1	1	<1
36–40	2,961	2	345	<1	264	1
Men	1,427	48	234	68	125	47
Women	1,494	50	111	32	138	52
No Response/New	40	1	0	0	1	<1
41–45	1,442	1	89	<1	77	<1
Men	603	42	63	71	43	56
Women	823	57	26	29	34	44
No Response/New	16	1	0	0	0	0
46–50	811	1	26	<1	23	<1
Men	298	37	14	54	13	57
Women	506	62	12	46	10	43
No Response/New	7	1	0	0	0	0

Table continues on next page

Age Group and Gender (continued)

Table continued from previous page

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

Age	United States N	United States Percent	India N	India Percent	China N	China Percent
51–55	447	<1	7	<1	1	<1
Men	183	41	4	57	1	100
Women	261	58	3	43	0	0
No Response/New	3	1	0	0	0	0
56–60	180	<1	2	<1	2	<1
Men	91	51	2	100	2	100
Women	85	47	0	0	0	0
No Response/New	4	2	0	0	0	0
Over 60	112	<1	0	0	0	0
Men	66	59	0	0	0	0
Women	45	40	0	0	0	0
No Response/New	1	1	0	0	0	0
No Response	100	<1	87	<1	16	<1
Men	37	37	62	71	12	75
Women	62	62	25	29	4	25
No Response/New	1	1	0	0	0	0
Total	122,997	100	110,512	100	32,943	100
Men	49,459	40	73,117	66	15,911	48
Women	73,089	59	37,383	34	17,029	52
No Response/New	449	<1	12	<1	3	<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.

Towards the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers had the opportunity to select the new options before the testing year ended, these test takers are included in the “No Response/New” category for the 2022–23 testing year.

Country of Citizenship

Table 1.6 provides performance information of test takers based on their country of citizenship. The table shows that India (113,304), the United States (97,676) and China (57,769) had the highest number of citizens who took the test.

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Afghanistan	117	151.8	9.3	160.0	9.8	3.4	0.7
Aland Islands	25	-	-	-	-	-	-
Albania	83	151.1	9.5	155.7	9.6	3.5	0.7
Algeria	63	149.3	11.3	155.0	11.0	3.1	0.9
American Samoa	124	161.6	6.0	167.7	5.0	3.6	0.6
Andorra	11	-	-	-	-	-	-
Angola	17	-	-	-	-	-	-
Anguilla	16	-	-	-	-	-	-
Antarctica	8	-	-	-	-	-	-
Antigua and Barbuda	6	-	-	-	-	-	-
Argentina	127	153.9	7.5	156.5	9.1	3.7	0.6
Armenia	48	152.0	10.3	160.0	9.0	3.3	0.9
Aruba	5	-	-	-	-	-	-
Australia	296	158.6	7.7	161.4	8.3	4.3	0.9
Austria	93	156.0	7.7	158.4	9.1	3.8	0.7
Azerbaijan	170	147.8	9.2	160.3	7.7	3.2	0.9
Bahamas	57	147.3	7.4	144.9	8.9	3.6	0.7
Bahrain	26	-	-	-	-	-	-
Bangladesh	3,331	145.5	7.4	156.1	6.9	3.2	0.6
Barbados	12	-	-	-	-	-	-
Belarus	27	-	-	-	-	-	-
Belgium	93	153.4	8.0	157.7	8.4	3.8	0.9
Belize	11	-	-	-	-	-	-
Benin	34	143.9	9.7	149.8	8.6	2.8	0.8
Bermuda	5	-	-	-	-	-	-
Bhutan	6	-	-	-	-	-	-
Bolivia	51	148.5	8.3	150.8	8.9	3.4	0.7
Bosnia and Herzegovina	7	-	-	-	-	-	-
Botswana	13	-	-	-	-	-	-
Bouvet Island	3	-	-	-	-	-	-
Brazil	595	151.4	8.3	153.3	9.4	3.3	0.9
British Indian Ocean Territory	1	-	-	-	-	-	-
Brunei Darussalam	9	-	-	-	-	-	-
Bulgaria	44	154.2	8.9	156.0	10.0	4.1	0.9

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
Burkina Faso	25	-	-	-	-	-	-
Burundi	5	-	-	-	-	-	-
Cambodia	35	144.1	9.4	149.5	9.4	3.1	0.9
Cameroon	156	142.7	6.8	145.7	8.5	3.0	0.8
Canada	1,632	155.9	8.2	157.7	9.3	4.2	0.8
Cape Verde	2	-	-	-	-	-	-
Cayman Islands	3	-	-	-	-	-	-
Central African Republic	4	-	-	-	-	-	-
Chad	8	-	-	-	-	-	-
Chile	274	152.2	7.6	158.6	8.2	3.3	0.8
China	57,769	153.8	8.9	166.2	4.7	3.4	0.7
Christmas Island	9	-	-	-	-	-	-
Colombia	566	149.4	7.9	151.4	8.7	3.3	0.9
Comoros	2	-	-	-	-	-	-
Congo (Brazzaville)	3	-	-	-	-	-	-
Congo, The Democratic Republic of the	47	143.3	8.3	145.1	7.9	3.0	0.7
Costa Rica	59	152.2	6.9	151.6	6.9	3.6	0.7
Cote d'Ivoire	41	145.8	8.4	147.4	8.2	3.0	0.8
Croatia	17	-	-	-	-	-	-
Cuba	22	-	-	-	-	-	-
Curacao	2	-	-	-	-	-	-
Cyprus	21	-	-	-	-	-	-
Czech Republic	41	153.2	8.3	158.6	9.3	3.7	0.8
Denmark	30	156.1	7.7	155.1	8.8	3.9	0.9
Djibouti	2	-	-	-	-	-	-
Dominica	10	-	-	-	-	-	-
Dominican Republic	62	147.6	7.5	148.2	10.0	3.1	0.9
Ecuador	122	148.4	8.1	151.0	8.8	3.3	0.8
Egypt	465	145.3	8.2	153.4	7.7	3.2	0.8
El Salvador	56	147.9	8.4	147.9	8.8	3.5	0.9
Eritrea	21	-	-	-	-	-	-
Estonia	14	-	-	-	-	-	-
Ethiopia	166	144.3	8.2	150.1	7.6	2.8	0.9
Fiji	3	-	-	-	-	-	-
Finland	53	153.3	8.9	153.3	9.8	3.8	1.0
France	611	154.9	7.5	158.4	9.0	3.7	0.8

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

Table continues on next page

Country of Citizenship (continued)

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
Gabon	6	-	-	-	-	-	-
Gambia	15	-	-	-	-	-	-
Georgia	60	148.3	9.1	152.3	10.8	3.4	0.8
Germany	603	154.8	8.2	157.7	7.8	4.0	0.8
Ghana	1,649	146.4	8.3	148.9	8.6	3.3	0.7
Gibraltar	3	-	-	-	-	-	-
Greece	218	152.5	7.7	159.1	8.0	3.9	0.7
Greenland	4	-	-	-	-	-	-
Grenada	8	-	-	-	-	-	-
Guam	10	-	-	-	-	-	-
Guatemala	69	148.8	8.0	149.7	9.0	3.5	0.8
Guernsey	1	-	-	-	-	-	-
Guinea	11	-	-	-	-	-	-
Guyana	8	-	-	-	-	-	-
Haiti	38	145.3	8.3	144.6	8.2	3.0	0.7
Heard Island and McDonald Islands	1	-	-	-	-	-	-
Honduras	74	146.9	8.4	147.4	8.6	3.3	0.9
Hong Kong, China	772	154.5	8.7	163.9	6.8	3.7	0.7
Hungary	45	152.9	7.8	157.2	8.0	3.8	0.9
Iceland	41	152.1	6.6	160.9	6.4	3.5	0.6
India	113,304	150.1	6.8	161.5	7.7	3.1	0.7
Indonesia	777	147.9	7.4	155.0	8.2	3.4	0.8
Iran, Islamic Republic of	4,577	152.1	9.8	163.4	7.4	3.5	0.8
Iraq	59	142.1	7.8	145.3	9.0	2.9	0.8
Ireland	71	156.9	8.1	156.0	9.0	4.1	0.9
Israel	125	147.4	10.2	156.0	9.3	3.0	1.1
Italy	706	155.4	6.6	158.6	7.8	3.6	0.8
Jamaica	90	149.1	6.4	147.1	8.3	3.7	0.8
Japan	821	147.7	7.8	161.2	7.1	3.1	0.8
Jordan	283	141.5	7.5	152.8	7.6	2.8	0.8
Kazakhstan	354	151.8	7.5	159.9	7.8	3.4	0.7
Kenya	340	146.0	7.4	147.5	6.8	3.3	0.7
Kiribati	1	-	-	-	-	-	-
Korea, Democratic People's Republic of	14	-	-	-	-	-	-
Korea, Republic of	2,501	151.4	7.8	161.8	6.8	3.5	0.7

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
Kosovo	19	-	-	-	-	-	-
Kuwait	288	142.4	9.4	147.7	8.7	2.6	1.0
Kyrgyzstan	19	-	-	-	-	-	-
Lao PDR	8	-	-	-	-	-	-
Latvia	8	-	-	-	-	-	-
Lebanon	388	151.0	8.9	155.9	9.8	3.5	0.7
Lesotho	6	-	-	-	-	-	-
Liberia	15	-	-	-	-	-	-
Libya	16	-	-	-	-	-	-
Lithuania	19	-	-	-	-	-	-
Luxembourg	13	-	-	-	-	-	-
Macau, China	57	152.9	9.4	163.7	6.5	3.5	0.7
Macedonia, Republic of	11	-	-	-	-	-	-
Madagascar	15	-	-	-	-	-	-
Malawi	32	147.5	8.7	147.8	8.9	3.6	0.8
Malaysia	246	151.8	8.4	156.8	8.3	3.9	0.8
Maldives	1	-	-	-	-	-	-
Mali	9	-	-	-	-	-	-
Malta	10	-	-	-	-	-	-
Mauritania	6	-	-	-	-	-	-
Mauritius	22	-	-	-	-	-	-
Mexico	1,166	149.7	7.4	150.4	8.2	3.3	0.8
Micronesia, Federated States of	2	-	-	-	-	-	-
Moldova	12	-	-	-	-	-	-
Monaco	2	-	-	-	-	-	-
Mongolia	71	146.4	7.7	154.8	9.3	3.3	0.8
Montenegro	3	-	-	-	-	-	-
Morocco	135	148.4	8.0	151.3	8.1	3.2	0.9
Mozambique	17	-	-	-	-	-	-
Myanmar	85	144.8	8.9	149.9	9.3	3.3	0.6
Namibia	5	-	-	-	-	-	-
Nepal	2,376	145.3	7.1	155.8	7.2	3.2	0.6
Netherlands	154	154.9	8.2	157.0	8.3	3.9	1.0
New Zealand	77	159.2	6.0	159.7	7.2	4.5	0.7
Nicaragua	20	-	-	-	-	-	-
Niger	5	-	-	-	-	-	-

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Nigeria	4,580	151.5	9.9	153.7	11.0	3.4	0.8
Niue	3	-	-	-	-	-	-
Norfolk Island	1	-	-	-	-	-	-
Norway	35	152.9	8.6	155.5	9.3	4.0	0.8
Oman	14	-	-	-	-	-	-
Pakistan	2,997	148.2	8.5	152.5	8.7	3.5	0.8
Palau	1	-	-	-	-	-	-
Palestinian Territories	68	140.1	7.5	150.9	7.6	2.9	0.9
Panama	51	148.5	7.0	148.9	8.1	3.2	0.8
Papua New Guinea	1	-	-	-	-	-	-
Paraguay	35	147.0	8.1	147.2	9.9	3.4	0.9
Peru	261	150.4	7.4	156.4	8.0	3.4	0.8
Philippines	254	151.2	7.9	151.3	9.2	3.8	0.9
Poland	96	154.0	7.8	157.1	8.5	3.8	0.8
Portugal	81	156.6	6.6	161.3	8.1	3.9	0.6
Puerto Rico	306	142.3	7.7	140.5	6.9	2.5	1.0
Qatar	42	141.8	9.9	147.6	8.8	3.0	1.0
Romania	48	153.2	7.8	157.3	6.8	4.1	0.9
Russian Federation	455	150.7	8.2	157.6	8.6	3.4	0.7
Rwanda	54	143.9	9.5	146.8	8.1	3.2	0.8
Saint Kitts and Nevis	7	-	-	-	-	-	-
Saint Lucia	7	-	-	-	-	-	-
Saint Vincent and the Grenadines	3	-	-	-	-	-	-
Saint-Barthélemy	1	-	-	-	-	-	-
Saudi Arabia	643	141.4	8.8	145.5	9.8	2.4	1.0
Senegal	10	-	-	-	-	-	-
Serbia	40	150.0	7.7	156.9	9.8	3.5	0.8
Seychelles	5	-	-	-	-	-	-
Sierra Leone	16	-	-	-	-	-	-
Singapore	568	157.2	7.0	160.3	7.1	4.4	0.8
Sint Maarten (Dutch part)	1	-	-	-	-	-	-
Slovakia	12	-	-	-	-	-	-
Slovenia	10	-	-	-	-	-	-
Somalia	6	-	-	-	-	-	-
South Africa	122	153.0	7.7	151.7	9.1	4.1	0.8
South Sudan	9	-	-	-	-	-	-

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
Spain	264	153.4	6.8	156.4	7.9	3.8	0.7
Sri Lanka	256	145.4	8.3	155.5	7.5	3.3	0.8
Sudan	50	144.2	8.4	151.9	7.0	2.8	1.0
Suriname	2	-	-	-	-	-	-
Swaziland	9	-	-	-	-	-	-
Sweden	107	152.5	7.6	153.8	8.4	3.7	0.7
Switzerland	114	154.6	7.0	157.8	7.3	3.9	0.7
Syria	78	144.9	9.4	153.3	8.3	3.0	0.9
Taiwan, China	2,846	149.3	7.5	164.0	5.7	3.1	0.6
Tajikistan	11	-	-	-	-	-	-
Tanzania, United Republic of	83	143.4	8.7	148.7	7.7	3.2	0.7
Thailand	299	147.3	8.5	158.4	8.4	3.2	0.8
Timor-Leste	4	-	-	-	-	-	-
Togo	17	-	-	-	-	-	-
Tonga	1	-	-	-	-	-	-
Trinidad and Tobago	50	150.2	8.1	147.9	9.1	3.8	0.7
Tunisia	54	147.6	7.4	152.4	8.8	3.1	0.7
Turkey	957	147.7	8.1	160.8	7.3	3.2	0.8
Turkmenistan	12	-	-	-	-	-	-
Turks and Caicos Islands	2	-	-	-	-	-	-
Uganda	105	143.9	7.5	145.1	7.6	3.2	0.7
Ukraine	109	149.3	7.4	154.1	8.9	3.3	0.9
United Arab Emirates	407	140.8	8.3	148.9	7.7	2.7	1.1
United Kingdom	603	157.0	8.2	157.4	9.3	4.3	0.9
United States Minor Outlying Islands	27	-	-	-	-	-	-
United States of America	97,676	151.8	7.8	150.5	8.3	3.9	0.9
Uruguay	33	153.0	6.8	156.2	10.2	3.7	0.8
Uzbekistan	113	147.1	11.1	159.8	7.6	2.8	1.3
Venezuela	64	150.7	7.4	151.9	8.8	3.5	0.8
Viet Nam	506	149.7	8.8	159.6	7.3	3.5	0.8
Virgin Islands, U.S.	5	-	-	-	-	-	-
Yemen	37	140.5	8.5	152.4	8.8	2.4	1.0
Zambia	24	-	-	-	-	-	-
Zimbabwe	86	147.8	7.0	148.6	7.1	3.6	0.6

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

Table continues on next page

Major Fields

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

Business

Accounting
Banking and Finance
Business Administration and Management

Education

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

Engineering

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

Humanities and Arts

Arts
English Language and Literature
Foreign Languages and Literatures
History
Philosophy

Law

Law

Life Sciences

Agriculture
Biological Sciences
Health and Medical Sciences

Physical Sciences

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

Social and Behavioral Sciences

Anthropology and Archaeology
Economics
Political Science
Psychology
Sociology

Other Fields

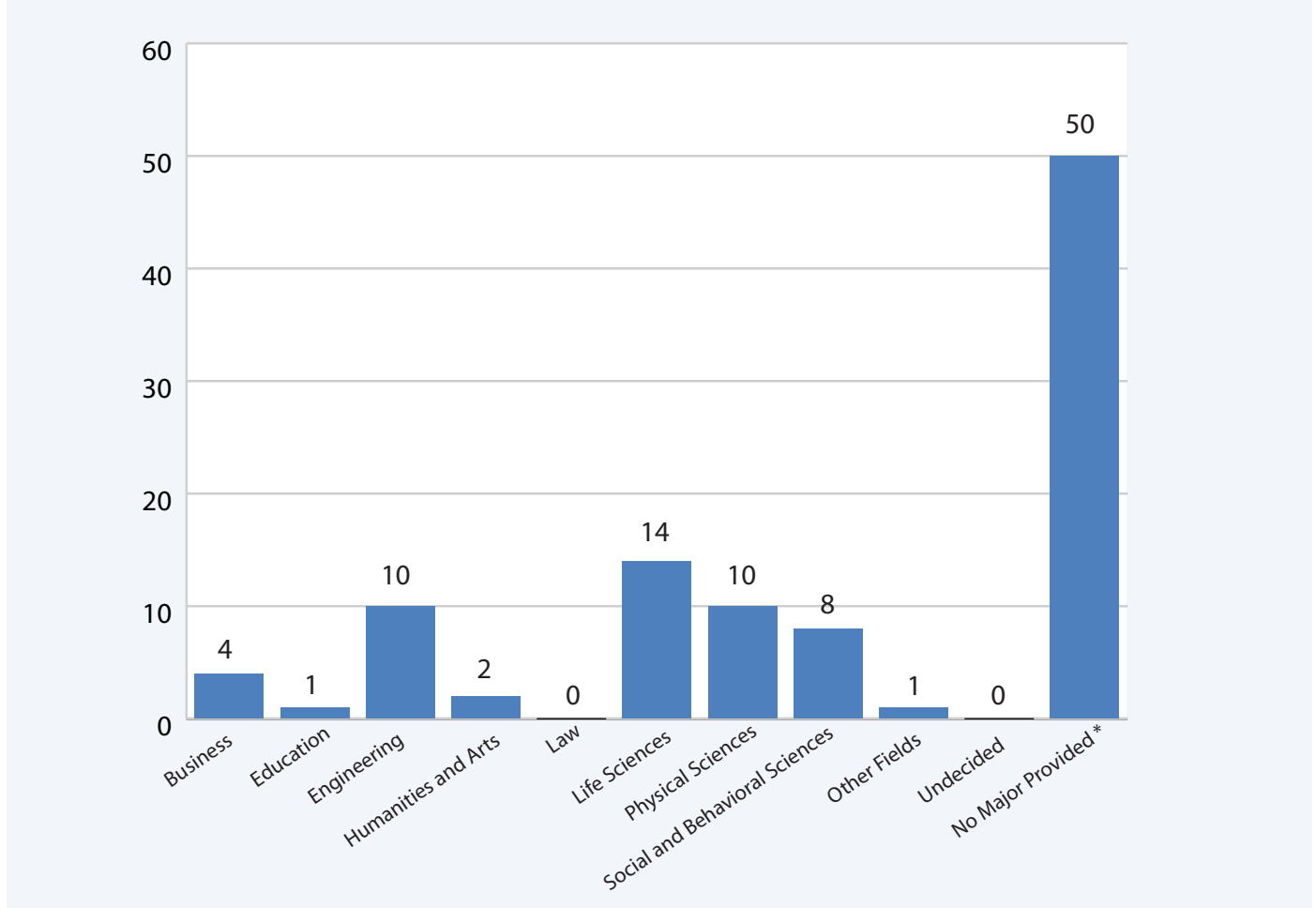
Architecture and Environmental Design
Communications and Journalism
Family and Consumer Sciences
Library and Archival Studies
Public Administration
Religion and Theology
Social Work
Other

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

Undergraduate Major Field

Figure 1.2 shows that, overall, the most commonly reported undergraduate major fields were within Life Sciences (14%), followed by Engineering and Physical Sciences (each 10%), and Social and Behavioral Sciences (8%). Fifty percent of test takers did not provide undergraduate major information.

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



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

These analyses were based on a total of 319,101 test takers who took the GRE General Test between July 1, 2022, and June 30, 2023.

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

Undergraduate Major Field (continued)

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

Undergraduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Business	13,176	4	150.8	8.8	156.2	10.2	3.5	0.8
Men	6,741	51	151.5	8.8	156.8	10.0	3.5	0.9
Women	6,422	49	150.0	8.6	155.6	10.4	3.5	0.8
No Response/New	13	<1	-	-	-	-	-	-
Education	1,606	1	148.4	8.3	147.1	9.3	3.5	0.9
Men	364	23	149.4	8.8	149.3	9.5	3.6	1.0
Women	1,237	77	148.1	8.2	146.4	9.1	3.5	0.9
No Response/New	5	<1	-	-	-	-	-	-
Engineering	32,428	10	149.6	8.2	159.0	7.8	3.4	0.8
Men	23,581	73	149.8	8.2	159.5	7.7	3.4	0.8
Women	8,818	27	148.8	8.2	157.6	7.9	3.4	0.8
No Response/New	29	<1	-	-	-	-	-	-
Humanities and Arts	5,905	2	155.0	8.5	151.2	9.5	4.0	0.9
Men	2,392	41	156.4	8.4	152.3	9.3	4.0	1.0
Women	3,462	59	153.9	8.5	150.5	9.5	3.9	0.9
No Response/New	51	1	158.5	6.7	151.2	7.8	4.2	0.9
Law	577	<1	151.7	8.5	151.7	10.3	3.6	0.9
Men	278	48	152.6	8.3	153.8	10.2	3.6	0.9
Women	298	52	150.8	8.6	149.7	10.0	3.6	0.9
No Response/New	1	<1	-	-	-	-	-	-
Life Sciences	43,714	14	149.2	6.9	149.2	7.4	3.7	0.8
Men	12,714	29	150.2	7.2	151.2	7.7	3.6	0.8
Women	30,947	71	148.8	6.8	148.4	7.1	3.7	0.8
No Response/New	53	<1	152.7	7.9	151.6	7.4	3.9	0.7
Physical Sciences	31,989	10	150.8	8.5	159.8	8.3	3.5	0.8
Men	20,823	65	151.2	8.4	160.8	7.8	3.5	0.8
Women	11,121	35	149.8	8.5	158.1	8.8	3.5	0.8
No Response/New	45	<1	156.2	7.8	158.4	7.5	3.9	0.9

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
Social and Behavioral Sciences	25,624	8	152.8	8.2	152.6	9.8	3.8	0.9
Men	9,809	38	154.6	8.3	155.7	9.6	3.9	0.9
Women	15,718	61	151.7	7.9	150.7	9.4	3.8	0.9
No Response/New	97	<1	155.4	7.8	150.5	8.7	4.0	1.1
Other Fields	4,544	1	150.0	8.4	150.1	10.0	3.6	0.9
Men	1,490	33	151.1	9.0	151.3	10.1	3.6	0.9
Women	3,040	67	149.4	8.1	149.5	9.9	3.6	0.8
No Response/New	14	<1	-	-	-	-	-	-
Undecided	1,577	<1	151.2	8.3	160.9	9.3	3.2	0.8
Men	994	63	151.5	8.0	161.8	8.6	3.1	0.7
Women	582	37	150.5	8.7	159.5	10.2	3.2	0.8
No Response/New	1	<1	-	-	-	-	-	-
No Major Provided*	157,961	50	151.9	7.9	161.8	8.5	3.3	0.8
Men	89,266	57	152.1	7.7	162.8	7.6	3.2	0.8
Women	68,453	43	151.7	8.1	160.4	9.4	3.4	0.8
No Response/New	242	<1	157.0	8.0	156.3	10.5	3.9	0.9
Total	319,101	100	151.2	8.0	158.1	9.8	3.4	0.8
Men	168,452	53	151.7	8.0	160.3	8.8	3.4	0.8
Women	150,098	47	150.7	8.0	155.8	10.3	3.5	0.8
No Response/New	551	<1	156.1	7.9	154.1	9.7	3.9	0.9

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

A total of 319,101 examinees took the GRE General Test between July 1, 2022, and June 30, 2023. 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.

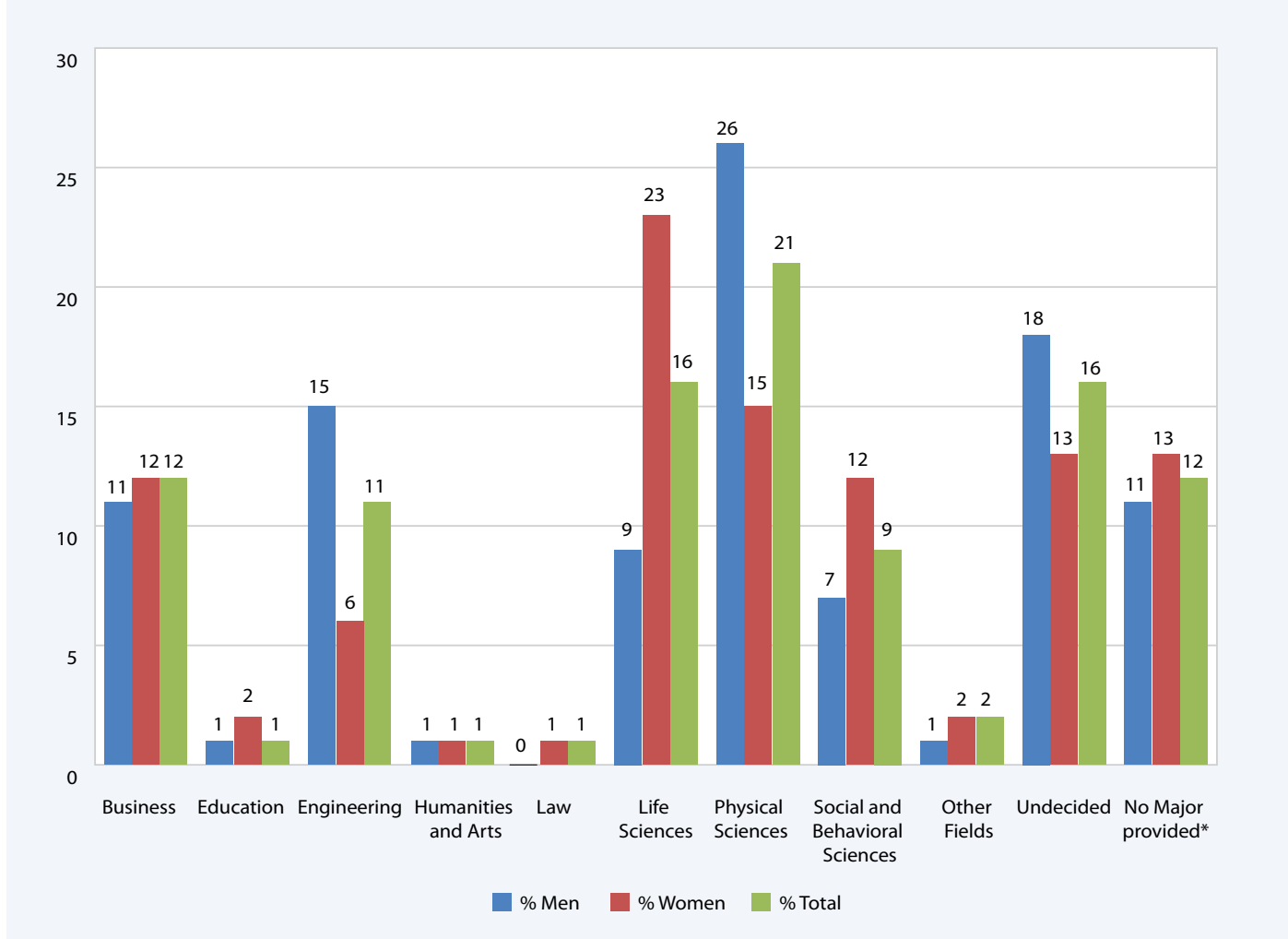
Towards the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers had the opportunity to select the new options before the testing year ended, these test takers are included in the “No Response/New” category for the 2022–23 testing year.

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

Intended Graduate Major Field

Figure 1.3 shows that the percentages of men who indicated an intended graduate major in Engineering (15%) and Physical Sciences (26%) were much higher than the percentages of women indicating those intended graduate majors. The percentage of women who indicated an intended graduate major in Life Sciences (23%) was much higher than the percentage of men indicating that intended graduate major. In Social and Behavioral Sciences, the percentage of women was higher than the percentage of men indicating that intended graduate major. The percentages of men and women indicating an intended graduate major in Business, Education, 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 20 for a list of major fields.

These analyses were based on a total of 319,101 test takers who took the GRE General Test between July 1, 2022, and June 30, 2023. The percentages in the figure above represent the percentage of test takers within men, women and total test takers for each intended graduate major field.

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

Intended Graduate Major Field (continued)

Table 1.8 shows that men and women indicating an intended graduate major in Humanities and Arts had relatively higher mean Verbal Reasoning and Analytical Writing scores than men and women in other majors (except women indicating an intended graduate major in Law or Social and Behavioral Sciences on the Analytical Writing measure). Regarding Quantitative Reasoning, men with undecided graduate major had a higher mean score than men in other majors, and women with an intended graduate major in Physical Sciences had a higher mean score than women in other majors.

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

Intended Graduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Business	37,191	12	152.6	8.7	159.8	9.3	3.6	0.8
Men	18,481	50	153.0	8.8	159.8	9.2	3.6	0.8
Women	18,656	50	152.3	8.6	159.8	9.4	3.6	0.8
No Response/New	54	<1	156.8	8.3	159.0	8.7	4.1	1.0
Education	3,976	1	150.9	8.7	149.4	10.1	3.7	0.9
Men	919	23	152.3	9.2	151.3	10.4	3.7	0.9
Women	3,012	76	150.4	8.5	148.9	10.0	3.7	0.9
No Response/New	45	1	153.9	7.0	148.6	9.8	3.8	0.7
Engineering	34,491	11	150.0	8.2	160.7	7.7	3.3	0.8
Men	25,938	75	150.2	8.2	161.0	7.5	3.3	0.8
Women	8,522	25	149.5	8.3	159.7	8.1	3.3	0.8
No Response/New	31	<1	157.8	6.2	160.4	7.7	3.9	0.6
Humanities and Arts	3,570	1	155.4	8.5	154.3	10.5	3.9	0.9
Men	1,538	43	156.8	8.6	154.2	10.2	4.0	1.0
Women	2,007	56	154.3	8.3	154.4	10.8	3.8	0.9
No Response/New	25	1	-	-	-	-	-	-
Law	1,647	1	153.3	8.8	152.2	10.5	3.9	1.0
Men	737	45	154.4	8.7	153.5	10.2	3.9	1.0
Women	896	54	152.3	8.8	151.0	10.6	3.9	0.9
No Response/New	14	1	-	-	-	-	-	-
Life Sciences	49,629	16	149.5	7.0	150.1	7.8	3.7	0.8
Men	14,588	29	150.4	7.3	152.1	8.0	3.6	0.8
Women	34,957	70	149.2	6.9	149.3	7.6	3.7	0.8
No Response/New	84	<1	153.9	7.1	151.9	7.2	3.9	0.8
Physical Sciences	65,791	21	151.2	7.8	162.3	7.3	3.3	0.7
Men	43,882	67	151.5	7.7	162.8	6.9	3.3	0.7
Women	21,843	33	150.7	7.9	161.4	7.9	3.3	0.7
No Response/New	66	<1	158.7	7.2	161.2	7.2	3.9	0.8

Table continues on next page

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
Social and Behavioral Sciences	29,431	9	153.5	8.4	155.9	10.4	3.8	0.9
Men	11,850	40	154.9	8.5	158.5	9.7	3.8	0.9
Women	17,497	59	152.5	8.2	154.2	10.4	3.8	0.8
No Response/New	84	<1	157.0	7.8	152.1	9.2	4.0	1.0
Other Fields	5,300	2	151.7	9.0	154.0	10.9	3.6	0.9
Men	1,950	37	152.5	9.2	153.7	10.8	3.6	0.9
Women	3,326	63	151.2	8.8	154.1	11.0	3.6	0.8
No Response/New	24	<1	-	-	-	-	-	-
Undecided	50,473	16	152.0	7.5	162.1	8.3	3.2	0.8
Men	30,605	61	152.1	7.2	162.9	7.5	3.1	0.8
Women	19,810	39	151.8	7.9	160.9	9.3	3.3	0.8
No Response/New	58	<1	157.4	9.2	157.1	10.7	3.9	1.0
No Major Provided*	37,602	12	149.9	8.1	156.0	10.4	3.3	0.8
Men	17,964	48	150.5	8.1	158.8	9.5	3.2	0.8
Women	19,572	52	149.3	8.1	153.5	10.6	3.4	0.8
No Response/New	66	<1	154.1	8.6	148.9	8.5	3.9	0.9
Total	319,101	100	151.2	8.0	158.1	9.8	3.4	0.8
Men	168,452	53	151.7	8.0	160.3	8.8	3.4	0.8
Women	150,098	47	150.7	8.0	155.8	10.3	3.5	0.8
No Response/New	551	<1	156.1	7.9	154.1	9.7	3.9	0.9

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

A total of 319,101 examinees took the GRE General Test between July 1, 2022, and June 30, 2023. 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.

Towards the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers had the opportunity to select the new options before the testing year ended, these test takers are included in the “No Response/New” category for the 2022–23 testing year.

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

Intended Graduate Major Field (continued)

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

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

Intended Graduate Major Field		American Indian	Asian	Hawaiian/Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White	Other	No Response	Total
Business	N	32	925	31	850	264	71	445	3,422	269	1,669	7,978
	Mean	154.2	155.9	151.5	149.9	151.4	149.9	152.4	155.2	154.9	155.6	154.4
	SD	8.7	7.5	7.4	8.2	7.4	8.3	8.1	7.4	8.4	8.1	8.0
Education	N	17	128	7	417	122	47	153	1,492	84	351	2,818
	Mean	-	151.0	-	145.8	147.0	147.0	148.3	152.6	149.7	151.8	150.8
	SD	-	9.3	-	7.1	7.0	7.6	7.1	7.7	8.8	8.2	8.2
Engineering	N	23	622	12	229	169	48	248	2,357	184	986	4,878
	Mean	-	155.8	-	151.2	152.0	153.9	152.5	156.8	156.0	156.2	155.8
	SD	-	7.2	-	7.4	7.3	7.1	7.7	6.2	7.6	7.0	6.9
Humanities and Arts	N	7	66	3	84	76	25	81	1,091	66	273	1,772
	Mean	-	155.7	-	150.3	151.8	-	153.8	158.0	159.0	158.3	157.1
	SD	-	8.6	-	8.7	8.5	-	8.1	7.0	7.5	7.9	7.8
Law	N	11	94	10	185	45	18	57	408	61	211	1,100
	Mean	-	155.1	-	148.5	150.0	-	149.9	154.8	154.7	155.6	153.4
	SD	-	8.4	-	7.7	7.3	-	8.1	8.4	7.7	8.4	8.6
Life Sciences	N	218	3,714	124	2,844	1,755	393	2,459	22,309	1,059	6,288	41,163
	Mean	147.6	149.9	147.8	146.1	147.1	148.3	147.8	150.3	150.4	150.1	149.6
	SD	6.1	6.9	6.2	6.5	6.4	6.0	6.5	6.4	7.3	7.0	6.7
Physical Sciences	N	31	1,126	12	231	183	39	260	2,869	235	1,462	6,448
	Mean	148.5	157.0	-	149.5	152.4	154.4	154.6	157.9	156.9	157.5	156.9
	SD	7.5	7.9	-	8.2	7.5	7.1	7.6	6.6	7.8	7.6	7.5
Social and Behavioral Sciences	N	73	1,027	25	1,049	575	157	851	7,099	522	1,939	13,317
	Mean	151.9	154.6	-	148.1	149.2	150.2	149.9	154.5	153.5	154.9	153.4
	SD	7.1	8.1	-	8.4	7.2	7.5	8.0	7.4	8.5	8.4	8.1
Other Fields	N	9	124	6	257	101	30	133	1,181	87	348	2,276
	Mean	-	151.8	-	145.5	148.1	151.2	148.2	154.3	151.5	152.9	152.1
	SD	-	8.4	-	8.4	7.9	8.4	8.1	7.8	9.3	9.0	8.7
Undecided	N	34	438	14	377	108	33	233	1,722	205	1,151	4,315
	Mean	152.7	153.5	-	147.7	148.8	149.1	149.2	153.9	153.9	154.2	152.9
	SD	7.2	8.6	-	8.9	7.9	8.9	8.6	8.2	8.3	8.5	8.6
No Major Provided*	N	58	980	29	999	513	121	672	6,047	353	1,839	11,611
	Mean	146.6	151.3	-	145.9	147.1	147.7	147.8	151.0	151.0	151.1	150.2
	SD	6.5	7.7	-	7.4	6.9	7.7	7.5	7.2	7.9	7.8	7.6
Total	N	513	9,244	273	7,522	3,911	982	5,592	49,997	3,125	16,517	97,676
	Mean	149.6	152.7	149.4	147.2	148.4	149.4	149.2	152.5	152.7	153.0	151.8
	SD	7.1	8.0	6.9	7.6	7.1	7.3	7.6	7.4	8.3	8.1	7.8

Note: See page 20 for a list of major fields. A total of 97,676 U.S. citizens took the GRE General Test between July 1, 2022, and June 30, 2023. 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 Black, Mexican and Other test takers with an intended graduate major in Engineering had higher mean scores on the Quantitative Reasoning measure than those with other majors. Asian, Puerto Rican, Other Hispanic and White test takers with an intended graduate major in Physical Sciences had higher mean scores than other intended majors.

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

Intended Graduate Major Field		American Indian	Asian	Hawaiian/Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White	Other	No Response	Total
Business	N	32	925	31	850	264	71	445	3,422	269	1,669	7,978
	Mean	149.8	157.7	148.9	147.6	150.1	147.8	150.7	153.7	153.2	155.3	153.4
	SD	7.2	7.7	7.5	8.2	8.0	8.1	7.9	7.5	8.2	8.4	8.3
Education	N	17	128	7	417	122	47	153	1,492	84	351	2,818
	Mean	-	151.4	-	141.2	143.6	142.6	144.4	148.0	144.2	147.2	146.4
	SD	-	8.6	-	6.4	6.1	7.9	7.1	7.3	7.3	8.1	7.8
Engineering	N	23	622	12	229	169	48	248	2,357	184	986	4,878
	Mean	-	160.9	-	152.5	154.2	154.2	155.0	158.9	158.5	159.3	158.5
	SD	-	6.6	-	7.8	6.7	8.0	7.5	6.1	6.6	6.7	6.8
Humanities and Arts	N	7	66	3	84	76	25	81	1,091	66	273	1,772
	Mean	-	152.3	-	143.4	145.2	-	146.6	150.0	151.2	151.7	149.7
	SD	-	9.3	-	7.3	8.0	-	8.0	8.0	8.9	8.5	8.4
Law	N	11	94	10	185	45	18	57	408	61	211	1,100
	Mean	-	154.1	-	144.0	146.4	-	146.4	150.9	151.2	152.4	149.7
	SD	-	9.0	-	8.7	7.7	-	8.5	8.8	9.5	9.3	9.4
Life Sciences	N	218	3,714	124	2,844	1,755	393	2,459	22,309	1,059	6,288	41,163
	Mean	146.3	151.0	147.2	144.2	146.1	146.5	146.6	149.3	149.0	149.6	148.8
	SD	6.3	7.1	6.3	6.2	6.1	6.2	6.3	6.0	7.2	6.9	6.5
Physical Sciences	N	31	1,126	12	231	183	39	260	2,869	235	1,462	6,448
	Mean	150.8	161.7	-	150.3	152.9	155.4	155.5	159.1	158.2	160.9	159.2
	SD	8.9	7.0	-	8.0	7.9	7.7	8.3	7.1	7.8	7.5	7.8
Social and Behavioral Sciences	N	73	1,027	25	1,049	575	157	851	7,099	522	1,939	13,317
	Mean	146.8	153.7	-	144.0	145.4	146.3	146.1	150.4	149.7	151.7	149.7
	SD	6.9	8.8	-	7.5	7.2	7.4	7.9	7.7	8.8	9.1	8.4
Other Fields	N	9	124	6	257	101	30	133	1,181	87	348	2,276
	Mean	-	150.4	-	140.8	143.9	146.4	144.2	148.8	146.1	149.2	147.4
	SD	-	8.7	-	6.7	7.5	6.6	6.6	7.4	8.7	9.0	8.2
Undecided	N	34	438	14	377	108	33	233	1,722	205	1,151	4,315
	Mean	150.3	155.0	-	145.6	146.8	146.0	146.8	151.0	152.0	154.2	151.5
	SD	10.8	9.2	-	9.4	7.7	8.4	7.9	8.0	9.8	9.8	9.3
No Major Provided*	N	58	980	29	999	513	121	672	6,047	353	1,839	11,611
	Mean	144.4	152.4	-	143.3	144.6	145.0	145.3	148.5	148.2	149.7	148.1
	SD	6.2	8.4	-	7.1	7.0	7.2	7.4	7.2	8.4	8.5	7.9
Total	N	513	9,244	273	7,522	3,911	982	5,592	49,997	3,125	16,517	97,676
	Mean	147.4	154.3	148.2	144.6	146.6	146.9	147.3	150.7	150.7	152.3	150.5
	SD	7.4	8.6	7.6	7.5	7.2	7.6	7.7	7.5	8.7	8.8	8.3

Note: See page 20 for a list of major fields. A total of 97,676 U.S. citizens took the GRE General Test between July 1, 2022, and June 30, 2023. 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 Mexican, Other Hispanic and White test takers with an intended graduate major in Humanities and Arts had higher mean scores on the Analytical Writing measure than those with other majors. Asian test takers who intended to pursue their graduate major in Business, Humanities and Arts or Law had higher mean scores on the Analytical Writing measure than those with other majors. Black test takers with an intended graduate major in Law had a higher mean score on the Analytical Writing measure than those with other majors. Puerto Rican test takers with an intended graduate major in Social and Behavioral Sciences, Business, and Engineering had higher mean scores on the Analytical Writing measure than other majors.

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

Intended Graduate Major Field		American Indian	Asian	Hawaiian/Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White	Other	No Response	Total
Business	N	32	925	31	850	264	71	445	3,422	269	1,669	7,978
	Mean	3.7	4.3	3.9	3.6	3.8	3.6	3.9	4.1	4.1	4.1	4.0
	SD	1.1	0.9	1.0	1.0	0.9	1.1	1.0	0.9	1.0	0.9	0.9
Education	N	17	128	7	417	122	47	153	1,492	84	351	2,818
	Mean	-	3.9	-	3.4	3.5	3.3	3.6	4.0	3.7	3.8	3.8
	SD	-	0.8	-	0.9	0.8	0.9	0.9	0.8	0.9	0.9	0.9
Engineering	N	23	622	12	229	169	48	248	2,357	184	986	4,878
	Mean	-	4.1	-	3.6	3.8	4.0	3.8	4.1	4.0	4.0	4.0
	SD	-	0.8	-	0.9	0.7	0.9	0.8	0.7	0.9	0.8	0.8
Humanities and Arts	N	7	66	3	84	76	25	81	1,091	66	273	1,772
	Mean	-	4.3	-	3.5	4.0	-	4.0	4.3	4.2	4.2	4.2
	SD	-	0.9	-	1.0	0.9	-	1.0	0.8	0.9	0.9	0.9
Law	N	11	94	10	185	45	18	57	408	61	211	1,100
	Mean	-	4.3	-	3.7	3.6	-	3.9	4.2	4.2	4.2	4.1
	SD	-	1.0	-	0.9	0.7	-	1.1	0.9	0.9	1.0	1.0
Life Sciences	N	218	3,714	124	2,844	1,755	393	2,459	22,309	1,059	6,288	41,163
	Mean	3.5	3.9	3.7	3.3	3.5	3.5	3.6	3.8	3.8	3.8	3.8
	SD	0.8	0.8	0.8	0.8	0.7	0.8	0.8	0.7	0.8	0.8	0.8
Physical Sciences	N	31	1,126	12	231	183	39	260	2,869	235	1,462	6,448
	Mean	3.5	4.2	-	3.4	3.7	3.9	3.9	4.2	4.1	4.1	4.1
	SD	0.9	0.8	-	0.9	0.8	0.7	0.8	0.8	0.9	0.9	0.8
Social and Behavioral Sciences	N	73	1,027	25	1,049	575	157	851	7,099	522	1,939	13,317
	Mean	3.9	4.2	-	3.4	3.6	3.7	3.7	4.1	4.0	4.1	4.0
	SD	0.7	0.9	-	1.0	0.9	1.0	0.9	0.8	0.9	0.9	0.9
Other Fields	N	9	124	6	257	101	30	133	1,181	87	348	2,276
	Mean	-	3.9	-	3.0	3.5	3.7	3.5	4.0	3.7	3.8	3.8
	SD	-	0.9	-	1.0	0.9	0.8	0.9	0.9	1.0	1.0	1.0
Undecided	N	34	438	14	377	108	33	233	1,722	205	1,151	4,315
	Mean	3.6	4.0	-	3.3	3.3	3.5	3.4	3.9	3.7	3.7	3.8
	SD	0.8	0.9	-	1.0	1.1	1.2	1.0	0.9	0.9	1.1	1.0
No Major Provided*	N	58	980	29	999	513	121	672	6,047	353	1,839	11,611
	Mean	3.2	3.9	-	3.2	3.4	3.4	3.5	3.8	3.7	3.7	3.7
	SD	0.8	0.8	-	0.9	0.8	0.9	0.9	0.8	0.9	0.9	0.9
Total	N	513	9,244	273	7,522	3,911	982	5,592	49,997	3,125	16,517	97,676
	Mean	3.6	4.0	3.8	3.3	3.6	3.6	3.6	3.9	3.9	3.9	3.9
	SD	0.9	0.8	0.9	0.9	0.8	0.9	0.9	0.8	0.9	0.9	0.9

Note: See page 20 for a list of major fields. A total of 97,676 U.S. citizens took the GRE General Test between July 1, 2022, and June 30, 2023. Racial/Ethnic groups are defined as follows: **American Indian** — American Indian or Alaskan Native; **Asian** — Asian or Asian American; **Hawaiian/Pacific Islander** — Native Hawaiian or Other Pacific Islander; **Black** — Black or African American; **Mexican** — Mexican, Mexican American, or Chicano; **Puerto Rican** — Puerto Rican; **Other Hispanic** — Other Hispanic, Latino, or Latin American; **White** — White (non-Hispanic); **Other** — Other.

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

Graduate Degree Objective

Table 1.12 shows that about 46% of test takers reported a graduate degree objective of either master's (30%) or doctorate (16%) degree. A total of 49% of test takers did not respond to this question.

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

Graduate Degree Objective	Number	Percent
Master's (MA, MS, MEd)	94,571	30
Specialized Master's in Business	1,430	<1
Intermediate (such as specialist)	879	<1
MBA	10,680	3
JD	1,658	1
Doctorate (PhD, EdD)	49,571	16
Postdoctoral Study	1,295	<1
Non-Degree Graduate Study	526	<1
Not Currently Planning Graduate Study	667	<1
No Response	157,824	49
Total	319,101	100

Enrollment Preference

Table 1.13 shows that 48% of test takers planned to enroll in a full-time program. These test takers had a higher mean Quantitative Reasoning score than test takers who planned to enroll part time or who were undecided. Test takers who were undecided had a higher mean Verbal Reasoning score than test takers who planned to enroll full time or part time. Test takers who were full time or part time had a slightly higher mean Analytical Writing score than test takers who were undecided. A total of 48% 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	151,641	48	150.4	8.1	154.7	9.6	3.6	0.8
Part Time	4,684	1	151.0	8.7	149.9	9.4	3.6	1.0
Undecided	10,053	3	151.5	8.6	154.5	10.0	3.5	0.9
No Response	152,723	48	152.0	7.9	162.0	8.3	3.3	0.8
Total	319,101	100	151.2	8.0	158.1	9.8	3.4	0.8

Full-time Work Experience

Table 1.14 shows that 32% 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, except test takers with over 30 years of full-time work experience. Test takers with fewer years of full-time work experience had higher Quantitative Reasoning scores. There were similar mean scores on the Analytical Writing measure across various years of full-time work experience, except test takers with over 30 years of full-time work experience. Approximately 58% 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	67,971	21	150.5	7.8	154.7	9.7	3.6	0.8
1–2 Years	33,957	11	150.0	8.1	154.2	9.4	3.6	0.8
3–4 Years	14,347	5	150.7	8.7	153.9	9.4	3.6	0.9
5–7 Years	9,333	3	151.7	8.7	153.2	9.3	3.7	0.9
8–10 Years	4,098	1	151.3	8.9	151.8	9.3	3.6	0.9
11–14 Years	1,624	1	151.3	9.2	151.0	9.7	3.6	0.9
15–19 Years	1,126	<1	150.6	9.3	149.4	9.7	3.5	0.9
20–29 Years	844	<1	151.1	8.9	147.7	9.4	3.5	0.9
Over 30 Years	403	<1	148.4	8.7	147.9	9.6	3.3	0.9
No Response	185,398	58	151.7	7.9	161.0	8.9	3.3	0.8
Total	319,101	100	151.2	8.0	158.1	9.8	3.4	0.8

Program Format

Table 1.15 shows that 41% of test takers indicated that they would like to pursue a graduate degree on campus. On average, these test takers had higher mean scores on the Verbal Reasoning, Quantitative Reasoning and Analytical Writing measures than test takers who planned to pursue a degree online or through a combination of on-campus and online courses. Approximately 49% 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	132,123	41	150.6	8.1	155.5	9.4	3.6	0.8
Online	3,391	1	149.3	8.6	147.5	9.4	3.4	1.0
Combination	16,482	5	148.7	7.9	149.3	9.4	3.5	0.9
Undecided	10,003	3	151.5	8.1	154.2	9.7	3.6	0.9
No Response	157,102	49	152.1	7.9	161.8	8.5	3.3	0.8
Total	319,101	100	151.2	8.0	158.1	9.8	3.4	0.8

U.S. Citizenship Status and Racial/Ethnic Group

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

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	22	<1	-	-	-	-	-	-
Asian	660	13	156.5	7.2	157.6	7.6	4.4	0.8
Hawaiian/Pacific Islander	28	1	-	-	-	-	-	-
Black	657	13	151.2	8.0	148.9	8.1	3.7	0.9
Mexican	191	4	151.5	7.6	150.0	8.6	3.9	0.9
Puerto Rican	48	1	153.9	8.7	150.4	8.5	4.1	0.9
Other Hispanic	299	6	153.7	8.0	151.2	7.6	4.0	0.9
White	2,424	49	155.9	7.4	154.0	7.6	4.2	0.9
Other	196	4	156.2	8.2	154.2	8.1	4.3	0.9
No Response	424	9	156.8	7.7	155.5	7.9	4.2	0.9
Total	4,949	100	155.1	7.8	153.5	8.1	4.1	0.9

Note: This analysis is based on a total of 4,949 U.S. citizens who selected MBA as their graduate degree objective and who took the GRE General Test between July 1, 2022, and June 30, 2023.

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

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

Age Group

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

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

Age	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Under 18	2	<1	-	-	-	-	-	-
18–22	2,213	21	152.4	8.2	156.6	9.8	3.7	0.9
23–25	2,434	23	153.6	8.4	156.2	9.0	3.9	0.9
26–30	4,293	40	154.9	7.8	156.3	8.3	4.0	0.9
31–35	1,304	12	153.1	8.2	154.7	8.9	3.7	0.8
36–40	300	3	150.9	8.7	151.6	9.9	3.5	0.9
41–45	77	1	149.7	9.8	149.2	9.5	3.4	0.9
46–50	31	<1	149.6	11.8	149.4	10.2	3.4	1.1
51–55	15	<1	-	-	-	-	-	-
56–60	1	<1	-	-	-	-	-	-
Over 60	4	<1	-	-	-	-	-	-
No Response	6	<1	-	-	-	-	-	-
Total	10,680	100	153.7	8.2	155.9	9.0	3.8	0.9

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

Gender

Table 1.18 shows that men had a higher percentage of test takers whose graduate degree objective was an MBA (56%) than women (43%). 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	6,013	56	154.0	8.2	157.1	8.8	3.8	0.9
Women	4,641	43	153.2	8.2	154.4	9.0	3.9	0.9
No Response/New	26	<1	-	-	-	-	-	-
Total	10,680	100	153.7	8.2	155.9	9.0	3.8	0.9

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

Towards the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers had the opportunity to select the new options before the testing year ended, these test takers are included in the “No Response/New” category for the 2022–23 testing year.

Enrollment Preference

Table 1.19 shows that 83% 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 a higher mean score on the Verbal Reasoning measure compared to test takers who planned to enroll full or part time. Regarding the Analytical Writing measure, on average, test takers who planned to enroll full time had the same mean score as test takers who were undecided, and their mean scores were slightly higher than that of those who planned to enroll part time.

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

Enrollment Preference	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Full Time	8,852	83	153.7	8.2	156.3	8.9	3.9	0.9
Part Time	668	6	152.4	8.2	151.3	8.5	3.7	1.0
Undecided	894	8	154.1	8.1	154.6	9.2	3.9	0.9
No Response	266	2	155.1	8.4	157.6	8.8	3.9	0.9
Total	10,680	100	153.7	8.2	155.9	9.0	3.8	0.9

Full-time Work Experience

Table 1.20 shows that 32% of test takers who indicated MBA as their graduate degree objective had two years of full-time work experience or less. Test takers who had three to seven years of full-time work experience obtained relatively higher scores on all three measures than test takers with fewer years (<3 years) or more years (>7 years) of full-time work experience.

Table 1.20. GRE General Test Score Information for Examinees with MBA as Graduate Degree Objective, by Years of Full-time Work Experience

Years of Full-time Work Experience	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Less than 1 Year	1,907	18	151.5	8.3	154.8	9.8	3.7	0.9
1–2 Years	1,476	14	152.8	8.6	155.7	9.5	3.8	0.9
3–4 Years	2,145	20	154.7	7.9	156.6	8.3	4.0	0.9
5–7 Years	2,305	22	155.0	7.5	156.2	8.1	4.0	0.9
8–10 Years	814	8	153.7	8.1	154.9	8.5	3.8	0.9
11–14 Years	225	2	153.0	8.9	153.6	9.0	3.6	0.9
15–19 Years	74	1	149.8	8.9	150.5	9.6	3.4	0.8
20–29 Years	38	<1	150.9	9.7	151.3	10.3	3.5	1.1
Over 30 Years	17	<1	-	-	-	-	-	-
No Response	1,679	16	154.0	8.3	157.2	9.2	3.8	0.9
Total	10,680	100	153.7	8.2	155.9	9.0	3.8	0.9

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

Program Format

Table 1.21 shows that 75% 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	8,060	75	154.0	8.1	156.8	8.6	3.9	0.9
Online	333	3	148.1	8.1	147.3	8.6	3.3	1.0
Combination	963	9	151.1	8.3	151.4	9.4	3.6	0.9
Undecided	623	6	153.8	8.0	154.7	9.3	3.9	0.8
No Response	701	7	155.2	7.8	157.5	8.7	4.0	0.9
Total	10,680	100	153.7	8.2	155.9	9.0	3.8	0.9

U.S. Citizenship Status and Racial/Ethnic Group

Figure 2.1 shows that from testing years 2018–19 to 2019–20, there were more test takers who were U.S. citizens than non-U.S. citizens. However, beginning in the testing year 2020–21, more test takers were non-U.S. citizens than U.S. citizens. The number of U.S. citizens who took the test decreased from 2018–19 to 2022–23. The number of non-U.S. citizens who took the test decreased from 2018–19 to 2020–21 but increased in 2021–22 and this increasing trend continued in 2022–23.

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



Table 2.1 shows that the percentage of test takers who were U.S. citizens has decreased each year from 56% in 2018–19 to 31% in 2022–23.

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

U.S. Citizenship Status	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent
U.S. Citizen	295,829	56	250,274	54	180,294	49	124,151	36	97,676	31
Non-U.S. Citizen	236,890	44	216,936	46	186,357	51	217,392	64	221,404	69
No Response	107	<1	67	<1	35	<1	31	<1	21	<1
Total	532,826	100	467,277	100	366,686	100	341,574	100	319,101	100

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

Excluding White test takers, Figure 2.2 shows that in testing years 2018–19 to 2022–23, U.S. citizen test takers who classified themselves as Hispanic were the largest racial/ethnic group, followed by test takers who classified themselves as Asian, Black, Other and American Indian. Beginning with the testing year 2019–20, U.S. citizen test takers who classified themselves as Asian became the second-largest racial/ethnic group over Black test takers. From 2018–19 to 2022–23, the number of test takers across all racial/ethnic groups continuously decreased.

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



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

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

Table 2.2 shows that the percentage of U.S. citizen test takers who identified themselves as White (non-Hispanic) decreased from 56% in 2018–19 to 51% in 2022–23. The percentage of U.S. citizen test takers who identified themselves as Asian increased from 7% in 2018–19 to 9% in 2022–23. 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 14% in 2018–19 to 17% in 2022–23.

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

Racial/ Ethnic Group	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent
American Indian	1,604	1	1,310	1	879	<1	705	1	513	1
Asian	21,632	7	19,411	8	15,937	9	10,935	9	9,244	9
Hawaiian/ Pacific Islander	976	<1	789	<1	491	<1	313	<1	273	<1
Black	24,146	8	19,232	8	13,364	7	9,237	7	7,522	8
Mexican	11,277	4	9,848	4	6,343	4	4,572	4	3,911	4
Puerto Rican	2,805	1	2,361	1	1,780	1	1,296	1	982	1
Other Hispanic	15,291	5	13,439	5	9,287	5	6,806	5	5,592	6
White	165,672	56	137,197	55	98,851	55	65,878	53	49,997	51
Other	10,659	4	8,760	4	5,875	3	3,883	3	3,125	3
No Response	41,767	14	37,927	15	27,487	15	20,526	17	16,517	17
Total	295,829	100	250,274	100	180,294	100	124,151	100	97,676	100

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

Age Group

Figure 2.3 shows that test takers under 23 years of age represented the largest group of test takers from testing years 2018–19 to 2022–23. Overall, the volume of test takers in all age groups decreased from 2018–19 to 2022–23.

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



Age Group (continued)

Table 2.3 shows that from testing years 2018–19 to 2022–23, 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 46% in 2018–19 to 53% in 2022–23. The percentage of test takers between the ages of 23 and 25 and the ages of 26 and 30 decreased from 27% and 16% in 2018–19 to 25% and 14% in 2022–23, respectively. The percentage of test takers in all other age groups remained stable or slightly decreased from 2018–19 to 2022–23.

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

Age	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent
Under 18	122	<1	115	<1	122	<1	205	<1	166	<1
18–22	245,151	46	221,321	47	188,737	51	178,384	52	169,330	53
23–25	141,191	27	123,146	26	91,908	25	86,668	25	80,117	25
26–30	87,403	16	74,766	16	54,401	15	49,348	14	44,744	14
31–35	29,955	6	25,261	5	17,571	5	15,630	5	14,549	5
36–40	13,890	3	11,148	2	7,225	2	6,180	2	5,702	2
41–45	7,107	1	5,422	1	3,326	1	2,605	1	2,304	1
46–50	4,234	1	3,134	1	1,771	<1	1,259	<1	1,074	<1
51–55	2,095	<1	1,558	<1	806	<1	626	<1	552	<1
56–60	951	<1	730	<1	369	<1	255	<1	213	<1
Over 60	502	<1	458	<1	206	<1	183	<1	123	<1
No Response	225	<1	218	<1	244	<1	231	<1	227	<1
Total	532,826	100	467,277	100	366,686	100	341,574	100	319,101	100

Gender

Figure 2.4 shows that from testing years 2018–19 to 2020–21, there were more women test takers than men while there were slightly more male test takers than women starting from the testing year 2021–22. The number of women who took the test decreased from 2018–19 to 2022–23. The number of men who took the test decreased from testing year 2018–19 to 2020–21 and increased from 2020–21 to 2021–22 but slightly decreased again from 2021–22 to 2022–23.

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

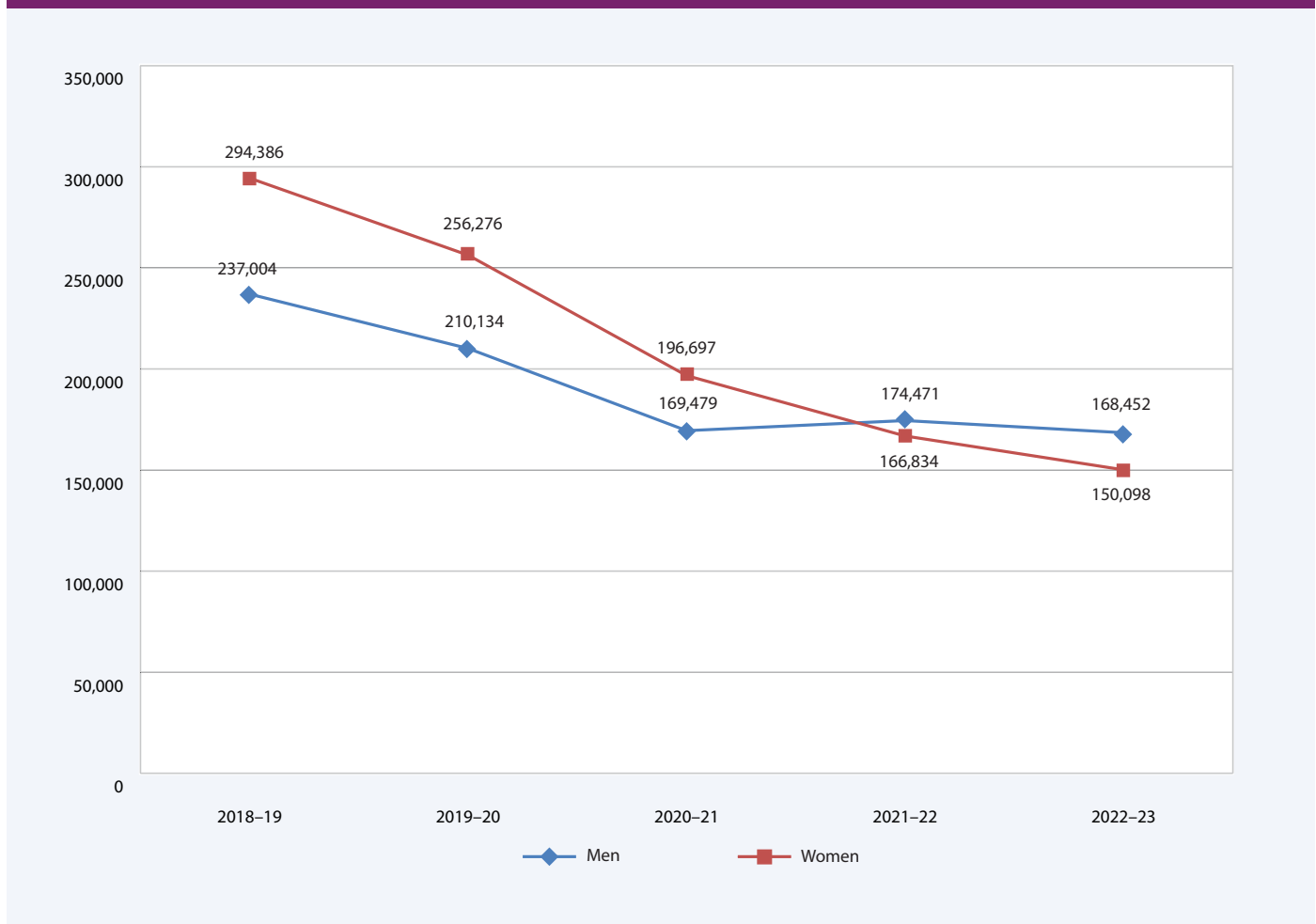


Table 2.4 shows that from testing year 2018–19 to 2022–23, the percentage of men test takers increased from 44% to 53%. The percentage of women test takers decreased from 55% in 2018–19 to 47% in 2022–23. The percentage of test takers who did not respond to this question has remained steady at less than 1% since testing year 2018–19.

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

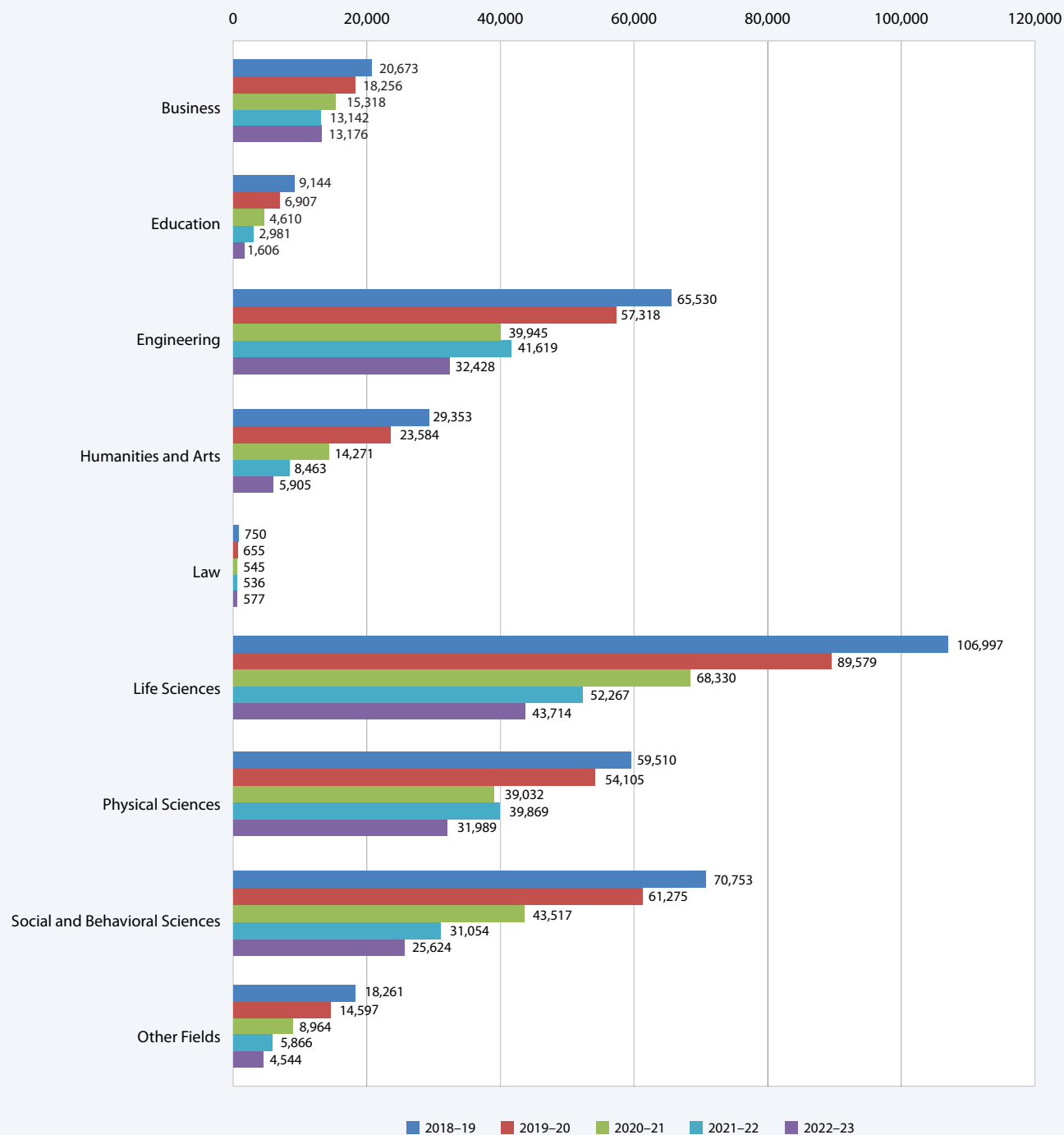
Gender	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent
Men	237,004	44	210,134	45	169,479	46	174,471	51	168,452	53
Women	294,386	55	256,276	55	196,697	54	166,834	49	150,098	47
No Response/New	1,436	<1	867	<1	510	<1	269	<1	551	<1
Total	532,826	100	467,277	100	366,686	100	341,574	100	319,101	100

Towards the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers had the opportunity to select the new options before the testing year ended, these test takers are included in the “No Response/New” category for the 2022–23 testing year.

Undergraduate Major Field

Figure 2.5 shows that from testing year 2018–19 to 2022–23, test takers who had an undergraduate major in Life Sciences represented the largest group of test takers, followed by Social and Behavioral Sciences, Engineering, and Physical Sciences. Overall, the number of test takers in all of the undergraduate major fields tended to decline from 2018–19 to 2022–23.

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



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

Undergraduate Major Field (continued)

Table 2.5 shows that from testing years 2018–19 to 2022–23, the percentages of test takers with undergraduate majors in Humanities and Arts, Life Sciences, and Social and Behavioral Sciences decreased. The percentages of test takers with undergraduate majors in Business, Education, Engineering, Law, and Physical Sciences remained relatively stable. A total of 50% of test takers did not provide an undergraduate major field in 2022–23.

Undergraduate Major Field	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent
Business	20,673	4	18,256	4	15,318	4	13,142	4	13,176	4
Education	9,144	2	6,907	1	4,610	1	2,981	1	1,606	1
Engineering	65,530	12	57,318	12	39,945	11	41,619	12	32,428	10
Humanities and Arts	29,353	6	23,584	5	14,271	4	8,463	2	5,905	2
Law	750	<1	655	<1	545	<1	536	<1	577	<1
Life Sciences	106,997	20	89,579	19	68,330	19	52,267	15	43,714	14
Physical Sciences	59,510	11	54,105	12	39,032	11	39,869	12	31,989	10
Social and Behavioral Sciences	70,753	13	61,275	13	43,517	12	31,054	9	25,624	8
Other Fields	18,261	3	14,597	3	8,964	2	5,866	2	4,544	1
Undecided	2,110	<1	1,583	<1	1,400	<1	1,503	<1	1,577	<1
No Major Provided*	149,745	28	139,418	30	130,754	36	144,274	42	157,961	50
Total	532,826	100	467,277	100	366,686	100	341,574	100	319,101	100

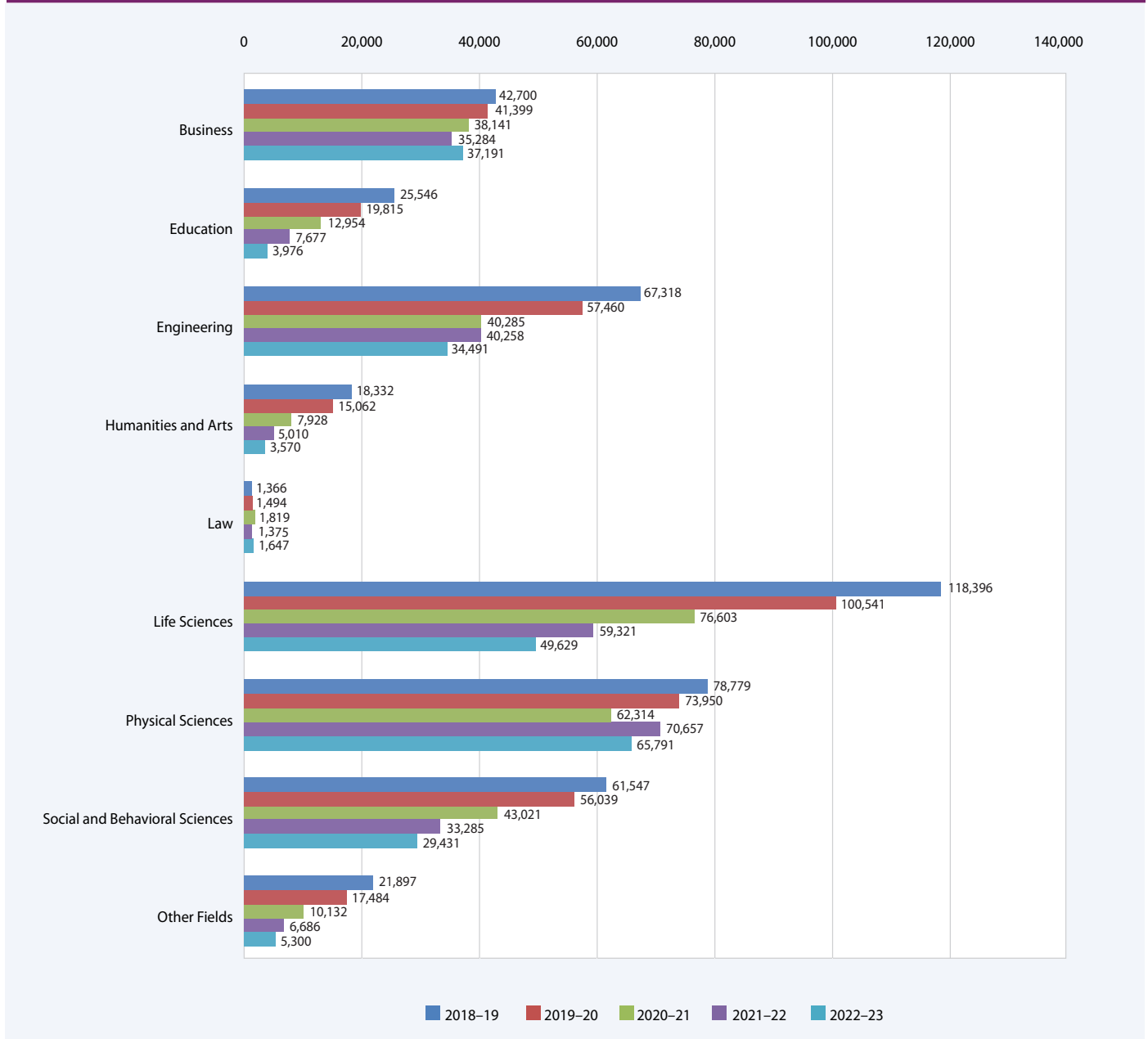
Note: See page 20 for a list of major fields.

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

Intended Graduate Major Field

Figure 2.6 shows that from testing years 2018–19 to 2020–21, the number of test takers with an intended graduate major in Life Sciences was the largest, while in testing years 2021–22 and 2022–23, the number of test takers with an intended graduate major in Physical Sciences was the largest. The number of test takers with intended graduate majors in Education, Engineering, Humanities and Arts, Life Sciences, and Social and Behavioral Sciences decreased from 2018–19 to 2022–23. The number of test takers with intended graduate majors in Business decreased from 2018–19 to 2021–22 and then increased in 2022–23. The number of test takers with intended graduate majors in Physical Sciences decreased from 2018–19 to 2020–21, then increased from 2020–21 to 2021–22, but decreased again in 2022–23. The number of test takers with an intended graduate major in Law continuously increased from 2018–19 to 2020–21, then slightly decreased from 2020–21 to 2021–22, and after that, it slightly increased from 2021–22 to 2022–23.

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



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

Intended Graduate Major Field (continued)

Table 2.6 shows that from testing years 2018–19 to 2022–23, the percentages of all test takers in all groups decreased except Business (increased), Engineering (stable), Law (stable), and Physical Sciences (increased). The percentages for male and female test takers within each intended graduate major remained relatively stable across the five testing years except Social and Behavioral Sciences (male increased). More women indicated an intended graduate major in Education, Humanities and Arts, Law, Life Sciences, Social and Behavioral Sciences than men. More men indicated an intended graduate major in Engineering and Physical Sciences than women. The percentage of men and women in Business was similar from 2018–19 to 2022–23.

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

Intended Graduate Major Field	Testing Year	Men N	Men Percent	Women N	Women Percent	No Response N	No Response Percent	Total N	Total Percent
Business	2018–19	21,212	50	21,379	50	109	<1	42,700	8
	2019–20	20,879	50	20,430	49	90	<1	41,399	9
	2020–21	18,997	50	19,073	50	71	<1	38,141	10
	2021–22	18,071	51	17,185	49	28	<1	35,284	10
	2022–23	18,481	50	18,656	50	54	<1	37,191	12
Education	2018–19	6,149	24	19,311	76	86	<1	25,546	5
	2019–20	4,556	23	15,190	77	69	<1	19,815	4
	2020–21	2,995	23	9,914	77	45	<1	12,954	4
	2021–22	1,745	23	5,917	77	15	<1	7,677	2
	2022–23	919	23	3,012	76	45	1	3,976	1
Engineering	2018–19	49,882	74	17,364	26	72	<1	67,318	13
	2019–20	42,442	74	14,978	26	40	<1	57,460	12
	2020–21	29,981	74	10,286	26	18	<1	40,285	11
	2021–22	30,532	76	9,715	24	11	<1	40,258	12
	2022–23	25,938	75	8,522	25	31	<1	34,491	11
Humanities and Arts	2018–19	7,743	42	10,502	57	87	<1	18,332	3
	2019–20	6,336	42	8,661	58	65	<1	15,062	3
	2020–21	3,354	42	4,549	57	25	<1	7,928	2
	2021–22	2,186	44	2,807	56	17	<1	5,010	1
	2022–23	1,538	43	2,007	56	25	1	3,570	1
Law	2018–19	637	47	727	53	2	<1	1,366	<1
	2019–20	709	47	777	52	8	1	1,494	<1
	2020–21	796	44	1,015	56	8	<1	1,819	<1
	2021–22	588	43	785	57	2	<1	1,375	<1
	2022–23	737	45	896	54	14	1	1,647	1
Life Sciences	2018–19	33,034	28	84,993	72	369	<1	118,396	22
	2019–20	27,699	28	72,649	72	193	<1	100,541	22
	2020–21	20,709	27	55,781	73	113	<1	76,603	21
	2021–22	16,707	28	42,551	72	63	<1	59,321	17
	2022–23	14,588	29	34,957	70	84	<1	49,629	16

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 Field	Testing Year	Men N	Men Percent	Women N	Women Percent	No Response N	No Response Percent	Total N	Total Percent
Physical Sciences	2018–19	51,038	65	27,608	35	133	<1	78,779	15
	2019–20	48,260	65	25,600	35	90	<1	73,950	16
	2020–21	41,065	66	21,212	34	37	<1	62,314	17
	2021–22	47,171	67	23,461	33	25	<1	70,657	21
	2022–23	43,882	67	21,843	33	66	<1	65,791	21
Social and Behavioral Sciences	2018–19	21,219	34	40,076	65	252	<1	61,547	12
	2019–20	19,295	34	36,613	65	131	<1	56,039	12
	2020–21	15,688	36	27,249	63	84	<1	43,021	12
	2021–22	12,620	38	20,616	62	49	<1	33,285	10
	2022–23	11,850	40	17,497	59	84	<1	29,431	9
Other Fields	2018–19	7,289	33	14,537	66	71	<1	21,897	4
	2019–20	6,107	35	11,344	65	33	<1	17,484	4
	2020–21	3,446	34	6,669	66	17	<1	10,132	3
	2021–22	2,434	36	4,240	63	12	<1	6,686	2
	2022–23	1,950	37	3,326	63	24	<1	5,300	2
Undecided	2018–19	15,801	47	17,808	53	93	<1	33,702	6
	2019–20	14,396	48	15,668	52	46	<1	30,110	6
	2020–21	16,420	53	14,810	47	41	<1	31,271	9
	2021–22	24,453	59	16,879	41	18	<1	41,350	12
	2022–23	30,605	61	19,810	39	58	<1	50,473	16
No Major Provided*	2018–19	23,000	36	40,081	63	162	<1	63,243	12
	2019–20	19,455	36	34,366	64	102	<1	53,923	12
	2020–21	16,028	38	26,139	62	51	<1	42,218	12
	2021–22	17,964	44	22,678	56	29	<1	40,671	12
	2022–23	17,964	48	19,572	52	66	<1	37,602	12
Total	2018–19	237,004	44	294,386	55	1,436	<1	532,826	100
	2019–20	210,134	45	256,276	55	867	<1	467,277	100
	2020–21	169,479	46	196,697	54	510	<1	366,686	100
	2021–22	174,471	51	166,834	49	269	<1	341,574	100
	2022–23	168,452	53	150,098	47	551	<1	319,101	100

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

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

*"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 2018–19 to 2022–23, except Asian (increased in Business and Physical Sciences), Black (increased in Law). White U.S. citizen test-taker population decreased in all intended graduate major fields from testing years 2018–19 to 2022–23 except Education (stable).

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

Intended Graduate Major Field	Testing Year	American Indian N	American Indian Percent	Asian N	Asian Percent	Hawaiian/Pacific Islander N	Hawaiian/Pacific Islander Percent	Black N	Black Percent	Mexican N	Mexican Percent
Business	2018–19	80	<1	1,522	8	53	<1	2,191	12	637	4
	2019–20	72	<1	1,532	10	62	<1	1,742	11	536	3
	2020–21	54	<1	1,372	11	42	<1	1,251	10	361	3
	2021–22	48	1	930	11	25	<1	801	10	273	3
	2022–23	32	<1	925	12	31	<1	850	11	264	3
Education	2018–19	106	<1	930	4	68	<1	2,847	13	1,066	5
	2019–20	90	1	711	4	41	<1	2,032	12	804	5
	2020–21	45	<1	548	5	28	<1	1,282	12	325	3
	2021–22	22	<1	251	4	10	<1	758	12	212	3
	2022–23	17	1	128	5	7	<1	417	15	122	4
Engineering	2018–19	75	<1	2,127	12	48	<1	804	5	693	4
	2019–20	66	<1	1,859	12	52	<1	670	4	588	4
	2020–21	34	<1	1,390	14	25	<1	428	4	344	3
	2021–22	25	<1	867	13	14	<1	271	4	233	4
	2022–23	23	<1	622	13	12	<1	229	5	169	3
Humanities and Arts	2018–19	78	1	509	4	39	<1	713	5	458	3
	2019–20	64	1	424	4	20	<1	593	6	395	4
	2020–21	23	<1	255	5	18	<1	257	5	189	3
	2021–22	17	1	156	5	2	<1	141	5	107	3
	2022–23	7	<1	66	4	3	<1	84	5	76	4
Law	2018–19	10	1	91	11	9	1	102	12	27	3
	2019–20	8	1	108	10	10	1	128	12	49	5
	2020–21	17	1	112	9	6	<1	188	14	54	4
	2021–22	8	1	79	9	6	1	133	16	36	4
	2022–23	11	1	94	9	10	1	185	17	45	4
Life Sciences	2018–19	536	1	7,755	8	364	<1	7,022	7	3,625	4
	2019–20	447	1	6,696	8	323	<1	5,846	7	3,339	4
	2020–21	339	1	5,745	9	204	<1	4,547	7	2,501	4
	2021–22	280	1	4,257	9	142	<1	3,438	7	1,938	4
	2022–23	218	1	3,714	9	124	<1	2,844	7	1,755	4
Physical Sciences	2018–19	124	1	2,481	11	65	<1	921	4	744	3
	2019–20	95	<1	2,447	12	46	<1	768	4	593	3
	2020–21	46	<1	1,902	15	22	<1	437	3	326	3
	2021–22	60	1	1,303	16	8	<1	320	4	219	3
	2022–23	31	<1	1,126	17	12	<1	231	4	183	3

Table continues on next page

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 Field	Testing Year	American Indian N	American Indian Percent	Asian N	Asian Percent	Hawaiian/Pacific Islander N	Hawaiian/Pacific Islander Percent	Black N	Black Percent	Mexican N	Mexican Percent
Social and Behavioral Sciences	2018–19	249	1	2,276	6	143	<1	3,549	9	1,693	4
	2019–20	202	1	2,179	6	92	<1	3,072	9	1,544	4
	2020–21	127	1	1,775	7	63	<1	1,959	8	1,023	4
	2021–22	104	1	1,204	7	44	<1	1,398	8	729	4
	2022–23	73	1	1,027	8	25	<1	1,049	8	575	4
Other Fields	2018–19	83	1	640	5	37	<1	1,728	12	674	5
	2019–20	47	<1	552	5	33	<1	1,085	10	561	5
	2020–21	25	<1	362	6	11	<1	576	10	224	4
	2021–22	16	<1	190	6	11	<1	329	10	140	4
	2022–23	9	<1	124	5	6	<1	257	11	101	4
Undecided	2018–19	40	<1	988	9	32	<1	955	9	294	3
	2019–20	40	<1	790	9	17	<1	723	8	297	3
	2020–21	30	<1	762	10	17	<1	546	7	220	3
	2021–22	37	1	531	10	13	<1	400	8	150	3
	2022–23	34	1	438	10	14	<1	377	9	108	3
No Major Provided*	2018–19	223	1	2,313	6	118	<1	3,314	9	1,366	4
	2019–20	179	1	2,113	7	93	<1	2,573	9	1,142	4
	2020–21	139	1	1,714	8	55	<1	1,893	8	776	3
	2021–22	88	1	1,167	8	38	<1	1,248	8	535	4
	2022–23	58	1	980	8	29	<1	999	9	513	4
Total	2018–19	1,604	1	21,632	7	976	<1	24,146	8	11,277	4
	2019–20	1,310	1	19,411	8	789	<1	19,232	8	9,848	4
	2020–21	879	<1	15,937	9	491	<1	13,364	7	6,343	4
	2021–22	705	1	10,935	9	313	<1	9,237	7	4,572	4
	2022–23	513	1	9,244	9	273	<1	7,522	8	3,911	4

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

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

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

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

Table continues on next page

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 Field	Testing Year	Puerto Rican N	Puerto Rican Percent	Other Hispanic N	Other Hispanic Percent	White N	White Percent	Other N	Other Percent	No Response N	No Response Percent	Total N	Total Percent
Business	2018–19	125	1	968	5	8,858	49	662	4	3,034	17	18,130	6
	2019–20	95	1	818	5	7,431	48	535	3	2,752	18	15,575	6
	2020–21	88	1	682	6	5,638	46	421	3	2,336	19	12,245	7
	2021–22	83	1	432	5	3,621	44	280	3	1,671	20	8,164	7
	2022–23	71	1	445	6	3,422	43	269	3	1,669	21	7,978	8
Education	2018–19	315	1	1,389	6	11,842	53	746	3	3,064	14	22,373	8
	2019–20	261	2	1,040	6	8,968	53	554	3	2,501	15	17,002	7
	2020–21	210	2	678	6	5,949	54	399	4	1,645	15	11,109	6
	2021–22	125	2	378	6	3,412	54	186	3	986	16	6,340	5
	2022–23	47	2	153	5	1,492	53	84	3	351	12	2,818	3
Engineering	2018–19	150	1	849	5	9,507	54	663	4	2,831	16	17,747	6
	2019–20	110	1	806	5	8,248	53	538	3	2,648	17	15,585	6
	2020–21	87	1	483	5	5,312	53	311	3	1,687	17	10,101	6
	2021–22	42	1	299	5	3,255	51	213	3	1,215	19	6,434	5
	2022–23	48	1	248	5	2,357	48	184	4	986	20	4,878	5
Humanities and Arts	2018–19	110	1	570	4	8,513	64	579	4	1,746	13	13,315	5
	2019–20	98	1	439	4	6,693	63	406	4	1,565	15	10,697	4
	2020–21	41	1	250	5	3,576	65	192	3	694	13	5,495	3
	2021–22	37	1	148	5	1,917	62	121	4	457	15	3,103	2
	2022–23	25	1	81	5	1,091	62	66	4	273	15	1,772	2
Law	2018–19	10	1	60	7	345	40	57	7	156	18	867	<1
	2019–20	7	1	58	5	424	40	68	6	205	19	1,065	<1
	2020–21	8	1	80	6	511	39	70	5	269	20	1,315	1
	2021–22	10	1	59	7	317	37	53	6	153	18	854	1
	2022–23	18	2	57	5	408	37	61	6	211	19	1,100	1
Life Sciences	2018–19	877	1	4,982	5	58,399	59	3,040	3	12,729	13	99,329	34
	2019–20	767	1	4,442	5	48,387	57	2,496	3	11,629	14	84,372	34
	2020–21	596	1	3,416	5	37,862	57	1,718	3	9,203	14	66,131	37
	2021–22	465	1	2,700	5	27,514	55	1,333	3	7,648	15	49,715	40
	2022–23	393	1	2,459	6	22,309	54	1,059	3	6,288	15	41,163	42
Physical Sciences	2018–19	143	1	865	4	12,627	56	827	4	3,851	17	22,648	8
	2019–20	130	1	849	4	10,811	53	762	4	3,718	18	20,219	8
	2020–21	90	1	456	4	6,518	52	450	4	2,365	19	12,612	7
	2021–22	56	1	322	4	3,911	48	298	4	1,648	20	8,145	7
	2022–23	39	1	260	4	2,869	44	235	4	1,462	23	6,448	7

Table continues on next page

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 Field	Testing Year	Puerto Rican N	Puerto Rican Percent	Other Hispanic N	Other Hispanic Percent	White N	White Percent	Other N	Other Percent	No Response N	No Response Percent	Total N	Total Percent
Social and Behavioral Sciences	2018–19	441	1	2,353	6	22,795	57	1,668	4	5,050	13	40,217	14
	2019–20	370	1	2,169	6	19,730	55	1,438	4	4,785	13	35,581	14
	2020–21	258	1	1,391	5	14,491	57	1,076	4	3,409	13	25,572	14
	2021–22	203	1	1,109	6	9,688	55	620	4	2,543	14	17,642	14
	2022–23	157	1	851	6	7,099	53	522	4	1,939	15	13,317	14
Other Fields	2018–19	154	1	756	5	7,667	54	529	4	1,840	13	14,108	5
	2019–20	95	1	587	5	5,817	54	413	4	1,504	14	10,694	4
	2020–21	60	1	284	5	3,414	57	184	3	844	14	5,984	3
	2021–22	37	1	178	5	1,839	56	99	3	443	14	3,282	3
	2022–23	30	1	133	6	1,181	52	87	4	348	15	2,276	2
Undecided	2018–19	84	1	540	5	5,366	48	560	5	2,369	21	11,228	4
	2019–20	99	1	449	5	4,321	47	444	5	2,090	23	9,270	4
	2020–21	70	1	334	5	3,373	46	322	4	1,692	23	7,366	4
	2021–22	51	1	245	5	2,239	43	207	4	1,327	26	5,200	4
	2022–23	33	1	233	5	1,722	40	205	5	1,151	27	4,315	4
No Major Provided*	2018–19	396	1	1,959	5	19,753	55	1,328	4	5,097	14	35,867	12
	2019–20	329	1	1,782	6	16,367	54	1,106	4	4,530	15	30,214	12
	2020–21	272	1	1,233	6	12,207	55	732	3	3,343	15	22,364	12
	2021–22	187	1	936	6	8,165	53	473	3	2,435	16	15,272	12
	2022–23	121	1	672	6	6,047	52	353	3	1,839	16	11,611	12
Total	2018–19	2,805	1	15,291	5	165,672	56	10,659	4	41,767	14	295,829	100
	2019–20	2,361	1	13,439	5	137,197	55	8,760	4	37,927	15	250,274	100
	2020–21	1,780	1	9,287	5	98,851	55	5,875	3	27,487	15	180,294	100
	2021–22	1,296	1	6,806	5	65,878	53	3,883	3	20,526	17	124,151	100
	2022–23	982	1	5,592	6	49,997	51	3,125	3	16,517	17	97,676	100

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

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

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

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

Current Educational Level

Table 2.8 shows that from testing years 2018–19 to 2022–23, the majority of test takers (about 60%) were seniors or unenrolled college graduates. The next largest group was unenrolled test takers with master’s degrees. In 2020–21, there was an increase in the percentage of test takers who were college juniors compared to previous years. The percentage of test takers who were college seniors decreased since the testing year 2021–22.

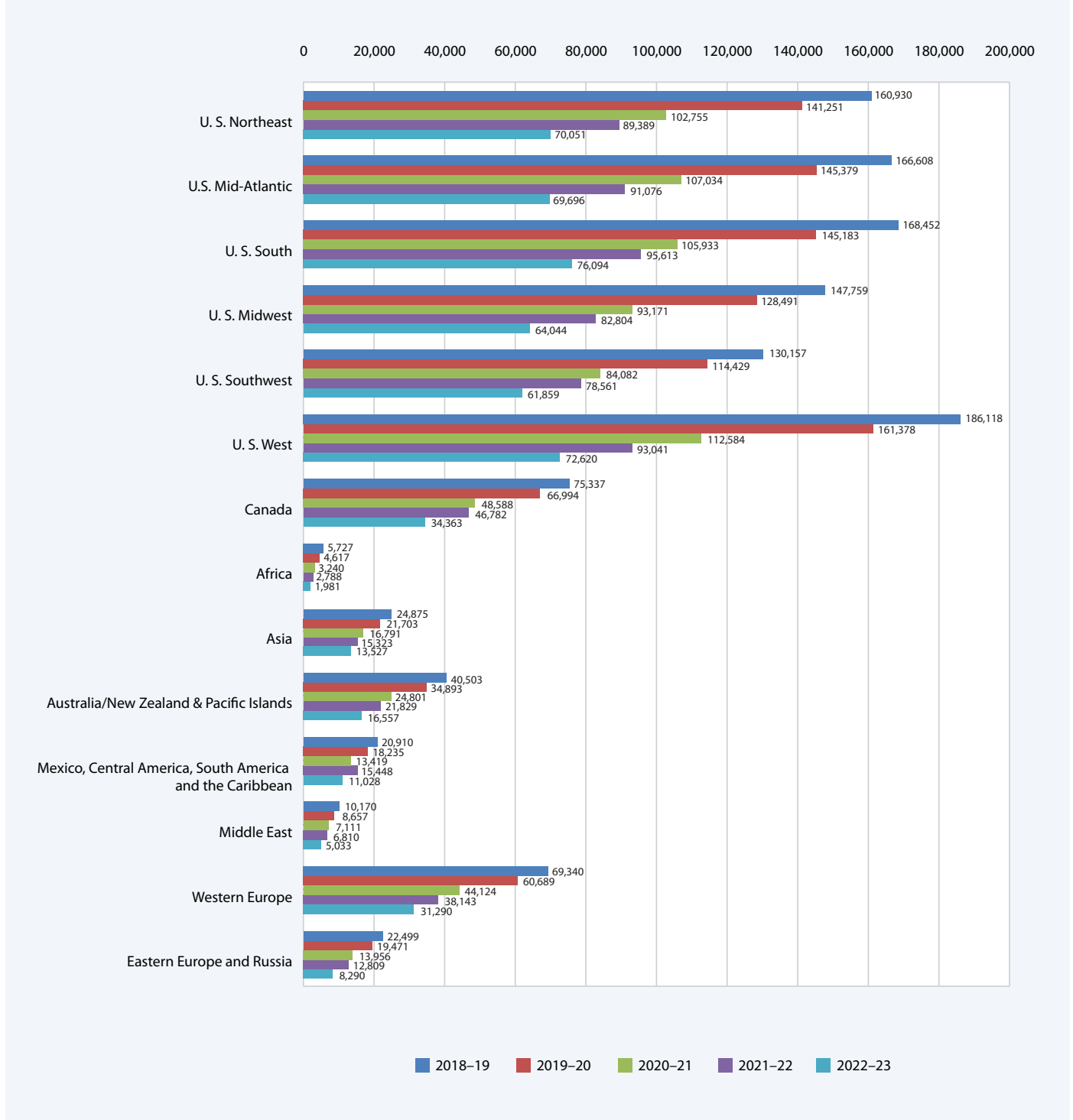
Table 2.8. Volume of GRE General Test Examinees, by Current Educational Level

Current Educational Level	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent
Sophomore	3,342	1	3,306	1	4,433	1	3,909	1	4,412	1
Junior	28,916	5	20,775	4	28,215	8	24,971	7	26,769	8
Senior	179,273	34	164,150	35	126,428	34	107,505	31	92,263	29
Unenrolled College Graduate	171,194	32	149,194	32	111,591	30	102,705	30	93,547	29
First-Year Graduate Student	16,117	3	13,286	3	10,845	3	8,585	3	7,689	2
Second-Year Graduate Student	17,154	3	15,075	3	9,801	3	8,211	2	8,831	3
Unenrolled Master’s Degree	74,863	14	64,110	14	44,293	12	44,375	13	41,111	13
Other	41,856	8	37,311	8	31,044	8	41,282	12	44,458	14
No Response	111	<1	70	<1	36	<1	31	<1	21	<1
Total	532,826	100	467,277	100	366,686	100	341,574	100	319,101	100

Preferred Region for Graduate Study

Figure 2.7 shows that from testing years 2018–19 to 2022–23, 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 532,826; 467,277; 366,686; 341,574 and 319,101 unique examinees who took the GRE General Test in testing years 2018–19, 2019–20, 2020–21; 2021–22 and 2022–23, respectively. Since examinees were allowed to select more than one region, the number of examinees in each region do not add up to the total number of examinees.

Preferred Region for Graduate Study (continued)

Table 2.9 shows that from testing years 2018–19 to 2022–23, the most preferred regions for graduate study to test takers were the U.S. regions. In testing year 2022–23, the most preferred U.S. regions were the South and West. When considering non-U.S. regions, test takers preferred to study in Canada and Western Europe over the other regions.

Table 2.9. Preferred Region for Graduate Study, Examinee Population

Preferred Region	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent
U.S. Regions										
Northeast	160,930	30	141,251	30	102,755	28	89,389	26	70,051	22
Mid-Atlantic	166,608	31	145,379	31	107,034	29	91,076	27	69,696	22
South	168,452	32	145,183	31	105,933	29	95,613	28	76,094	24
Midwest	147,759	28	128,491	27	93,171	25	82,804	24	64,044	20
Southwest	130,157	24	114,429	24	84,082	23	78,561	23	61,859	19
West	186,118	35	161,378	35	112,584	31	93,041	27	72,620	23
Non-U.S. Regions										
Canada	75,337	14	66,994	14	48,588	13	46,782	14	34,363	11
Africa	5,727	1	4,617	1	3,240	1	2,788	1	1,981	1
Asia	24,875	5	21,703	5	16,791	5	15,323	4	13,527	4
Australia/ New Zealand	40,503	8	34,893	7	24,801	7	21,829	6	16,557	5
Latin America	20,910	4	18,235	4	13,419	4	15,448	5	11,028	3
Middle East	10,170	2	8,657	2	7,111	2	6,810	2	5,033	2
Western Europe	69,340	13	60,689	13	44,124	12	38,143	11	31,290	10
Eastern Europe and Russia	22,499	4	19,471	4	13,956	4	12,809	4	8,290	3

Note: This table is based on 532,826; 467,277; 366,686; 341,574 and 319,101 unique examinees who took the GRE General Test in testing years 2018–19, 2019–20, 2020–21, 2021–22 and 2022–23, respectively. Since examinees were allowed to select more than one region, the number of examinees in each region do not add up to the total number of examinees.

Examinee Population

Excluding testing in the United States, Figure 3.1 shows that from testing years 2018–19 to 2022–23, the largest number of test takers were in India. From 2018–19 to 2020–21, the number of test takers in India remained stable, but from 2020–21 to 2021–22, the number drastically increased; after this increase, it remained stable. The number of test takers in China gradually decreased from 2018–19 to 2021–22, then increased in 2022–23. The number of test takers in Europe and Other Regions/Countries gradually decreased from 2018–19 to 2020–21, but the numbers remained stable from 2020–21 to 2022–23.

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

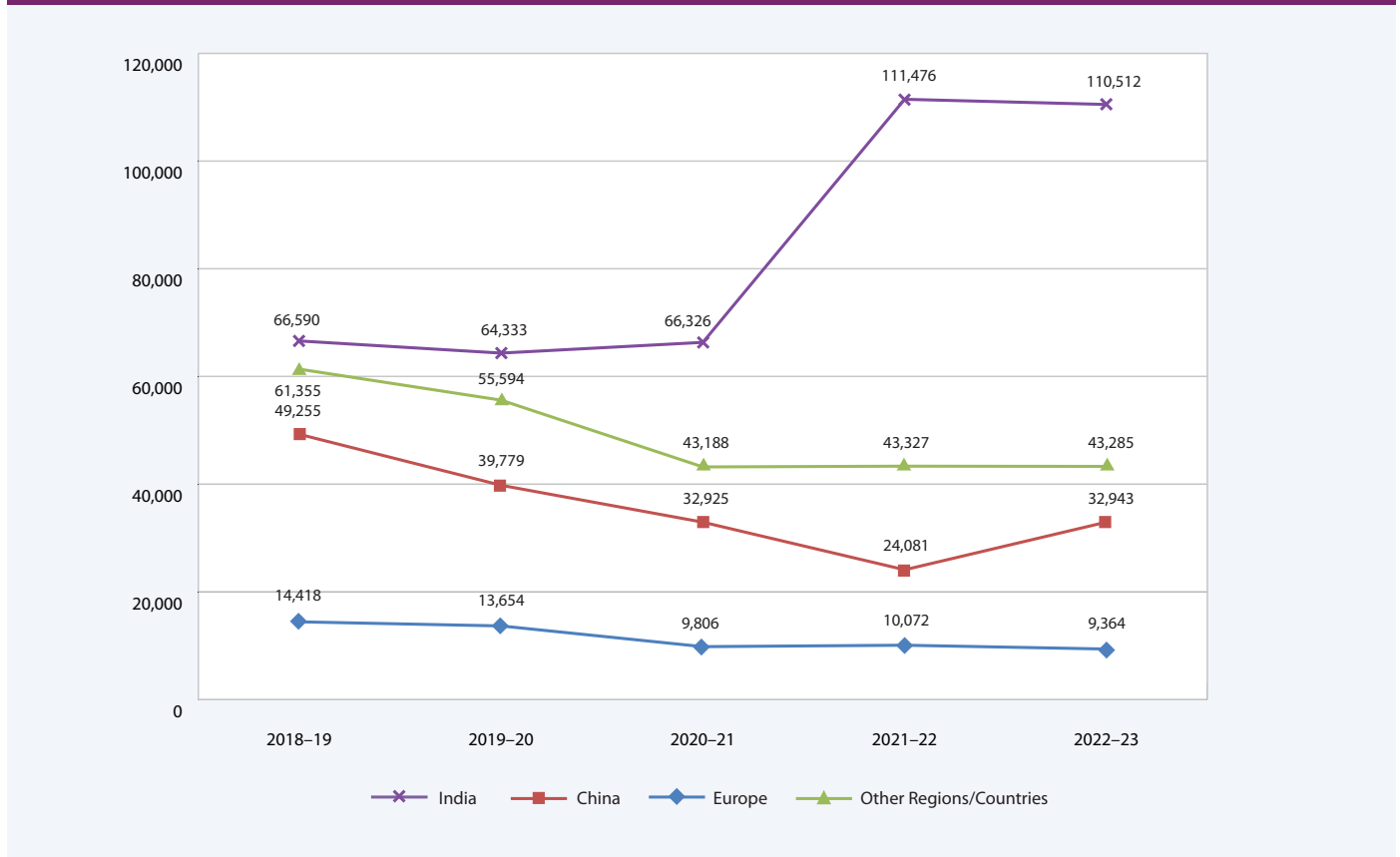


Table 3.1 shows that from 2018–19 to 2022–23, the percentage of test takers in the United States decreased while the percentages of test takers in India and Other Regions/Countries increased. From 2018–19 to 2020–21, the percentage of test takers in China remained stable (9%), then it decreased to 7% in 2021–22, and increased to 10% in 2022–23. The percentage of test takers in Europe remained stable across all testing years.

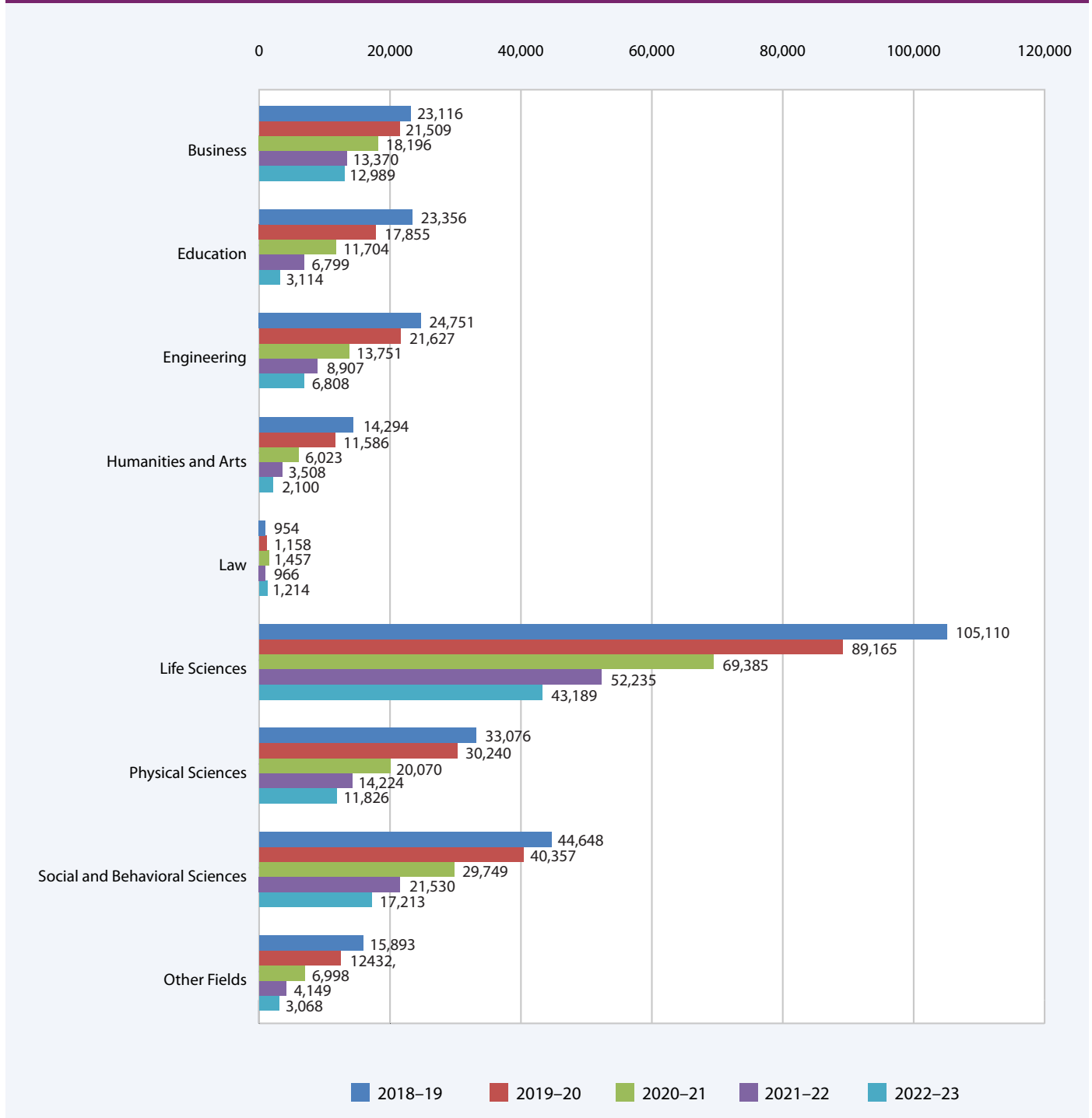
Table 3.1 Volume of GRE General Test Examinees, by World Region/Country

World Region/ Country Where Examinees Tested	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent
United States	341,208	64	293,917	63	214,441	58	152,618	45	122,997	39
India	66,590	13	64,333	14	66,326	18	111,476	33	110,512	35
China	49,255	9	39,779	9	32,925	9	24,081	7	32,943	10
Europe	14,418	3	13,654	3	9,806	3	10,072	3	9,364	3
Other Regions/ Countries	61,355	12	55,594	12	43,188	12	43,327	13	43,285	14
Total	532,826	100	467,277	100	366,686	100	341,574	100	319,101	100

Intended Graduate Major Field

Figure 3.2 shows that from testing years 2018–19 to 2022–23, test takers in the United States with an intended graduate major in Life Sciences was the largest group. From 2018–19 to 2022–23, the number of test takers in all intended graduate majors gradually decreased except Law.

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



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

Intended Graduate Major Field (continued)

Table 3.2 shows that from testing years 2018–19 to 2022–23, the percentages of test takers in the United States remained relatively stable across all intended graduate majors except Business, Education, Humanities and Arts, and Life Sciences. The percentages of test takers in Education, and Humanities and Arts decreased, while Business and Life Sciences increased. In each testing year, at least 11% of the test takers did not indicate their intended graduate major.

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

Intended Graduate Major Field	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent
Business	23,116	7	21,509	7	18,196	8	13,370	9	12,989	11
Education	23,356	7	17,855	6	11,704	5	6,799	4	3,114	3
Engineering	24,751	7	21,627	7	13,751	6	8,907	6	6,808	6
Humanities and Arts	14,294	4	11,586	4	6,023	3	3,508	2	2,100	2
Law	954	<1	1,158	<1	1,457	1	966	1	1,214	1
Life Sciences	105,110	31	89,165	30	69,385	32	52,235	34	43,189	35
Physical Sciences	33,076	10	30,240	10	20,070	9	14,224	9	11,826	10
Social and Behavioral Sciences	44,648	13	40,357	14	29,749	14	21,530	14	17,213	14
Other Fields	15,893	5	12,432	4	6,998	3	4,149	3	3,068	2
Undecided	14,872	4	13,093	4	11,410	5	8,993	6	7,457	6
No Major Provided*	41,138	12	34,895	12	25,698	12	17,937	12	14,019	11
Total	341,208	100	293,917	100	214,441	100	152,618	100	122,997	100

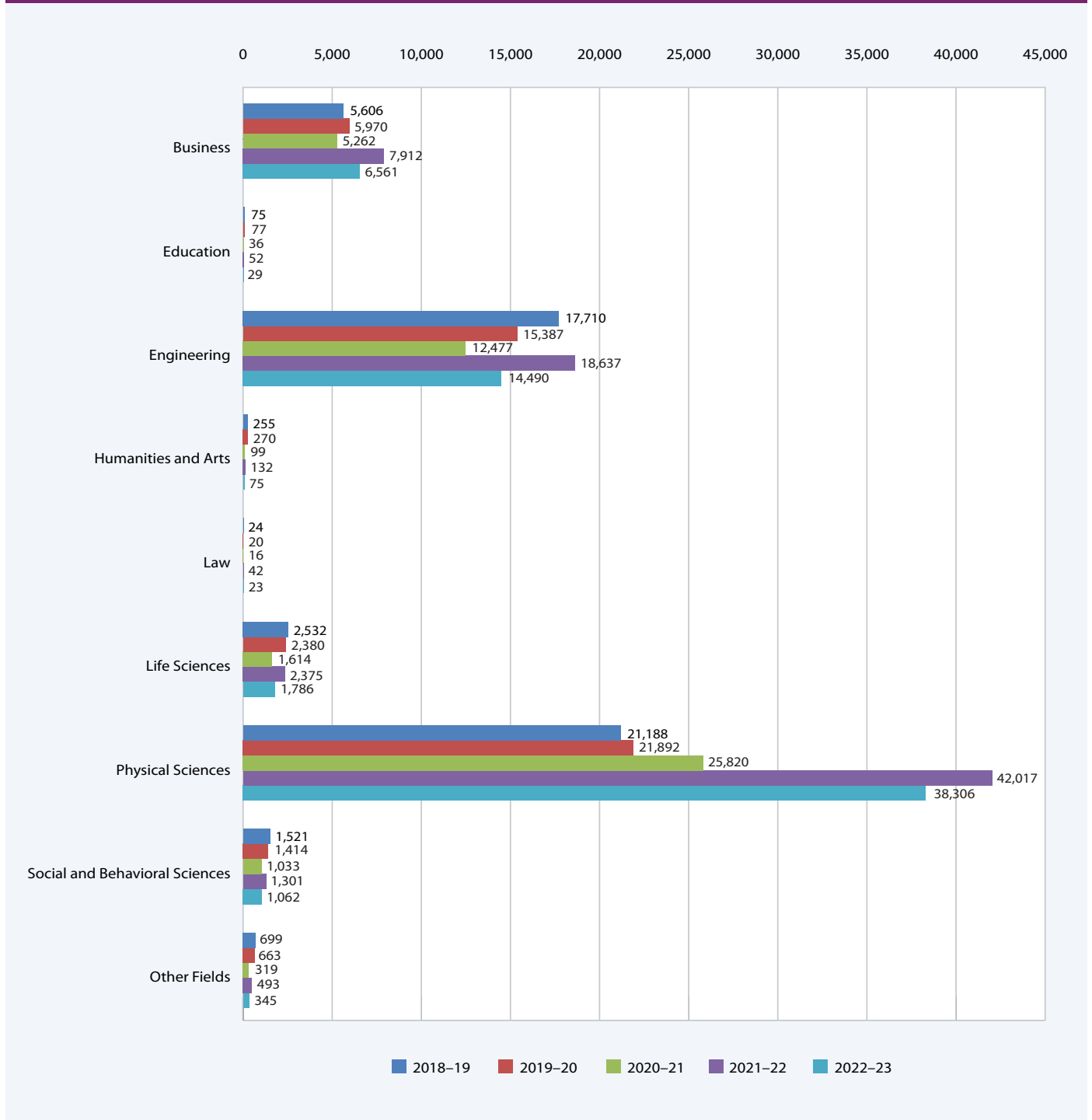
Note: See page 20 for a list of major fields.

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

Intended Graduate Major Field (continued)

Figure 3.3 shows that from testing years 2018–19 to 2022–23, test takers in India with intended graduate majors in Physical Sciences was the largest group. The number of Indian test takers with all intended graduate majors increased from 2020–21 to 2021–22 but then decreased in 2022–23.

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



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

Intended Graduate Major Field (continued)

Table 3.3 shows that from testing years 2018–19 to 2022–23, the percentage of test takers in India with an intended graduate major in Physical Sciences increased from 2018–19 to 2020–21 but then decreased starting from 2021–22. The percentage of test takers with an intended graduate major in Business, Engineering and Life Sciences decreased. The percentages of test takers with intended graduate majors in Social and Behavioral Sciences, Humanities and Arts, Education, and Law were largely stable. The percentage of test takers who indicated they were Undecided about a graduate major increased in testing year 2022–23 (29%). In each testing year, at least 13% of the test takers did not indicate their intended graduate major.

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

Intended Graduate Major Field	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent
Business	5,606	8	5,970	9	5,262	8	7,912	7	6,561	6
Education	75	<1	77	<1	36	<1	52	<1	29	<1
Engineering	17,710	27	15,387	24	12,477	19	18,637	17	14,490	13
Humanities and Arts	255	<1	270	<1	99	<1	132	<1	75	<1
Law	24	<1	20	<1	16	<1	42	<1	23	<1
Life Sciences	2,532	4	2,380	4	1,614	2	2,375	2	1,786	2
Physical Sciences	21,188	32	21,892	34	25,820	39	42,017	38	38,306	35
Social and Behavioral Sciences	1,521	2	1,414	2	1,033	2	1,301	1	1,062	1
Other Fields	699	1	663	1	319	<1	493	<1	345	<1
Undecided	8,245	12	7,968	12	11,262	17	23,628	21	32,450	29
No Major Provided*	8,735	13	8,292	13	8,388	13	14,887	13	15,385	14
Total	66,590	100	64,333	100	66,326	100	111,476	100	110,512	100

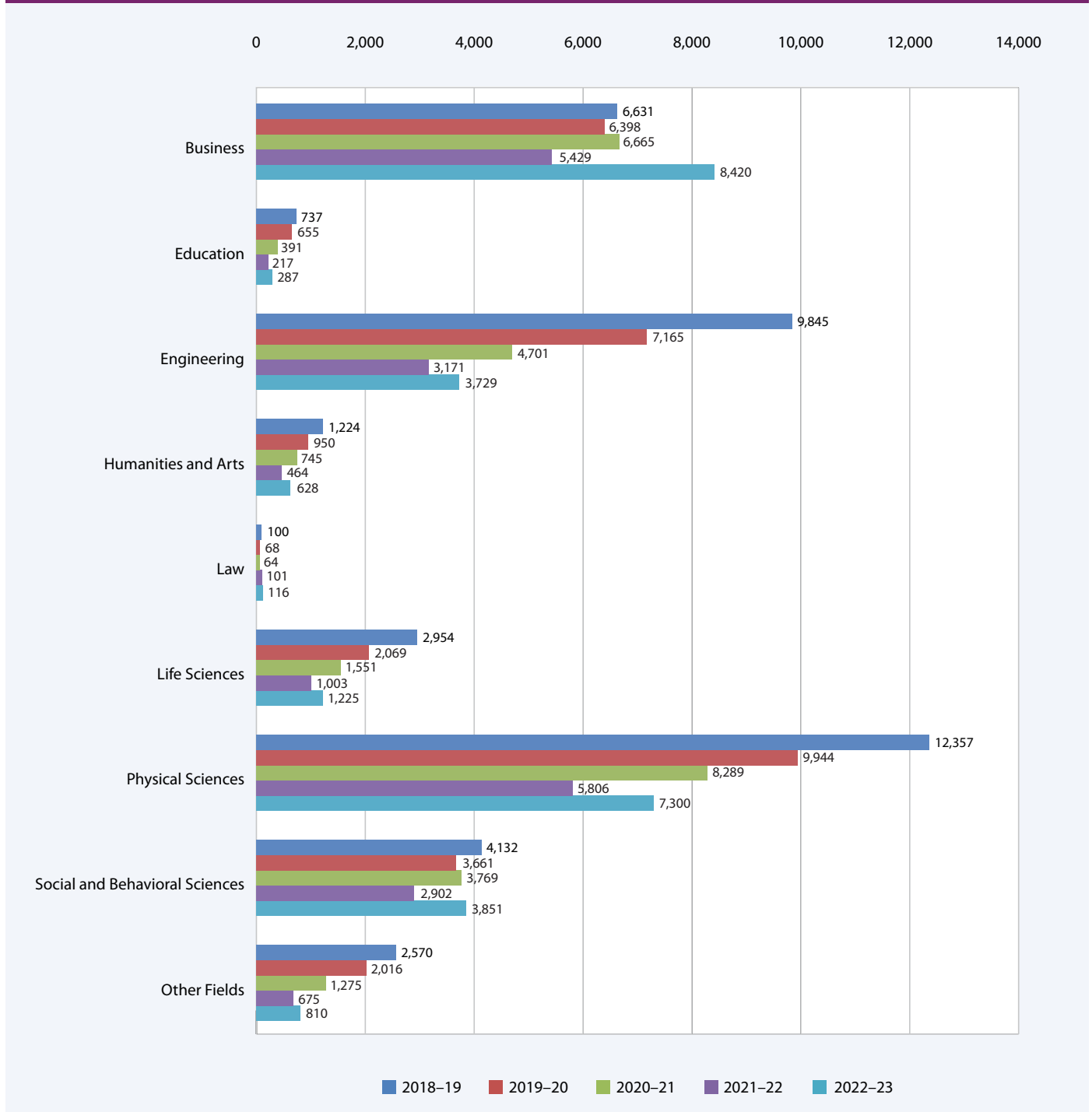
Note: See page 20 for a list of major fields.

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

Intended Graduate Major Field (continued)

Figure 3.4 shows that from testing years 2018–19 to 2022–23, test takers in China with intended graduate majors in Physical Sciences, Engineering and Business were the largest groups. The number of Chinese test takers with all intended graduate majors decreased from 2018–19 to 2021–22, except Business, Law and Social and Behavioral Sciences, but it increased in 2022–23.

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



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

Intended Graduate Major Field (continued)

Table 3.4 shows that from testing years 2018–19 to 2022–23, the percentage of test takers in China whose intended graduate major was in Business or Social and Behavioral Sciences increased. The percentage of test takers whose intended graduate major was in Engineering, Life Sciences, or Physical Sciences decreased. The percentages of test takers whose intended graduate majors in Law, Humanities and Arts or 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	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent
Business	6,631	13	6,398	16	6,665	20	5,429	23	8,420	26
Education	737	2	655	2	391	1	217	1	287	1
Engineering	9,845	20	7,165	18	4,701	14	3,171	13	3,729	11
Humanities and Arts	1,224	2	950	2	745	2	464	2	628	2
Law	100	<1	68	<1	64	<1	101	<1	116	<1
Life Sciences	2,954	6	2,069	5	1,551	5	1,003	4	1,225	4
Physical Sciences	12,357	25	9,944	25	8,289	25	5,806	24	7,300	22
Social and Behavioral Sciences	4,132	8	3,661	9	3,769	11	2,902	12	3,851	12
Other Fields	2,570	5	2,016	5	1,275	4	675	3	810	2
Undecided	4,526	9	3,658	9	3,010	9	2,415	10	3,892	12
No Major Provided*	4,179	8	3,195	8	2,465	7	1,898	8	2,685	8
Total	49,255	100	39,779	100	32,925	100	24,081	100	32,943	100

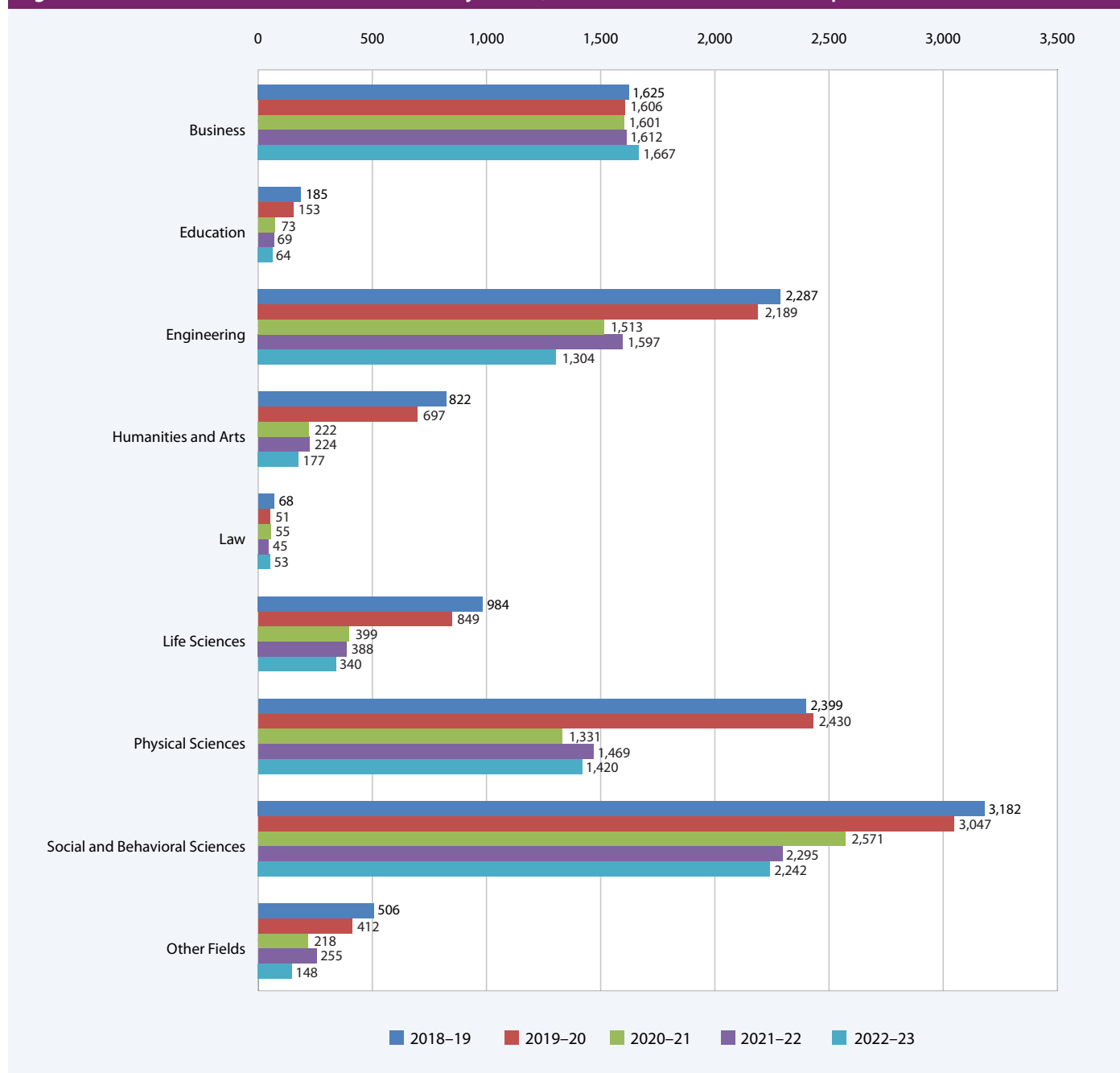
Note: See page 20 for a list of major fields.

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

Intended Graduate Major Field (continued)

Figure 3.5 shows that from testing years 2018–19 to 2022–23, test takers in Europe with intended graduate majors in Social and Behavioral Sciences, Physical Sciences, Engineering and Business were the largest groups. The number of test takers with an intended graduate major in Engineering and Physical Sciences decreased from 2018–19 to 2020–21 (except Physical Sciences in 2019–20) but slightly increased in 2021–22, and then decreased again in 2022–23. The number of test takers with an intended graduate major in Business or Law remained stable from testing years 2018–19 to 2022–23. The number of test takers with an intended graduate major in Social and Behavioral Sciences, Life Sciences, Education, and Humanities and Arts decreased from 2018–19 to 2022–23.

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



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

Intended Graduate Major Field (continued)

Table 3.5 shows that from testing years 2018–19 to 2022–23, the percentage of test takers in Europe whose intended graduate major was in Business increased. The percentages of test takers whose intended graduate major was in Life Sciences and Humanities and Arts decreased. The percentages of test takers whose intended graduate major was in Education, Engineering and Law remained stable. The percentages of test takers whose intended graduate major was in Physical Sciences or Social and Behavioral Sciences slightly fluctuated across the years. The percentage of test takers who indicated they were Undecided about a graduate major gradually increased from 6% (2018–19) to 10–11% (2021–22 and 2022–23). 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	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent
Business	1,625	11	1,606	12	1,601	16	1,612	16	1,667	18
Education	185	1	153	1	73	1	69	1	64	1
Engineering	2,287	16	2,189	16	1,513	15	1,597	16	1,304	14
Humanities and Arts	822	6	697	5	222	2	224	2	177	2
Law	68	<1	51	<1	55	1	45	<1	53	1
Life Sciences	984	7	849	6	399	4	388	4	340	4
Physical Sciences	2,399	17	2,430	18	1,331	14	1,469	15	1,420	15
Social and Behavioral Sciences	3,182	22	3,047	22	2,571	26	2,295	23	2,242	24
Other Fields	506	4	412	3	218	2	255	3	148	2
Undecided	831	6	815	6	787	8	1,104	11	947	10
No Major Provided*	1,529	11	1,405	10	1,036	11	1,014	10	1,002	11
Total	14,418	100	13,654	100	9,806	100	10,072	100	9,364	100

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

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

Preferred Region for Graduate Study

Table 3.6 shows that from testing years 2018–19 to 2022–23, test takers in the United States preferred to study in the United States. In testing year 2022–23, the most preferred United States region was the South. When considering other regions of the world, test takers in the United States preferred to study in Western Europe and Canada over the other non-U.S. regions.

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

Preferred Region	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent
U.S. Regions										
Northeast	99,199	29	85,038	29	61,392	29	39,520	26	30,225	25
Mid-Atlantic	106,357	31	90,382	31	66,663	31	42,061	28	30,714	25
South	114,630	34	96,116	33	69,661	32	49,637	33	39,871	32
Midwest	92,733	27	78,184	27	55,958	26	36,147	24	27,410	22
Southwest	78,237	23	66,801	23	48,669	23	33,345	22	26,171	21
West	121,560	36	103,005	35	70,398	33	42,800	28	32,321	26
Non-U.S. Regions										
Canada	23,885	7	20,002	7	13,528	6	7,090	5	4,958	4
Africa	2,937	1	2,255	1	1,361	1	778	1	522	<1
Asia	6,939	2	5,994	2	4,220	2	2,824	2	2,126	2
Australia/ New Zealand	13,224	4	10,575	4	7,115	3	3,791	2	2,517	2
Latin America	6,175	2	4,819	2	2,888	1	1,756	1	1,361	1
Middle East	2,897	1	2,296	1	1,413	1	838	1	610	<1
Western Europe	27,749	8	22,899	8	15,670	7	9,027	6	6,748	5
Eastern Europe and Russia	6,286	2	5,188	2	3,419	2	1,951	1	1,180	1

Note: This table is based on 341,208; 293,917; 214,441; 152,618 and 122,997 unique examinees who took the GRE General Test in the United States in testing years 2018–19 to 2022–23, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

Preferred Region for Graduate Study (continued)

Table 3.7 shows that from testing years 2018–19 to 2022–23, test takers in India preferred to study in the United States. In testing year 2022–23, the percentages of preference were similar across all U.S. regions. When considering non-U.S. regions of the world, test takers in India preferred Canada and Western Europe.

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

Preferred Region	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent
U.S. Regions										
Northeast	32,242	48	30,620	48	24,109	36	34,243	31	24,079	22
Mid-Atlantic	32,572	49	30,708	48	24,084	36	33,988	30	23,990	22
South	31,720	48	30,035	47	23,731	36	33,585	30	23,471	21
Midwest	32,254	48	30,548	47	24,016	36	34,028	31	23,765	22
Southwest	31,464	47	29,802	46	23,514	35	33,553	30	23,603	21
West	33,307	50	31,389	49	24,146	36	34,222	31	24,155	22
Non-U.S. Regions										
Canada	28,944	43	26,920	42	21,212	32	27,342	25	17,255	16
Africa	1,724	3	1,459	2	1,348	2	1,524	1	940	1
Asia	10,099	15	8,861	14	6,580	10	7,218	6	5,428	5
Australia/ New Zealand	16,932	25	15,352	24	11,765	18	12,814	11	8,566	8
Latin America	10,629	16	9,896	15	8,141	12	11,282	10	7,056	6
Middle East	4,327	6	3,867	6	3,560	5	4,034	4	2,407	2
Western Europe	19,987	30	18,547	29	13,548	20	16,118	14	11,451	10
Eastern Europe and Russia	11,143	17	9,934	15	7,196	11	7,911	7	4,507	4

Note: This table is based on 66,590; 64,333; 66,326, 111,476 and 110,512 unique examinees who took the GRE General Test in India in testing years 2018–19 to 2022–23, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

Preferred Region for Graduate Study (continued)

Table 3.8 shows that from testing years 2018–19 to 2022–23, test takers in Europe preferred to study in Western Europe. When considering other regions of the world, test takers in Europe preferred the United States and Canada.

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

Preferred Region	2018–19 N	2018–19 Percent	2019–20 N	2019–20 Percent	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent
U.S. Regions										
Northeast	4,917	34	4,410	32	2,521	26	2,164	21	1,924	21
Mid-Atlantic	4,546	32	4,073	30	2,350	24	2,053	20	1,778	19
South	3,180	22	2,827	21	1,644	17	1,441	14	1,307	14
Midwest	3,348	23	2,937	22	1,702	17	1,476	15	1,329	14
Southwest	2,882	20	2,609	19	1,515	15	1,314	13	1,200	13
West	4,998	35	4,504	33	2,572	26	2,139	21	1,868	20
Non-U.S. Regions										
Canada	2,785	19	2,646	19	1,597	16	1,278	13	1,059	11
Africa	126	1	121	1	73	1	46	<1	47	1
Asia	860	6	832	6	624	6	500	5	624	7
Australia/ New Zealand	1,195	8	1,144	8	695	7	555	6	449	5
Latin America	375	3	361	3	214	2	175	2	179	2
Middle East	353	2	344	3	306	3	232	2	198	2
Western Europe	5,455	38	5,075	37	3,989	41	3,381	34	3,193	34
Eastern Europe and Russia	771	5	735	5	606	6	462	5	338	4

Note: This table is based on 14,418; 13,654, 9,806, 10,072 and 9,364 unique examinees who took the GRE General Test in Europe in testing years 2018–19 to 2022–23, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

About ETS

At ETS, we advance quality and equity in education for people worldwide by creating assessments based on rigorous research. ETS serves individuals, educational institutions and government agencies by providing customized solutions for teacher certification, English language learning, and elementary, secondary and postsecondary education, and by conducting education research, analysis and policy studies. Founded as a nonprofit in 1947, ETS develops, administers and scores more than 50 million tests annually — including the *TOEFL*® and *TOEIC*® tests, the *GRE*® tests and *The Praxis Series*® assessments — in more than 180 countries, at over 9,000 locations worldwide.

Visit us online at ets.org/gre/institutions

Email us at gretests@ets.org

Call the *GRE*® Helpline at **1-609-683-2002**



www.ets.org