



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

JULY 2020–JUNE 2025

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Overview

This report provides volume and performance information for test takers who took the GRE® General Test between July 1, 2024, and June 30, 2025. The report also provides volume information for the GRE General Test population between July 1, 2020, and June 30, 2025. 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, 2020, and June 30, 2025. The data used in the analyses of test takers' performance information were based on test takers who took the test between July 1, 2024, and June 30, 2025. The data used in the analyses of test volumes from July 2020 through June 2025 were based on five testing years: July 1, 2020 to June 30, 2021 (2020–21); July 1, 2021 to June 30, 2022 (2021–22); July 1, 2022 to June 30, 2023 (2022–23); July 1, 2023 to June 30, 2024 (2023–24); and July 1, 2024 to June 30, 2025 (2024–25).

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 366,686; 341,574; 319,101; 256,215; and 206,004 test takers in 2020–21, 2021–22, 2022–23, 2023–24, and 2024–25 respectively, with valid, reportable scores on the test. The paper-delivered version was discontinued before the start of the 2020–21 testing year, and since then, all test takers have taken the computer-delivered version. 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 was launched in April 2020 due to the pandemic, is taken on the test taker's own computer at home in most locations around the world. The at home test is identical in content, format and on-screen experience to the GRE General Test taken at a test center. Only the delivery method is different.

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

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 strives 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

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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 206,004 examinees who took all three measures of the GRE General Test in the 2024-25 testing year. Fifty percent of the test takers were men and fifty percent were women. The table shows that men had higher mean Verbal Reasoning and Quantitative Reasoning scores than women, and women and men had the same mean Analytical Writing score.

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

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Total	206,004	100	152.0	8.7	156.9	10.0	3.5	0.8
Men	102,164	50	152.7	8.9	159.1	9.2	3.5	0.9
Women	102,512	50	151.2	8.5	154.7	10.3	3.5	0.8
No Response/New*	1,328	<1	157.6	7.2	155.3	9.1	4.0	0.8

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

U.S. Citizenship Status and Gender

Table 1.2 shows that non-U.S. citizens represented 61% 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. For U.S. citizens, men had slightly higher mean scores than women on the Analytical Writing measure, while for non-U.S. citizens, men and women had the same 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	80,508	39	152.8	8.0	151.3	8.7	3.8	0.8
Men	31,342	15	154.9	7.8	154.4	8.7	3.9	0.8
Women	48,112	23	151.3	7.7	149.2	8.0	3.8	0.8
No Response/New	1,054	1	158.0	6.8	154.2	8.7	4.0	0.8
Non-U.S. Citizens	125,471	61	151.4	9.1	160.4	9.2	3.3	0.8
Men	70,815	34	151.7	9.2	161.1	8.7	3.3	0.8
Women	54,382	26	151.1	9.1	159.5	9.7	3.3	0.8
No Response/New	274	<1	156.1	8.2	159.5	9.4	3.7	0.9
No Response	25	<1	-	-	-	-	-	-
Men	7	<1	-	-	-	-	-	-
Women	18	<1	-	-	-	-	-	-
No Response/New	0	<1	-	-	-	-	-	-
Total	206,004	100	152.0	8.7	156.9	10.0	3.5	0.8
Men	102,164	50	152.7	8.9	159.1	9.2	3.5	0.9
Women	102,512	50	151.2	8.5	154.7	10.3	3.5	0.8
No Response/New	1,328	<1	157.6	7.2	155.3	9.1	4.0	0.8

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 (206,004) who were within each of the identified groups. Due to rounding, percentages may not add up to 100. Statistics are not reported for groups with fewer than 30 examinees.

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

U.S. Citizenship Status and Racial/Ethnic Group

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

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
American Indian	379	<1	149.8	7.6	147.5	7.8	3.6	0.9
Men	133	35	151.5	8.1	151.4	8.2	3.7	0.9
Women	237	63	148.9	7.1	145.5	6.7	3.6	0.8
No Response/New	9	2	-	-	-	-	-	-
Asian	8,574	11	154.2	7.9	155.5	8.8	4.0	0.8
Men	3,864	45	155.4	7.8	158.2	8.4	4.0	0.8
Women	4,634	54	153.0	7.9	153.2	8.5	4.0	0.8
No Response/New	76	1	159.2	6.4	156.6	9.0	4.2	0.8
Hawaiian/Pacific Islander	192	<1	150.2	7.5	148.2	8.7	3.7	0.9
Men	82	43	150.9	7.9	149.8	8.3	3.7	0.9
Women	107	56	149.5	7.3	146.9	8.8	3.7	0.9
No Response/New	3	2	-	-	-	-	-	-
Black	6,535	8	148.4	8.0	145.6	8.2	3.4	0.9
Men	2,270	35	149.8	8.5	147.8	8.7	3.4	0.9
Women	4,231	65	147.6	7.7	144.3	7.6	3.4	0.9
No Response/New	34	1	152.9	7.1	147.2	7.9	3.7	0.8
Mexican	3,052	4	149.2	7.3	147.0	7.5	3.5	0.8
Men	1,116	37	151.1	7.5	149.7	8.0	3.6	0.8
Women	1,904	62	148.1	7.0	145.4	6.7	3.5	0.8
No Response/New	32	1	154.0	5.7	149.4	8.1	3.7	0.8
Puerto Rican	820	1	150.5	7.6	147.9	8.1	3.7	0.9
Men	321	39	152.1	7.5	150.3	8.1	3.7	0.9
Women	490	60	149.4	7.5	146.2	7.7	3.6	0.9
No Response/New	9	1	-	-	-	-	-	-
Other Hispanic	4,530	6	150.3	7.9	148.1	8.2	3.6	0.8
Men	1,702	38	152.6	7.8	151.3	8.3	3.7	0.8
Women	2,792	62	148.8	7.5	146.1	7.4	3.6	0.8
No Response/New	36	1	156.6	7.1	151.5	7.8	4.1	1.0

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

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
White	37,140	46	153.4	7.5	151.4	7.9	3.9	0.8
Men	14,215	38	155.6	7.3	154.5	7.9	3.9	0.8
Women	22,462	60	151.8	7.3	149.4	7.1	3.8	0.7
No Response/New	463	1	158.6	6.4	153.8	8.1	4.1	0.8
Other	2,690	3	154.3	8.1	152.2	9.0	3.9	0.9
Men	1,109	41	156.5	7.8	155.2	8.8	4.0	0.9
Women	1,502	56	152.5	7.9	149.8	8.4	3.9	0.8
No Response/New	79	3	158.3	6.8	154.6	8.9	3.9	0.9
No Response	16,596	21	153.9	8.1	153.0	9.0	3.9	0.8
Men	6,530	39	155.8	7.8	156.1	8.7	3.9	0.9
Women	9,753	59	152.4	8.0	150.9	8.6	3.8	0.8
No Response/New	313	2	158.3	7.2	155.9	8.9	4.1	0.7
Total	80,508	100	152.8	8.0	151.3	8.7	3.8	0.8
Men	31,342	39	154.9	7.8	154.4	8.7	3.9	0.8
Women	48,112	60	151.3	7.7	149.2	8.0	3.8	0.8
No Response/New	1,054	1	158.0	6.8	154.2	8.7	4.0	0.8

Note: A total of 80,508 U.S. citizens took the GRE General Test between July 1, 2024, and June 30, 2025. The percentages for the overall Racial/Ethnic groups were based on this total group of test takers; the percentages for the gender groups within each Racial/Ethnic group were based on the group of test takers who were within each Racial/Ethnic group. Statistics are not reported for groups with fewer than 30 examinees.

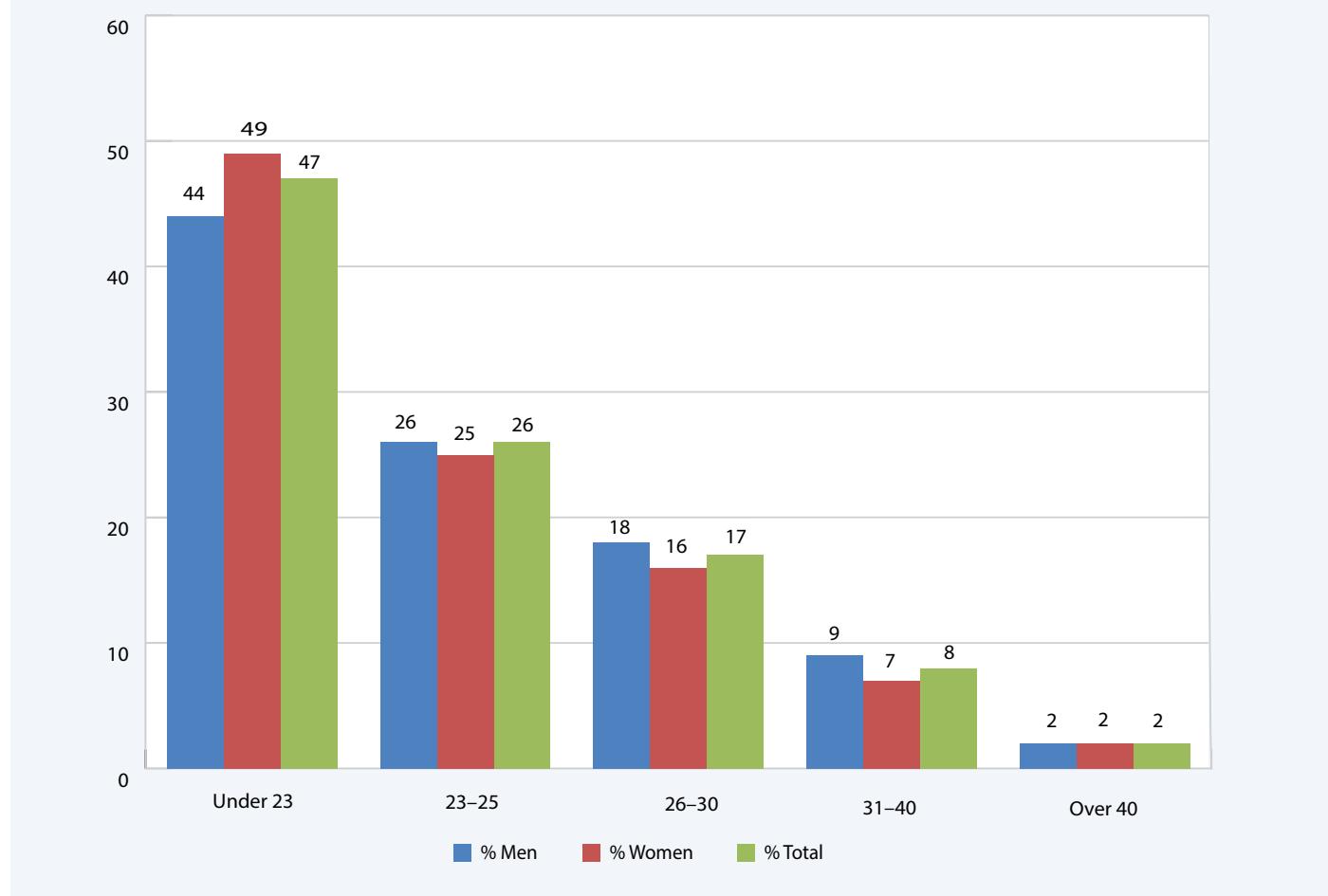
Starting from the end of testing year 2022–23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers selected these new options, these test takers are included in the “No Response/New” category since the 2022–23 testing year.

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

Age Group and Gender

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

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



Note: These analyses were based on a total of 206,004 test takers who took the GRE General Test between July 1, 2024, and June 30, 2025. The percentages in the figure above represent the percentage of test takers within each gender category (e.g., women) or test takers in the total groups who were in each age range. Due to rounding, percentages may not add up to 100.

Age Group and Gender (continued)

Table 1.4 shows that on the Verbal Reasoning and Quantitative Reasoning measures, for both men and women, younger test takers had higher mean scores than older test takers. In addition, men consistently had higher mean scores than women on the Verbal Reasoning and Quantitative measures across all age groups except for test takers under 18 where men and women had the same mean scores on the Verbal Reasoning measure.

On the Analytical Writing measure, on average, both men and women in the groups under 35 tended to perform better than men and women in the other age groups. In addition, on average, women performed similarly or slightly better than men across all age groups except for the 56–60 age group.

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Under 18	133	<1	155.1	8.9	163.4	9.1	3.4	0.8
Men	77	58	155.1	9.1	165.4	7.9	3.4	0.9
Women	56	42	155.1	8.6	160.5	10.0	3.4	0.8
No Response/New	0	<1	-	-	-	-	-	-
18–22	95,705	46	151.9	8.4	158.8	9.8	3.5	0.8
Men	44,830	47	152.7	8.6	161.4	8.5	3.5	0.8
Women	50,333	53	151.2	8.1	156.5	10.2	3.6	0.8
No Response/New	542	1	157.9	6.5	156.5	8.9	4.1	0.7
23–25	53,169	26	151.7	8.7	156.1	9.7	3.5	0.8
Men	27,026	51	152.3	8.9	158.5	9.0	3.5	0.9
Women	25,778	48	151.1	8.5	153.6	9.8	3.6	0.8
No Response/New	365	1	157.1	7.2	154.8	8.7	3.9	0.9
26–30	35,885	17	152.6	9.1	155.4	9.7	3.5	0.9
Men	18,850	53	153.1	9.2	157.1	9.2	3.5	0.9
Women	16,822	47	151.9	8.9	153.6	9.9	3.6	0.9
No Response/New	213	1	158.4	7.4	155.0	9.3	4.0	0.9
31–35	12,209	6	151.9	9.4	153.9	10.3	3.4	0.9
Men	6,681	55	152.7	9.4	155.5	9.8	3.4	0.9
Women	5,413	44	150.9	9.2	152.0	10.6	3.4	0.9
No Response/New	115	1	157.7	8.3	153.8	9.3	4.0	1.0
36–40	4,871	2	151.6	9.7	152.4	10.8	3.3	0.9
Men	2,662	55	152.5	9.6	154.4	10.4	3.3	0.9
Women	2,155	44	150.3	9.6	150.0	10.9	3.3	0.9
No Response/New	54	1	156.2	9.2	153.5	9.9	3.7	1.0

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Age Group and Gender (continued)

Table continued from previous page

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

Group	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
41–45	2,216	1	151.2	9.9	150.3	11.2	3.3	1.0
Men	1,151	52	152.2	10.1	152.7	11.1	3.3	0.9
Women	1,041	47	149.9	9.6	147.6	10.7	3.3	1.0
No Response/New	24	1	-	-	-	-	-	-
46–50	920	<1	150.9	9.8	147.9	10.5	3.3	1.0
Men	440	48	151.9	9.9	150.8	10.4	3.3	1.0
Women	474	52	149.8	9.5	145.2	9.8	3.3	1.0
No Response/New	6	1	-	-	-	-	-	-
51–55	429	<1	150.6	8.9	145.9	9.7	3.3	1.0
Men	207	48	151.8	9.3	149.1	10.3	3.3	1.0
Women	218	51	149.6	8.5	143.1	8.2	3.3	1.0
No Response/New	4	1	-	-	-	-	-	-
56–60	182	<1	151.1	9.6	145.8	10.1	3.4	1.0
Men	84	46	153.6	9.5	149.0	10.1	3.4	1.0
Women	96	53	148.7	9.1	142.6	9.0	3.3	1.1
No Response/New	2	1	-	-	-	-	-	-
Over 60	157	<1	149.2	10.7	144.1	9.8	3.0	1.1
Men	93	59	150.6	10.6	146.7	10.1	3.0	1.1
Women	63	40	146.8	10.4	140.1	7.7	3.0	1.0
No Response/New	1	1	-	-	-	-	-	-
No Response	128	<1	152.8	8.5	155.3	10.0	3.6	0.8
Men	63	49	153.9	8.5	157.7	10.5	3.5	0.8
Women	63	49	151.3	8.4	152.4	8.8	3.7	0.9
No Response/New	2	2	-	-	-	-	-	-
Total	206,004	100	152.0	8.7	156.9	10.0	3.5	0.8
Men	102,164	50	152.7	8.9	159.1	9.2	3.5	0.9
Women	102,512	50	151.2	8.5	154.7	10.3	3.5	0.8
No Response/New	1,328	<1	157.6	7.2	155.3	9.1	4.0	0.8

Note: A total of 206,004 examinees took the GRE General Test between July 1, 2024, and June 30, 2025. The percentages for the overall age groups were based on this total group of test takers; the percentages for the gender groups within each age group were based on the group of test takers who were within each age group. Statistics are not reported for groups with fewer than 30 examinees.

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

Age Group and Gender (continued)

Table 1.5 provides information about examinees who tested in the United States, India and China. The table shows that China (73%) had a substantially higher percentage of test takers between the ages of 18 and 22 than the United States (45%) and India (55%). 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	39	<1	6	<1	68	<1
Men	20	51	5	83	41	60
Women	19	49	1	17	27	40
No Response/New	0	0	0	0	0	0
18–22	42,958	45	17,578	55	23,442	73
Men	15,765	37	11,474	65	11,123	47
Women	26,709	62	6,096	35	12,309	53
No Response/New	484	1	8	<1	10	<1
23–25	24,777	26	9,265	29	4,843	15
Men	9,998	40	6,002	65	2,587	53
Women	14,471	58	3,251	35	2,255	47
No Response/New	308	1	12	<1	1	<1
26–30	16,458	17	3,833	12	2,500	8
Men	7,872	48	2,226	58	1,220	49
Women	8,425	51	1,600	42	1,278	51
No Response/New	161	1	7	<1	2	<1
31–35	5,623	6	738	2	765	2
Men	2,845	51	422	57	339	44
Women	2,690	48	313	42	426	56
No Response/New	88	2	3	<1	0	0
36–40	2,504	3	167	1	272	1
Men	1,186	47	111	66	143	53
Women	1,275	51	56	34	129	47
No Response/New	43	2	0	0	0	0
41–45	1,339	1	59	<1	117	<1
Men	591	44	42	71	65	56
Women	727	54	17	29	52	44
No Response/New	21	2	0	0	0	0
46–50	656	1	10	<1	20	<1
Men	266	41	9	90	12	60
Women	385	59	1	10	8	40
No Response/New	5	1	0	0	0	0

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Age Group and Gender (continued)

Table continued from previous page

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

Age	United States N	United States Percent	India N	India Percent	China N	China Percent
51–55	342	<1	4	<1	7	<1
Men	146	43	2	50	5	71
Women	192	56	2	50	2	29
No Response/New	4	1	0	0	0	0
56–60	159	<1	1	<1	1	<1
Men	68	43	1	100	0	0
Women	89	56	0	0	1	100
No Response/New	2	1	0	0	0	0
Over 60	136	<1	2	<1	2	<1
Men	77	57	2	100	2	100
Women	58	43	0	0	0	0
No Response/New	1	1	0	0	0	0
No Response	86	<1	14	<1	2	<1
Men	34	40	13	93	0	0
Women	51	59	1	7	2	100
No Response/New	1	1	0	0	0	0
Total	95,077	100	31,677	100	32,039	100
Men	38,868	41	20,309	64	15,537	48
Women	55,091	58	11,338	36	16,489	51
No Response/New	1,118	1	30	<1	13	<1

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

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

Country of Citizenship

Table 1.6 provides performance information of test takers based on their country of citizenship. The table shows that the United States (80,508), India (34,477), and China (43,541) had the highest numbers 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	83	151.3	9.8	157.4	10.9	3.3	0.9
Aland Islands	47	157.7	10.6	163.3	10.6	3.3	0.8
Albania	143	153.8	10.4	157.4	11.2	3.4	0.7
Algeria	91	153.0	10.9	157.0	11.4	3.2	0.9
American Samoa	82	161.2	7.7	165.8	7.7	3.4	0.5
Andorra	28	-	-	-	-	-	-
Angola	27	-	-	-	-	-	-
Anguilla	16	-	-	-	-	-	-
Antarctica	10	-	-	-	-	-	-
Antigua and Barbuda	5	-	-	-	-	-	-
Argentina	137	152.5	7.8	157.4	8.8	3.4	0.8
Armenia	68	154.4	9.2	160.9	9.4	3.5	0.8
Aruba	6	-	-	-	-	-	-
Australia	321	159.4	7.0	161.6	8.5	4.2	0.8
Austria	101	155.8	8.2	158.1	9.3	3.7	0.8
Azerbaijan	193	148.8	8.6	159.0	7.7	3.2	0.8
Bahamas	34	149.1	8.2	146.3	10.2	3.4	0.7
Bahrain	32	151.1	11.0	153.2	12.1	3.5	0.7
Bangladesh	4,159	148.3	8.8	157.0	7.3	3.2	0.7
Barbados	14	-	-	-	-	-	-
Belarus	26	-	-	-	-	-	-
Belgium	102	153.3	8.7	156.6	8.7	3.5	0.8
Belize	7	-	-	-	-	-	-
Benin	20	-	-	-	-	-	-
Bermuda	2	-	-	-	-	-	-
Bhutan	8	-	-	-	-	-	-
Bolivia	46	149.8	8.0	151.0	8.4	3.4	0.6
Bosnia and Herzegovina	13	-	-	-	-	-	-
Botswana	25	-	-	-	-	-	-
Brazil	599	151.8	8.0	153.6	9.8	3.3	0.9
British Virgin Islands	1	-	-	-	-	-	-
Brunei Darussalam	4	-	-	-	-	-	-
Bulgaria	33	156.8	7.4	156.0	9.1	4.2	0.8
Burkina Faso	19	-	-	-	-	-	-
Burundi	7	-	-	-	-	-	-
Cambodia	39	148.6	8.1	152.2	8.1	3.4	0.7

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

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Country of Citizenship (continued)

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Cameroon	154	144.6	8.5	146.8	9.9	3.0	0.8
Canada	1,682	156.6	7.9	158.3	9.3	4.1	0.8
Cape Verde	1	-	-	-	-	-	-
Cayman Islands	6	-	-	-	-	-	-
Central African Republic	1	-	-	-	-	-	-
Chad	6	-	-	-	-	-	-
Chile	207	152.0	7.4	159.4	7.4	3.2	0.8
China	43,541	152.2	9.2	165.9	5.3	3.2	0.8
Christmas Island	1	-	-	-	-	-	-
Colombia	555	150.1	7.8	152.1	8.6	3.2	0.8
Comoros	6	-	-	-	-	-	-
Congo (Brazzaville)	8	-	-	-	-	-	-
Congo, The Democratic Republic of the	42	142.2	8.4	141.1	7.2	2.9	0.9
Costa Rica	64	152.2	8.3	152.6	8.3	3.5	0.8
Cote D'Ivoire	40	148.8	8.6	148.8	10.5	2.9	0.8
Croatia	19	-	-	-	-	-	-
Cuba	12	-	-	-	-	-	-
Curacao	4	-	-	-	-	-	-
Cyprus	21	-	-	-	-	-	-
Czech Republic	34	155.8	7.3	158.4	8.5	3.8	0.6
Denmark	29	-	-	-	-	-	-
Djibouti	2	-	-	-	-	-	-
Dominica	11	-	-	-	-	-	-
Dominican Republic	38	151.6	10.1	149.0	9.5	3.3	0.9
Ecuador	116	148.5	7.6	149.4	8.6	3.2	0.9
Egypt	357	146.7	8.5	152.9	8.4	3.2	0.9
El Salvador	38	150.4	7.6	149.1	9.6	3.5	0.8
Eritrea	5	-	-	-	-	-	-
Estonia	15	-	-	-	-	-	-
Ethiopia	148	146.4	7.9	151.5	7.6	2.9	0.9
Falkland Islands	1	-	-	-	-	-	-
Fiji	5	-	-	-	-	-	-
Finland	47	154.3	8.2	154.2	9.3	3.7	1.0
France	787	156.8	8.0	159.2	9.0	3.6	0.8
French Guiana	2	-	-	-	-	-	-
French Polynesia	1	-	-	-	-	-	-
French Southern Territories	1	-	-	-	-	-	-

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

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Country of Citizenship (continued)

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Gabon	8	-	-	-	-	-	-
Gambia	12	-	-	-	-	-	-
Georgia	67	149.9	8.7	154.5	9.8	3.3	0.8
Germany	689	155.6	7.3	158.6	7.7	3.9	0.7
Ghana	1,829	149.1	10.1	150.6	9.7	3.3	0.7
Gibraltar	2	-	-	-	-	-	-
Greece	200	151.7	7.7	158.2	7.8	3.7	0.7
Greenland	2	-	-	-	-	-	-
Grenada	6	-	-	-	-	-	-
Guam	4	-	-	-	-	-	-
Guatemala	54	150.3	7.4	150.2	8.1	3.4	0.7
Guinea	4	-	-	-	-	-	-
Guyana	6	-	-	-	-	-	-
Haiti	40	145.2	8.7	142.4	8.0	2.9	1.2
Holy See (Vatican City State)	2	-	-	-	-	-	-
Honduras	51	146.8	7.8	145.5	8.9	3.3	1.0
Hong Kong, China	607	155.2	8.4	163.4	7.1	3.6	0.7
Hungary	59	153.2	8.1	156.2	8.2	3.7	0.8
Iceland	37	153.1	6.7	159.3	7.2	3.5	0.8
India	34,477	151.0	8.6	158.6	8.8	3.3	0.7
Indonesia	971	147.8	7.7	153.9	8.4	3.2	0.8
Iran, Islamic Republic of	2,470	152.2	10.0	162.4	7.9	3.4	0.8
Iraq	55	144.3	9.5	147.3	9.9	2.7	1.1
Ireland	90	156.9	7.1	155.7	7.6	4.1	0.7
Israel	73	151.4	10.5	158.9	6.9	3.2	1.3
Italy	1,024	155.9	7.3	158.6	8.3	3.3	1.0
Jamaica	72	150.8	8.0	147.9	9.7	3.8	0.8
Japan	764	147.8	7.8	161.3	7.1	3.1	0.8
Jersey	1	-	-	-	-	-	-
Jordan	193	144.7	8.7	152.4	7.3	2.7	1.1
Kazakhstan	278	152.3	9.1	158.7	8.8	3.3	0.8
Kenya	395	147.1	7.6	147.9	7.7	3.4	0.8
Kiribati	1	-	-	-	-	-	-
Korea, Democratic People's Republic of	14	-	-	-	-	-	-
Korea, Republic of	2,312	151.4	8.0	161.6	7.1	3.3	0.8
Kosovo	14	-	-	-	-	-	-
Kuwait	119	148.7	11.5	151.5	11.1	2.9	1.1

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

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Country of Citizenship (continued)

Table continued from previous page

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Kyrgyzstan	19	-	-	-	-	-	-
Lao PDR	12	-	-	-	-	-	-
Latvia	21	-	-	-	-	-	-
Lebanon	371	154.2	12.0	158.5	11.3	3.1	0.8
Lesotho	8	-	-	-	-	-	-
Liberia	12	-	-	-	-	-	-
Libya	18	-	-	-	-	-	-
Liechtenstein	1	-	-	-	-	-	-
Lithuania	29	-	-	-	-	-	-
Luxembourg	20	-	-	-	-	-	-
Macau, China	36	153.8	9.7	162.0	8.2	3.5	0.8
Macedonia, Republic of	11	-	-	-	-	-	-
Madagascar	19	-	-	-	-	-	-
Malawi	32	143.9	7.7	144.3	8.0	3.3	0.9
Malaysia	248	151.4	8.4	156.4	8.5	3.7	0.8
Maldives	1	-	-	-	-	-	-
Mali	10	-	-	-	-	-	-
Malta	16	-	-	-	-	-	-
Mauritania	9	-	-	-	-	-	-
Mauritius	11	-	-	-	-	-	-
Mayotte	1	-	-	-	-	-	-
Mexico	1,134	150.4	7.5	150.8	8.3	3.3	0.9
Micronesia, Federated States of	1	-	-	-	-	-	-
Moldova	9	-	-	-	-	-	-
Monaco	5	-	-	-	-	-	-
Mongolia	86	147.7	7.7	154.3	9.0	3.2	0.8
Montenegro	6	-	-	-	-	-	-
Morocco	179	153.4	10.2	155.5	10.6	3.2	1.0
Mozambique	22	-	-	-	-	-	-
Myanmar	88	148.2	9.2	151.6	8.8	3.5	0.8
Namibia	13	-	-	-	-	-	-
Nauru	2	-	-	-	-	-	-
Nepal	2,046	146.9	7.7	155.7	8.1	3.2	0.6
Netherlands	165	153.6	8.7	154.6	8.7	3.6	0.8
New Caledonia	3	-	-	-	-	-	-
New Zealand	72	159.2	7.4	159.6	8.5	4.0	0.8
Nicaragua	34	152.0	10.9	154.1	10.5	3.3	0.8
Niger	27	-	-	-	-	-	-

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

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Country of Citizenship (continued)

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

Country of Citizenship	N	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Nigeria	5,466	153.7	9.9	155.3	12.0	3.4	0.7
Niue	11	-	-	-	-	-	-
Norfolk Island	5	-	-	-	-	-	-
Norway	55	152.0	8.5	153.1	8.8	3.6	0.8
Oman	15	-	-	-	-	-	-
Pakistan	2,378	150.2	9.1	153.3	9.4	3.4	0.8
Palau	1	-	-	-	-	-	-
Palestinian Territories	60	141.8	7.1	151.1	7.5	2.8	0.9
Panama	45	146.0	8.5	145.4	8.9	2.8	1.3
Papua New Guinea	4	-	-	-	-	-	-
Paraguay	34	151.6	7.6	148.8	9.2	3.6	0.6
Peru	280	151.4	7.7	156.6	7.2	3.3	0.8
Philippines	250	152.9	7.9	152.5	9.7	3.8	0.8
Pitcairn	1	-	-	-	-	-	-
Poland	145	154.4	7.8	159.4	7.5	3.7	0.8
Portugal	137	154.8	6.6	159.0	8.0	3.7	0.7
Puerto Rico	199	141.1	8.3	138.7	6.8	2.2	1.2
Qatar	19	-	-	-	-	-	-
Romania	72	153.9	7.0	156.6	9.7	3.8	0.7
Russian Federation	273	152.4	8.0	158.3	8.5	3.4	0.7
Rwanda	71	148.4	10.3	148.1	9.7	3.4	0.9
Saint Kitts and Nevis	7	-	-	-	-	-	-
Saint Lucia	4	-	-	-	-	-	-
Saint Vincent and the Grenadines	2	-	-	-	-	-	-
Saint-Barthélemy	1	-	-	-	-	-	-
Saint-Martin (French part)	1	-	-	-	-	-	-
Saudi Arabia	597	143.4	10.3	146.6	11.0	2.4	1.1
Senegal	20	-	-	-	-	-	-
Serbia	37	152.4	8.2	158.9	9.9	3.6	0.8
Seychelles	5	-	-	-	-	-	-
Sierra Leone	18	-	-	-	-	-	-
Singapore	558	156.8	7.4	160.6	7.8	4.1	0.8
Sint Maarten (Dutch part)	1	-	-	-	-	-	-
Slovakia	26	-	-	-	-	-	-
Slovenia	9	-	-	-	-	-	-
Solomon Islands	2	-	-	-	-	-	-
Somalia	10	-	-	-	-	-	-
South Africa	134	153.4	8.6	151.4	10.3	3.9	0.7
South Sudan	3	-	-	-	-	-	-

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	378	154.1	7.2	156.7	7.8	3.6	0.7
Sri Lanka	192	145.4	9.1	153.4	8.5	3.1	1.0
Sudan	34	144.1	8.5	152.0	7.9	2.6	0.9
Suriname	3	-	-	-	-	-	-
Swaziland	17	-	-	-	-	-	-
Sweden	122	152.5	7.9	153.7	8.5	3.6	0.9
Switzerland	165	156.7	7.2	158.0	7.8	3.9	0.7
Syrian	76	144.0	9.4	152.6	8.7	2.8	1.1
Taiwan, China	2,175	149.7	8.0	163.9	5.9	3.0	0.7
Tajikistan	11	-	-	-	-	-	-
Tanzania *, United Republic of	65	143.1	7.8	148.0	7.5	3.1	0.8
Thailand	296	148.4	8.7	158.6	8.7	3.2	0.9
Timor-Leste	2	-	-	-	-	-	-
Togo	13	-	-	-	-	-	-
Tonga	2	-	-	-	-	-	-
Trinidad and Tobago	26	-	-	-	-	-	-
Tunisia	53	148.3	8.7	154.1	8.1	3.4	0.9
Turkey	1,278	148.1	8.1	160.6	7.6	3.1	0.9
Turkmenistan	14	-	-	-	-	-	-
Turks and Caicos Islands	1	-	-	-	-	-	-
Uganda	110	144.9	8.1	146.3	7.6	3.3	0.7
Ukraine	146	151.0	9.1	154.2	9.9	3.4	0.7
United Arab Emirates	222	143.5	9.1	149.8	8.3	2.7	1.0
United Kingdom	786	158.3	7.6	158.0	8.9	4.3	0.8
United States Minor Outlying Islands	22	-	-	-	-	-	-
United States of America	80,508	152.8	8.0	151.3	8.7	3.8	0.8
Uruguay	35	154.8	7.8	159.2	7.4	3.4	0.8
Uzbekistan	178	144.1	11.3	158.1	8.6	2.3	1.5
Vanuatu	1	-	-	-	-	-	-
Venezuela	81	152.5	8.2	151.4	8.9	3.6	0.8
Viet Nam	658	149.4	8.8	159.7	7.5	3.4	0.8
Virgin Islands, U.S.	2	-	-	-	-	-	-
Yemen	31	143.0	7.8	150.5	8.8	2.8	0.9
Zambia	34	145.1	6.8	146.6	7.9	3.4	0.8
Zimbabwe	97	147.1	8.2	146.6	6.7	3.5	0.6

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

Major Fields

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

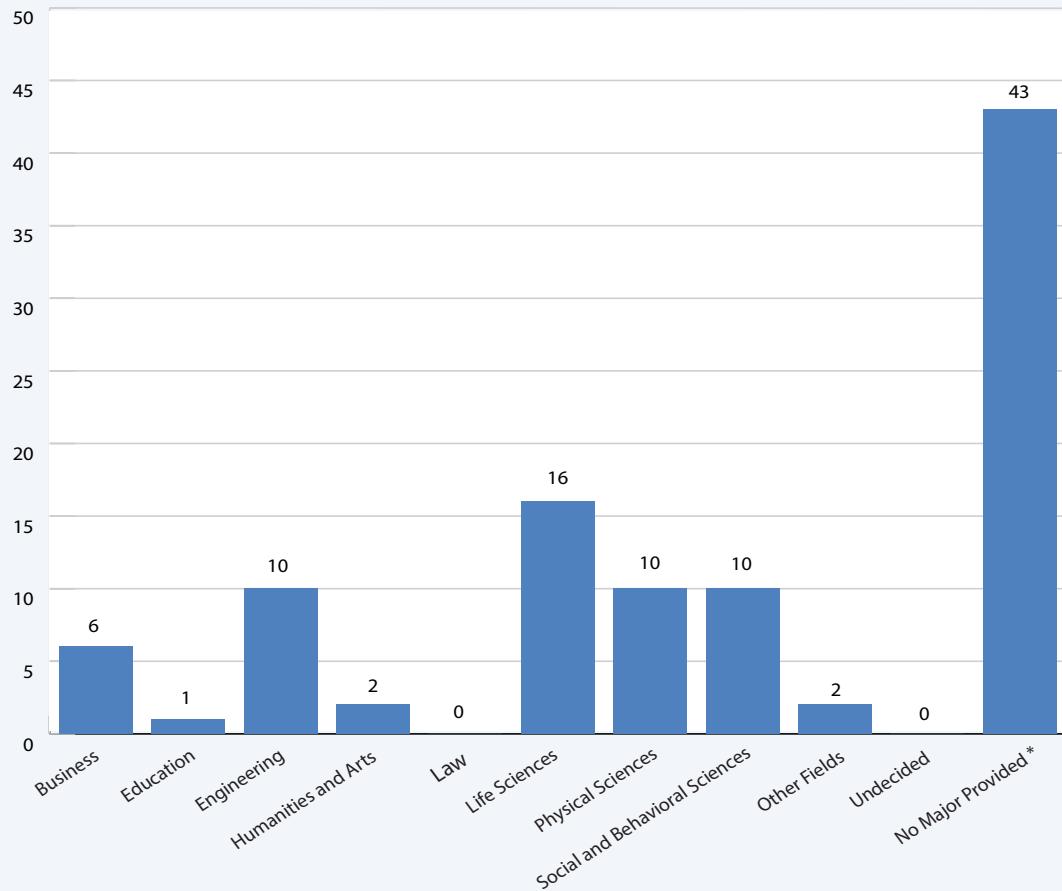
Business	Law
Accounting	Law
Banking and Finance	
Business Administration and Management	
Education	Life Sciences
Administration	Agriculture
Curriculum and Instruction	Biological Sciences
Early Childhood Education	Health and Medical Sciences
Elementary Education	
Evaluation and Research	
Higher Education	
Secondary Education	Physical Sciences
Special Education	Chemistry
Student Counseling and Personnel Services	Computer and Information Sciences
	Earth, Atmospheric and Marine Sciences
Engineering	Mathematical Sciences
Chemical Engineering	Physics and Astronomy
Civil Engineering	
Electrical and Electronic Engineering	
Industrial Engineering	Social and Behavioral Sciences
Materials Engineering	Anthropology and Archaeology
Mechanical Engineering	Economics
Humanities and Arts	Political Science
Arts	Psychology
English Language and Literature	Sociology
Foreign Languages and Literatures	
History	Other Fields
Philosophy	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 (16%), followed by Engineering, Physical Sciences, and Social and Behavioral Sciences (each 10%). Forty-three 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 206,004 test takers who took the GRE General Test between July 1, 2024, and June 30, 2025.

*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, Undecided, or No major provided had higher mean scores on the Quantitative Reasoning measure than men and women in other major fields.

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

Undergraduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Business	12,348	6	151.5	8.8	156.5	10.2	3.4	0.8
Men	6,166	50	152.4	9.0	157.0	10.0	3.5	0.9
Women	6,147	50	150.5	8.6	156.0	10.4	3.4	0.8
No Response/New	35	<1	154.4	7.4	154.9	9.6	3.5	1.1
Education	1,021	1	148.9	8.5	146.9	9.7	3.5	0.9
Men	262	26	149.4	9.0	148.7	10.4	3.4	1.0
Women	752	74	148.7	8.4	146.4	9.4	3.5	0.9
No Response/New	7	1	-	-	-	-	-	-
Engineering	19,562	10	150.7	8.6	158.9	8.0	3.4	0.8
Men	14,293	73	150.9	8.6	159.5	7.9	3.4	0.8
Women	5,207	27	150.1	8.5	157.1	8.2	3.5	0.8
No Response/New	62	<1	157.6	7.1	160.4	7.0	3.8	0.7
Humanities and Arts	4,210	2	155.5	8.5	152.1	9.7	3.9	0.9
Men	1,742	41	156.9	8.3	153.4	9.5	4.0	0.9
Women	2,349	56	154.2	8.4	151.3	9.8	3.8	0.9
No Response/New	119	3	158.5	6.9	151.3	9.1	4.2	0.8
Law	644	<1	152.2	9.0	151.3	10.5	3.5	0.9
Men	266	41	152.3	9.2	153.4	10.2	3.4	0.9
Women	377	59	152.1	8.9	149.8	10.5	3.6	0.8
No Response/New	1	<1	-	-	-	-	-	-
Life Sciences	32,941	16	149.6	7.2	149.2	7.6	3.6	0.8
Men	10,048	31	150.7	7.4	151.1	7.9	3.6	0.8
Women	22,740	69	149.1	7.0	148.3	7.3	3.6	0.8
No Response/New	153	<1	155.5	6.9	152.1	7.2	3.9	0.7
Physical Sciences	20,973	10	151.8	8.9	159.2	8.7	3.5	0.8
Men	13,900	66	152.2	8.9	160.2	8.4	3.5	0.8
Women	6,907	33	150.8	8.9	157.2	9.1	3.5	0.8
No Response/New	166	1	160.0	6.0	160.9	6.9	4.1	0.7

Table continues on next page

Undergraduate Major Field (continued)

Table continued from previous page

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

Undergraduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Social and Behavioral Sciences	21,310	10	153.6	8.2	153.6	10.0	3.8	0.9
Men	8,666	41	155.2	8.2	156.8	9.3	3.8	0.9
Women	12,397	58	152.4	8.1	151.4	9.8	3.8	0.8
No Response/New	247	1	157.0	7.3	151.2	8.1	3.9	0.9
Other Fields	3,486	2	151.2	8.5	150.7	10.1	3.5	0.9
Men	1,209	35	152.3	8.6	152.3	10.1	3.6	0.9
Women	2,232	64	150.5	8.4	149.9	10.0	3.5	0.9
No Response/New	45	1	157.1	7.0	151.5	8.8	4.1	0.8
Undecided	978	<1	151.7	9.4	159.8	10.1	3.2	0.8
Men	563	58	152.3	9.5	160.4	9.8	3.1	0.8
Women	412	42	150.8	9.2	159.0	10.5	3.2	0.8
No Response/New	3	<1	-	-	-	-	-	-
No Major Provided*	88,531	43	152.7	9.1	160.1	9.4	3.4	0.8
Men	45,049	51	153.3	9.2	161.5	8.6	3.4	0.9
Women	42,992	49	152.1	8.9	158.7	10.0	3.4	0.8
No Response/New	490	1	157.9	7.4	157.3	9.0	4.0	0.9
Total	206,004	100	152.0	8.7	156.9	10.0	3.5	0.8
Men	102,164	50	152.7	8.9	159.1	9.2	3.5	0.9
Women	102,512	50	151.2	8.5	154.7	10.3	3.5	0.8
No Response/New	1,328	<1	157.6	7.2	155.3	9.1	4.0	0.8

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

A total of 206,004 examinees took the GRE General Test between July 1, 2024, and June 30, 2025. The percentages for the overall undergraduate major fields were based on those total groups of test takers; the percentages for the gender groups within each undergraduate major group were based on the group of test takers who were within each undergraduate major group. Statistics are not reported for groups with fewer than 30 examinees.

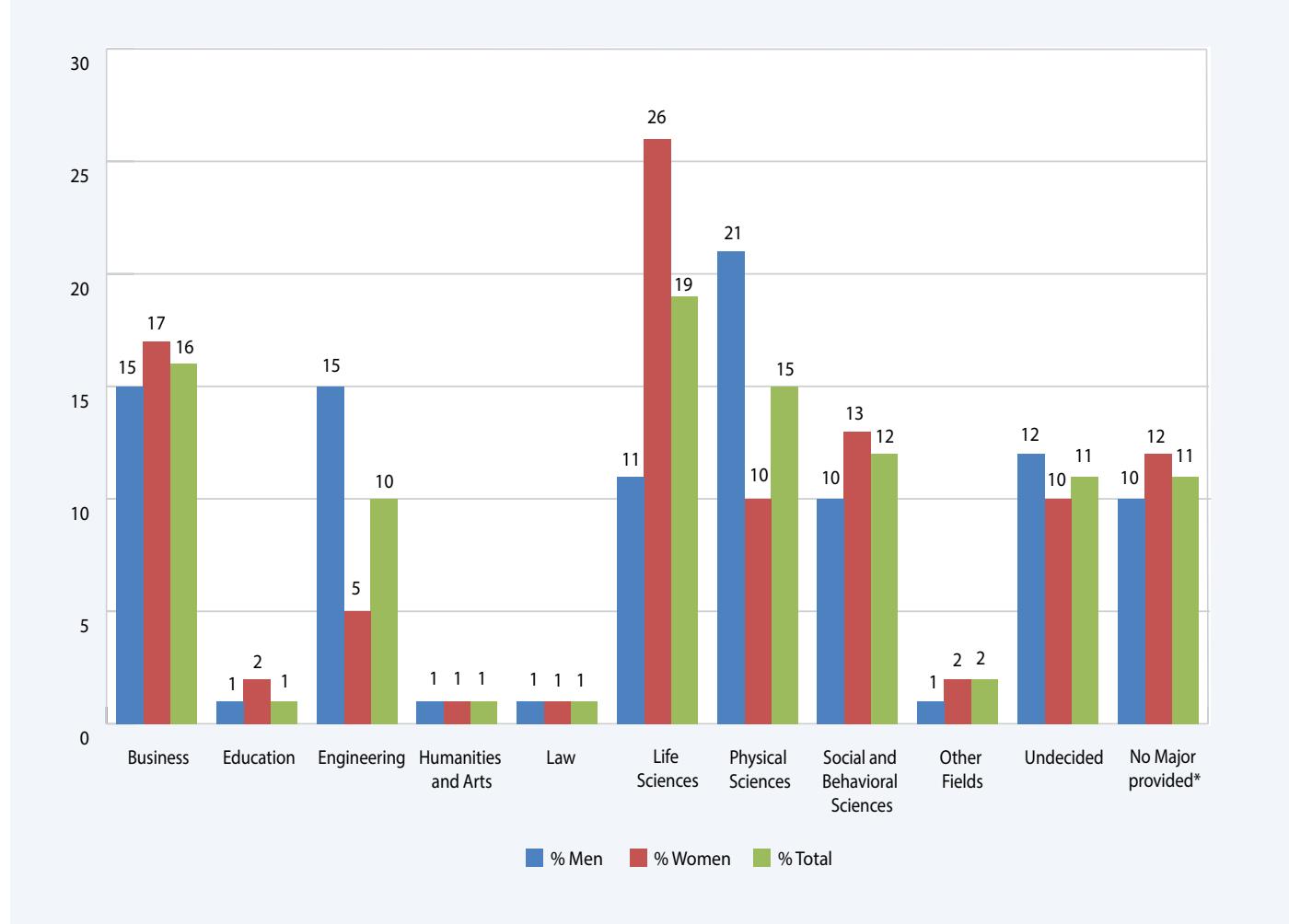
Starting from the end of testing year 2022-23, new options (“non-binary” and “prefer to self-describe”) were introduced to the gender question. Since very few test takers selected these new options, these test takers are included in the “No Response/New” category since the 2022-23 testing year.

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

Intended Graduate Major Field

Figure 1.3 shows that the percentages of men who indicated an intended graduate major in Engineering (15%) and Physical Sciences (21%) 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 (26%) was much higher than the percentage of men indicating that intended graduate major. In Social and Behavioral Sciences, Business, and Education, the percentages of women were higher than the percentages of men indicating those intended graduate majors. The percentages of men and women indicating an intended graduate major in Humanities and Arts and Law were similar. Ten 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 206,004 test takers who took the GRE General Test between July 1, 2024, and June 30, 2025. The percentages in the figure above represent the percentage of test takers within each gender category (e.g., men, women) for each intended graduate major field.

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

Intended Graduate Major Field (continued)

Table 1.8 shows that men and women indicating an intended graduate major in Humanities and Arts had higher mean Verbal Reasoning scores than men and women in other majors. Men and women indicating an intended graduate major in Physical Sciences had higher mean Quantitative Reasoning scores than men and women in other majors. Regarding Analytical Writing, men indicating an intended graduate major in Humanities and Arts or Law had higher mean scores than men in other majors, and women with an intended graduate major in Humanities and Arts, Law, or Social and Behavioral 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	33,087	16	153.4	8.7	159.6	9.2	3.6	0.8
Men	15,792	48	154.1	8.7	160.0	8.9	3.6	0.9
Women	17,172	52	152.7	8.6	159.3	9.4	3.5	0.8
No Response/New	123	<1	158.4	6.8	157.2	8.8	4.1	0.9
Education	2,442	1	151.3	9.1	150.4	11.3	3.6	0.9
Men	607	25	153.4	9.4	153.7	11.2	3.6	1.0
Women	1,816	74	150.6	8.9	149.4	11.2	3.6	0.9
No Response/New	19	1	-	-	-	-	-	-
Engineering	20,793	10	150.5	8.8	160.1	8.0	3.3	0.8
Men	15,552	75	150.6	8.8	160.6	7.9	3.3	0.8
Women	5,165	25	149.8	8.8	158.8	8.4	3.3	0.8
No Response/New	76	<1	157.6	7.4	160.1	6.4	3.8	0.9
Humanities and Arts	2,301	1	155.5	8.5	155.7	10.5	3.7	0.9
Men	986	43	156.7	8.6	155.4	10.0	3.8	1.0
Women	1,265	55	154.4	8.4	156.2	10.8	3.7	0.9
No Response/New	50	2	157.8	6.4	150.9	9.8	4.0	0.8
Law	1,773	1	153.3	9.1	151.6	10.7	3.8	1.0
Men	767	43	154.9	9.0	154.0	10.3	3.8	1.0
Women	986	56	152.0	9.0	149.8	10.6	3.7	0.9
No Response/New	20	1	-	-	-	-	-	-
Life Sciences	38,653	19	149.8	7.3	149.9	8.0	3.6	0.8
Men	11,655	30	150.7	7.5	151.8	8.3	3.5	0.8
Women	26,788	69	149.4	7.1	149.0	7.7	3.6	0.8
No Response/New	210	1	156.0	7.0	152.3	7.3	3.9	0.7
Physical Sciences	31,844	15	151.9	8.8	161.2	8.2	3.4	0.8
Men	21,719	68	152.2	8.8	161.8	7.9	3.4	0.8
Women	9,901	31	151.1	8.9	159.9	8.8	3.4	0.8
No Response/New	224	1	159.5	7.1	161.7	6.5	4.0	0.8

Table continues on next page

Intended Graduate Major Field (continued)

Table continued from previous page

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

Intended Graduate Major Field	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Social and Behavioral Sciences	24,460	12	154.0	8.4	156.7	10.2	3.7	0.9
Men	10,403	43	155.2	8.4	159.2	9.3	3.7	0.9
Women	13,760	56	152.9	8.3	154.8	10.5	3.7	0.8
No Response/New	297	1	157.8	7.2	152.9	8.7	4.0	0.9
Other Fields	3,991	2	152.4	9.0	154.1	10.6	3.5	0.9
Men	1,526	38	153.7	8.9	154.9	10.2	3.6	0.9
Women	2,409	60	151.4	9.0	153.6	10.8	3.5	0.9
No Response/New	56	1	158.1	7.4	152.5	9.3	4.1	0.9
Undecided	23,303	11	153.9	9.3	159.9	9.6	3.4	0.8
Men	12,594	54	154.6	9.3	161.1	8.9	3.3	0.9
Women	10,614	46	153.0	9.3	158.5	10.2	3.4	0.8
No Response/New	95	<1	157.3	7.7	158.5	9.7	3.9	0.9
No Major Provided*	23,357	11	150.5	8.9	154.5	10.5	3.4	0.9
Men	10,563	45	151.1	9.3	156.9	10.0	3.3	0.9
Women	12,636	54	149.9	8.6	152.6	10.5	3.4	0.8
No Response/New	158	1	156.2	6.9	152.4	9.2	4.0	0.8
Total	206,004	100	152.0	8.7	156.9	10.0	3.5	0.8
Men	102,164	50	152.7	8.9	159.1	9.2	3.5	0.9
Women	102,512	50	151.2	8.5	154.7	10.3	3.5	0.8
No Response/New	1,328	<1	157.6	7.2	155.3	9.1	4.0	0.8

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

A total of 206,004 examinees took the GRE General Test between July 1, 2024, and June 30, 2025. The percentages for the overall intended graduate major fields were based on those total groups of test takers; the percentages for the gender groups within each intended graduate major group were based on the group of test takers who were within each intended graduate major group. Statistics are not reported for groups with fewer than 30 examinees.

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

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

Intended Graduate Major Field (continued)

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

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	30	1,161	20	1,001	252	80	463	3,064	314	2,307	8,692
	Mean	154.0	157.2	-	152.2	152.7	152.6	154.5	156.6	157.2	157.0	156.0
	SD	6.5	7.1	-	7.8	7.4	8.4	7.8	7.1	7.3	7.5	7.5
Education	N	11	50	1	272	67	15	86	825	46	259	1,632
	Mean	-	154.9	-	145.6	147.1	-	147.4	152.9	152.2	150.5	150.8
	SD	-	7.7	-	7.0	7.4	-	7.7	7.8	8.4	9.3	8.4
Engineering	N	16	592	9	163	127	40	177	1,947	154	941	4,166
	Mean	-	156.4	-	152.7	151.9	153.7	153.8	157.5	157.9	156.5	156.6
	SD	-	6.6	-	7.3	6.8	6.3	7.4	6.4	6.4	6.9	6.8
Humanities and Arts	N	4	59	.	51	34	14	51	622	48	182	1,065
	Mean	-	158.9	.	153.1	152.5	-	155.8	158.5	159.2	159.8	158.1
	SD	-	7.9	.	7.1	7.7	-	6.7	7.1	7.8	7.2	7.4
Law	N	11	106	8	221	40	16	71	414	59	276	1,222
	Mean	-	156.3	-	148.9	150.6	-	149.2	155.4	154.3	155.4	153.6
	SD	-	7.7	-	7.7	8.4	-	9.0	7.8	9.1	8.8	8.6
Life Sciences	N	181	2,927	81	2,389	1,446	339	1,959	16,568	836	5,978	32,704
	Mean	148.6	150.5	149.1	146.6	147.6	148.9	148.1	150.5	150.9	150.6	150.0
	SD	6.4	7.2	6.3	6.9	6.3	6.8	6.9	6.6	7.3	7.0	6.9
Physical Sciences	N	16	1,244	8	207	132	34	210	2,288	228	1,448	5,815
	Mean	-	157.6	-	153.0	154.0	157.2	155.8	158.6	158.9	157.8	157.7
	SD	-	7.1	-	8.1	7.4	5.7	7.3	6.3	6.9	7.3	7.0
Social and Behavioral Sciences	N	41	834	21	761	427	119	638	5,211	436	1,834	10,322
	Mean	151.4	156.4	-	149.1	151.1	151.9	151.3	155.8	156.0	156.1	154.9
	SD	8.6	7.8	-	8.8	7.9	8.1	8.2	7.5	7.9	8.3	8.2
Other Fields	N	7	127	8	209	72	22	118	863	65	322	1,813
	Mean	-	155.9	-	146.0	149.8	-	149.8	156.0	153.9	154.3	153.7
	SD	-	7.1	-	8.7	8.5	-	8.3	7.5	8.3	9.0	8.7
Undecided	N	16	517	16	370	94	38	191	1,295	163	1,184	3,884
	Mean	-	154.6	-	149.4	150.1	150.4	150.6	155.3	154.7	155.6	154.3
	SD	-	8.4	-	8.7	7.6	6.9	8.9	7.8	8.8	8.5	8.5
No Major Provided*	N	46	957	20	891	361	103	566	4,043	341	1,865	9,193
	Mean	147.1	152.8	-	147.0	148.3	148.1	150.0	152.3	152.9	152.3	151.5
	SD	7.5	7.8	-	8.0	7.3	7.8	7.4	7.3	7.7	7.9	7.8
Total	N	379	8,574	192	6,535	3,052	820	4,530	37,140	2,690	16,596	80,508
	Mean	149.8	154.2	150.2	148.4	149.2	150.5	150.3	153.4	154.3	153.9	152.8
	SD	7.6	7.9	7.5	8.0	7.3	7.6	7.9	7.5	8.1	8.1	8.0

Note: See page 20 for a list of major fields. A total of 80,508 U.S. citizens took the GRE General Test between July 1, 2024, and June 30, 2025. Racial/Ethnic groups are defined as follows: **American Indian** — American Indian or Alaskan Native; **Asian** — Asian or Asian American; **Hawaiian/Pacific Islander** — Native Hawaiian or Other Pacific Islander; **Black** — Black or African American; **Mexican** — Mexican, Mexican American, or Chicano; **Puerto Rican** — Puerto Rican; **Other Hispanic** — Other Hispanic, Latino, or Latin American; **White** — White (non-Hispanic); **Other** — Other

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

Intended Graduate Major Field (continued)

Table 1.10 shows that, across different racial/ethnic groups, test takers with an intended graduate major in Physical Sciences or Engineering had higher mean scores on the Quantitative Reasoning measure than those with other majors except for the American Indian group. The American Indian test takers with an intended graduate major in Business had higher mean scores on the Quantitative Reasoning measure than those with other majors.

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

Intended Graduate Major Field		American Indian	Asian	Hawaiian/Pacific Islander	Black	Mexican	Puerto Rican	Other Hispanic	White	Other	No Response	Total
Business	N	30	1,161	20	1,001	252	80	463	3,064	314	2,307	8,692
	Mean	150.8	158.4	-	149.4	150.2	149.7	152.9	154.9	155.1	156.3	154.8
	SD	9.2	7.7	-	8.3	7.9	8.9	8.5	7.5	8.2	8.2	8.3
Education	N	11	50	1	272	67	15	86	825	46	259	1,632
	Mean	-	152.5	-	141.4	143.0	-	143.3	148.1	147.5	146.4	146.3
	SD	-	10.0	-	6.9	7.1	-	6.7	8.1	9.6	9.3	8.6
Engineering	N	16	592	9	163	127	40	177	1,947	154	941	4,166
	Mean	-	160.8	-	153.0	154.0	155.5	155.2	159.3	159.4	159.3	158.9
	SD	-	6.7	-	8.0	6.8	7.2	7.1	6.2	6.7	6.6	6.8
Humanities and Arts	N	4	59	.	51	34	14	51	622	48	182	1,065
	Mean	-	154.6	.	146.2	145.9	-	147.1	151.3	151.7	153.2	151.2
	SD	-	9.9	.	7.7	6.5	-	9.1	7.9	9.1	8.9	8.5
Law	N	11	106	8	221	40	16	71	414	59	276	1,222
	Mean	-	153.9	-	144.4	146.4	-	145.0	150.9	149.7	152.2	149.6
	SD	-	9.4	-	8.7	8.5	-	9.8	8.5	9.0	10.3	9.7
Life Sciences	N	181	2,927	81	2,389	1,446	339	1,959	16,568	836	5,978	32,704
	Mean	146.3	151.1	147.6	144.5	145.8	147.2	146.6	149.3	149.3	149.6	148.8
	SD	6.0	7.6	7.9	6.7	6.1	7.0	6.7	6.4	7.3	7.2	6.9
Physical Sciences	N	16	1,244	8	207	132	34	210	2,288	228	1,448	5,815
	Mean	-	162.3	-	152.4	154.3	155.3	156.4	159.6	159.6	160.9	159.9
	SD	-	6.7	-	8.3	8.3	7.5	7.6	7.1	7.8	7.7	7.6
Social and Behavioral Sciences	N	41	834	21	761	427	119	638	5,211	436	1,834	10,322
	Mean	148.5	155.1	-	144.3	147.0	147.6	146.8	151.4	151.8	153.0	151.0
	SD	8.3	9.1	-	8.5	8.3	8.7	8.1	8.3	9.5	9.6	9.1
Other Fields	N	7	127	8	209	72	22	118	863	65	322	1,813
	Mean	-	153.9	-	141.6	146.3	-	147.0	150.5	149.8	150.0	149.1
	SD	-	8.2	-	8.1	7.5	-	7.4	7.6	8.3	9.2	8.6
Undecided	N	16	517	16	370	94	38	191	1,295	163	1,184	3,884
	Mean	-	156.3	-	146.8	147.9	147.6	149.0	152.7	152.7	155.1	152.9
	SD	-	8.8	-	9.0	9.3	6.9	9.7	8.5	9.2	9.6	9.5
No Major Provided*	N	46	957	20	891	361	103	566	4,043	341	1,865	9,193
	Mean	145.3	154.1	-	144.3	145.6	145.4	146.9	149.7	150.0	151.0	149.5
	SD	6.2	8.4	-	7.9	7.3	8.3	8.1	7.6	8.7	8.8	8.4
Total	N	379	8,574	192	6,535	3,052	820	4,530	37,140	2,690	16,596	80,508
	Mean	147.5	155.5	148.2	145.6	147.0	147.9	148.1	151.4	152.2	153.0	151.3
	SD	7.8	8.8	8.7	8.2	7.5	8.1	8.2	7.9	9.0	9.0	8.7

Note: See page 20 for a list of major fields. A total of 80,508 U.S. citizens took the GRE General Test between July 1, 2024, and June 30, 2025. Racial/Ethnic groups are defined as follows: **American Indian** — American Indian or Alaskan Native; **Asian** — Asian or Asian American; **Hawaiian/Pacific Islander** — Native Hawaiian or Other Pacific Islander; **Black** — Black or African American; **Mexican** — Mexican, Mexican American, or Chicano; **Puerto Rican** — Puerto Rican; **Other Hispanic** — Other Hispanic, Latino, or Latin American; **White** — White (non-Hispanic); **Other** — Other.

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

Intended Graduate Major Field (continued)

Table 1.11 shows that test takers across racial/ethnic groups with an intended graduate major in Humanities and Arts had higher mean scores on the Analytical Writing measure than those with other majors. Additionally, Asian test takers with intended graduate majors in Business, Education, Law, or Social and Behavioral Sciences had similar or slightly high mean Analytical Writing scores than Asian test takers with an intended graduate major in Humanities and Arts. Black test takers with an intended graduate major in Business also had similar mean Analytical Writing scores as Black test takers with an intended graduate major in Humanities and Arts.

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	30	1,161	20	1,001	252	80	463	3,064	314	2,307
	Mean	4.1	4.2	-	3.7	3.8	3.8	3.9	4.1	4.1	4.1
	SD	0.7	0.7	-	0.9	0.8	1.0	0.9	0.8	0.9	0.8
Education	N	11	50	1	272	67	15	86	825	46	259
	Mean	-	4.2	-	3.3	3.4	-	3.6	3.8	4.0	3.6
	SD	-	0.7	-	1.0	0.9	-	0.9	0.9	0.9	0.9
Engineering	N	16	592	9	163	127	40	177	1,947	154	941
	Mean	-	4.0	-	3.5	3.5	3.9	3.8	4.0	4.0	3.9
	SD	-	0.7	-	0.8	0.9	0.8	0.7	0.7	0.7	0.8
Humanities and Arts	N	4	59	.	51	34	14	51	622	48	182
	Mean	-	4.2	.	3.7	3.9	-	4.0	4.2	4.2	4.2
	SD	-	0.9	.	1.0	0.9	-	0.8	0.8	1.0	0.8
Law	N	11	106	8	221	40	16	71	414	59	276
	Mean	-	4.3	-	3.5	3.8	-	3.7	4.1	4.1	4.0
	SD	-	0.8	-	0.9	1.0	-	0.8	0.9	1.0	0.9
Life Sciences	N	181	2,927	81	2,389	1,446	339	1,959	16,568	836	5,978
	Mean	3.5	3.8	3.7	3.3	3.5	3.6	3.5	3.7	3.7	3.7
	SD	0.7	0.7	0.9	0.8	0.7	0.8	0.7	0.8	0.8	0.7
Physical Sciences	N	16	1,244	8	207	132	34	210	2,288	228	1,448
	Mean	-	4.1	-	3.6	3.7	3.9	3.8	4.1	4.0	4.0
	SD	-	0.7	-	0.9	0.9	0.7	0.8	0.7	0.8	0.8
Social and Behavioral Sciences	N	41	834	21	761	427	119	638	5,211	436	1,834
	Mean	4.0	4.2	-	3.4	3.7	3.8	3.6	4.1	4.1	4.0
	SD	0.8	0.8	-	1.0	0.9	0.9	0.9	0.8	0.9	0.9
Other Fields	N	7	127	8	209	72	22	118	863	65	322
	Mean	-	4.0	-	3.1	3.5	-	3.5	4.0	3.8	3.7
	SD	-	0.7	-	1.2	0.7	-	1.0	0.8	0.9	1.0
Undecided	N	16	517	16	370	94	38	191	1,295	163	1,184
	Mean	-	4.0	-	3.3	3.4	3.5	3.6	3.9	3.8	3.9
	SD	-	0.9	-	1.0	0.8	1.0	0.9	0.8	0.9	0.9
No Major Provided*	N	46	957	20	891	361	103	566	4,043	341	1,865
	Mean	3.5	3.9	-	3.3	3.5	3.3	3.6	3.8	3.8	3.7
	SD	0.9	0.9	-	0.9	0.7	0.9	0.8	0.8	0.9	0.8
Total	N	379	8,574	192	6,535	3,052	820	4,530	37,140	2,690	16,596
	Mean	3.6	4.0	3.7	3.4	3.5	3.7	3.6	3.9	3.9	3.8
	SD	0.9	0.8	0.9	0.9	0.8	0.9	0.8	0.8	0.9	0.8

Note: See page 20 for a list of major fields. A total of 80,508 U.S. citizens took the GRE General Test between July 1, 2024, and June 30, 2025. 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 48% of test takers reported a graduate degree objective of either master's (29%) or doctorate (19%) degree. A total of 44% 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)	59,564	29
Specialized Master's in Business	1,188	1
Intermediate (such as specialist)	559	<1
MBA	12,044	6
JD	1,678	1
Doctorate (PhD, EdD)	39,565	19
Postdoctoral Study	1,046	1
Non-Degree Graduate Study	327	<1
Not Currently Planning Graduate Study	397	<1
No Response	89,636	44
Total	206,004	100

Enrollment Preference

Table 1.13 shows that 53% 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 but similar to those 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 planned to enroll full time or part time or were undecided had the same mean Analytical Writing score. A total of 42% 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	109,863	53	151.3	8.4	154.2	9.7	3.6	0.8
Part Time	3,216	2	152.0	8.7	150.4	9.6	3.6	1.0
Undecided	6,598	3	152.8	9.0	154.2	9.8	3.6	0.9
No Response	86,327	42	152.7	9.0	160.7	9.2	3.4	0.8
Total	206,004	100	152.0	8.7	156.9	10.0	3.5	0.8

Full-time Work Experience

Table 1.14 shows that 34% 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 higher Verbal Reasoning scores than those with fewer years of full-time work experience, except for 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. Mean scores on the Analytical Writing measure were similar across various years of full-time work experience, except for test takers with over 30 years of full-time work experience. Approximately 53% 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	44,704	22	151.2	8.1	154.6	9.7	3.6	0.8
1–2 Years	24,184	12	150.9	8.4	153.6	9.5	3.6	0.8
3–4 Years	12,051	6	152.2	8.8	153.8	9.5	3.6	0.9
5–7 Years	8,313	4	152.9	8.8	153.5	9.4	3.6	0.9
8–10 Years	3,644	2	152.0	9.0	151.8	9.6	3.6	0.9
11–14 Years	1,455	1	151.7	9.0	151.2	9.6	3.5	0.9
15–19 Years	964	<1	151.4	9.2	149.4	9.6	3.5	0.9
20–29 Years	655	<1	151.6	9.3	147.9	9.9	3.5	0.9
Over 30 Years	356	<1	149.4	9.0	147.2	9.7	3.3	0.9
No Response	109,678	53	152.4	8.9	159.5	9.6	3.4	0.8
Total	206,004	100	152.0	8.7	156.9	10.0	3.5	0.8

Program Format

Table 1.15 shows that 46% of test takers indicated that they would like to pursue a graduate degree on campus. On average, these test takers had higher mean scores on the Verbal Reasoning, Quantitative Reasoning and Analytical Writing measures than test takers who planned to pursue a degree online or through a combination of on-campus and online courses. Approximately 44% 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	95,545	46	151.5	8.4	154.8	9.5	3.6	0.8
Online	2,485	1	150.1	8.6	147.9	9.6	3.4	1.0
Combination	10,217	5	149.4	8.2	148.4	9.1	3.5	0.9
Undecided	6,182	3	152.6	8.6	153.4	9.5	3.6	0.9
No Response	91,575	44	152.7	9.0	160.4	9.3	3.4	0.8
Total	206,004	100	152.0	8.7	156.9	10.0	3.5	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	26	<1	-	-	-	-	-	-
Asian	857	15	157.8	6.7	158.5	7.4	4.4	0.7
Hawaiian/Pacific Islander	16	<1	-	-	-	-	-	-
Black	873	15	152.9	7.6	150.0	8.3	3.8	0.8
Mexican	190	3	153.4	7.4	150.8	8.2	3.8	0.8
Puerto Rican	69	1	153.4	8.3	151.1	8.8	4.1	1.0
Other Hispanic	398	7	155.2	7.5	153.1	8.6	4.0	0.9
White	2,338	41	157.5	6.7	155.6	7.2	4.2	0.8
Other	241	4	157.2	7.7	154.8	8.2	4.2	0.8
No Response	634	11	157.5	7.1	155.7	7.9	4.2	0.7
Total	5,642	100	156.4	7.3	154.7	8.2	4.1	0.8

Note: This analysis is based on a total of 5,642 U.S. citizens who selected MBA as their graduate degree objective and who took the GRE General Test between July 1, 2024, and June 30, 2025.

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

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

Age Group

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

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

Age	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Under 18	1	<1	-	-	-	-	-	-
18–22	1,792	15	153.2	8.6	156.3	9.2	3.8	0.9
23–25	2,774	23	155.0	8.2	156.5	8.7	3.9	0.8
26–30	5,439	45	155.7	7.5	156.3	8.2	3.9	0.8
31–35	1,516	13	154.2	8.1	154.6	8.9	3.7	0.8
36–40	346	3	152.3	9.0	152.4	9.8	3.4	0.9
41–45	114	1	151.6	9.2	150.6	9.6	3.4	0.9
46–50	28	<1	-	-	-	-	-	-
51–55	21	<1	-	-	-	-	-	-
56–60	4	<1	-	-	-	-	-	-
Over 60	1	<1	-	-	-	-	-	-
No Response	8	<1	-	-	-	-	-	-
Total	12,044	100	154.8	8.1	155.9	8.7	3.9	0.8

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 (52%) than women (47%). 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	6,289	52	155.3	8.1	157.2	8.4	3.8	0.8
Women	5,710	47	154.3	8.0	154.6	8.8	3.9	0.8
No Response/ New	45	0	157.4	7.2	155.1	7.8	4.2	0.6
Total	12,044	100	154.8	8.1	155.9	8.7	3.9	0.8

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

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

Enrollment Preference

Table 1.19 shows that 85% of the test takers who indicated MBA as their graduate degree objective planned to enroll in a full-time program. These test takers had a higher Quantitative Reasoning mean score than test takers who planned to enroll part time or who were undecided. Test takers who were undecided 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, the 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 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	10,293	85	154.8	8.1	156.2	8.7	3.9	0.8
Part Time	542	5	152.6	8.0	151.4	8.3	3.7	0.9
Undecided	812	7	155.5	8.2	155.1	8.8	3.9	0.9
No Response	397	3	156.9	7.0	158.0	7.6	4.0	0.7
Total	12,044	100	154.8	8.1	155.9	8.7	3.9	0.8

Full-time Work Experience

Table 1.20 shows that 25% of test takers who indicated MBA as their graduate degree objective had two years of full-time work experience or less. Test takers who had three to seven years of full-time work experience obtained higher scores on all three measures than test takers with fewer years (<3 years) or more years (>7 years) of full-time work experience.

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

Years of Full-time Work Experience	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
Less than 1 Year	1,499	12	152.9	8.7	155.3	9.3	3.8	0.9
1–2 Years	1,511	13	153.6	8.7	155.2	9.5	3.8	0.8
3–4 Years	2,817	23	155.7	7.7	156.7	8.1	4.0	0.8
5–7 Years	2,816	23	155.5	7.4	155.9	8.3	3.9	0.8
8–10 Years	922	8	154.2	7.9	154.1	8.8	3.8	0.8
11–14 Years	254	2	153.9	8.6	153.5	9.4	3.6	0.9
15–19 Years	88	1	153.8	9.6	151.8	9.6	3.6	0.9
20–29 Years	39	<1	151.9	9.4	150.0	11.0	3.5	0.8
Over 30 Years	24	<1	152.7	7.5	152.8	10.6	3.5	1.1
No Response	2,074	17	155.6	8.0	157.5	8.4	3.9	0.8
Total	12,044	100	154.8	8.1	155.9	8.7	3.9	0.8

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

Program Format

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

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

Program Format	N	Percent	Verbal Reasoning Mean	Verbal Reasoning SD	Quantitative Reasoning Mean	Quantitative Reasoning SD	Analytical Writing Mean	Analytical Writing SD
On Campus	9,561	79	154.9	8.0	156.3	8.5	3.9	0.8
Online	235	2	148.9	8.3	147.0	8.4	3.4	1.0
Combination	728	6	151.6	8.3	150.8	9.1	3.6	0.9
Undecided	522	4	155.9	7.9	155.6	9.0	3.9	0.8
No Response	998	8	157.1	7.2	158.4	7.9	4.0	0.8
Total	12,044	100	154.8	8.1	155.9	8.7	3.9	0.8

U.S. Citizenship Status and Racial/Ethnic Group

Figure 2.1 shows that since the testing year 2020–21, more test takers were non-U.S. citizens than U.S. citizens. While the number of non-U.S. citizens taking the test declined from 2022–23 to 2024–25, the number of U.S. citizen test takers consistently declined over the past five testing years.

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

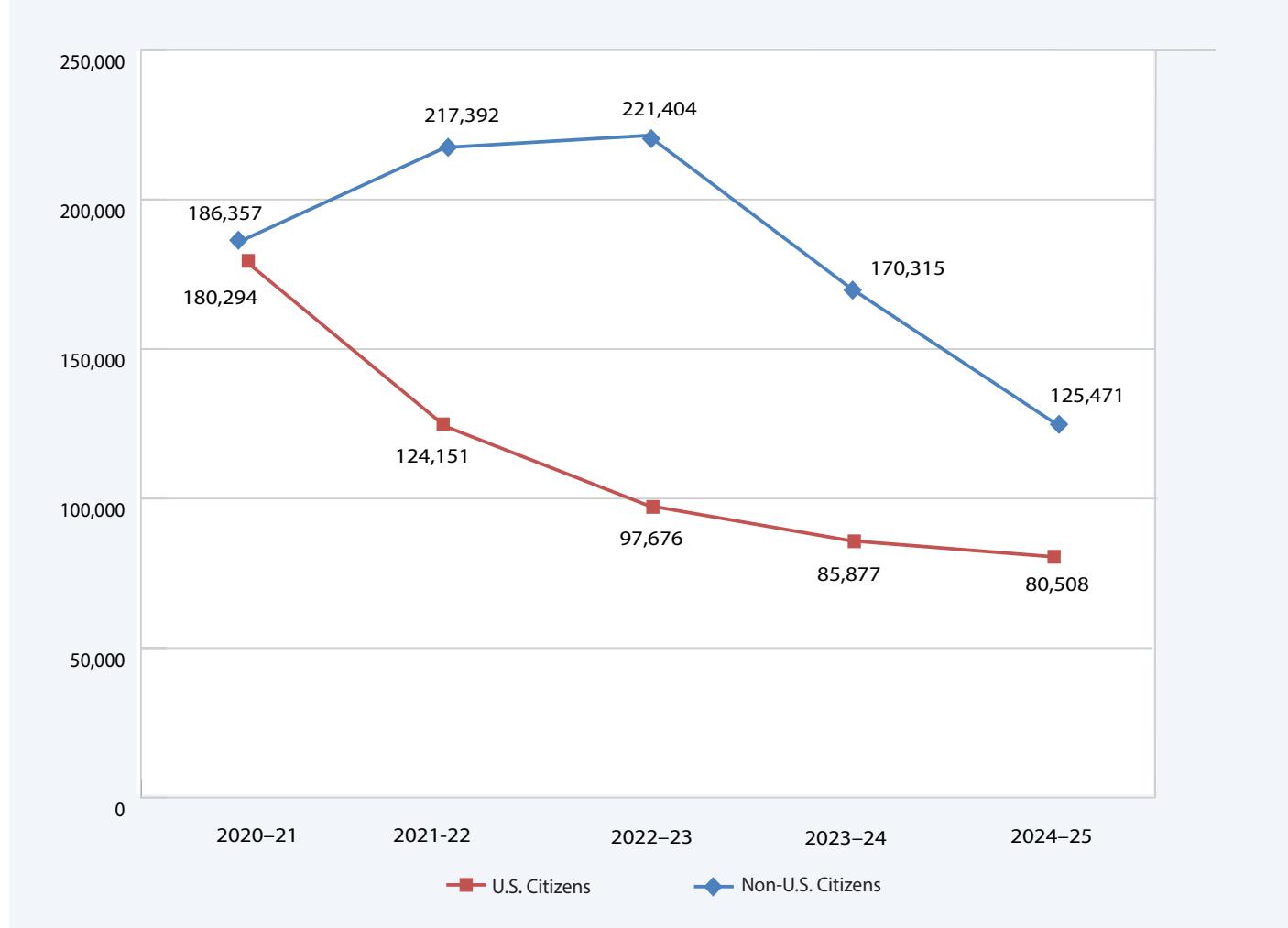


Table 2.1 shows since the testing year 2020–21, a higher percentage of test takers were non-U.S. citizens compared to U.S. citizens.

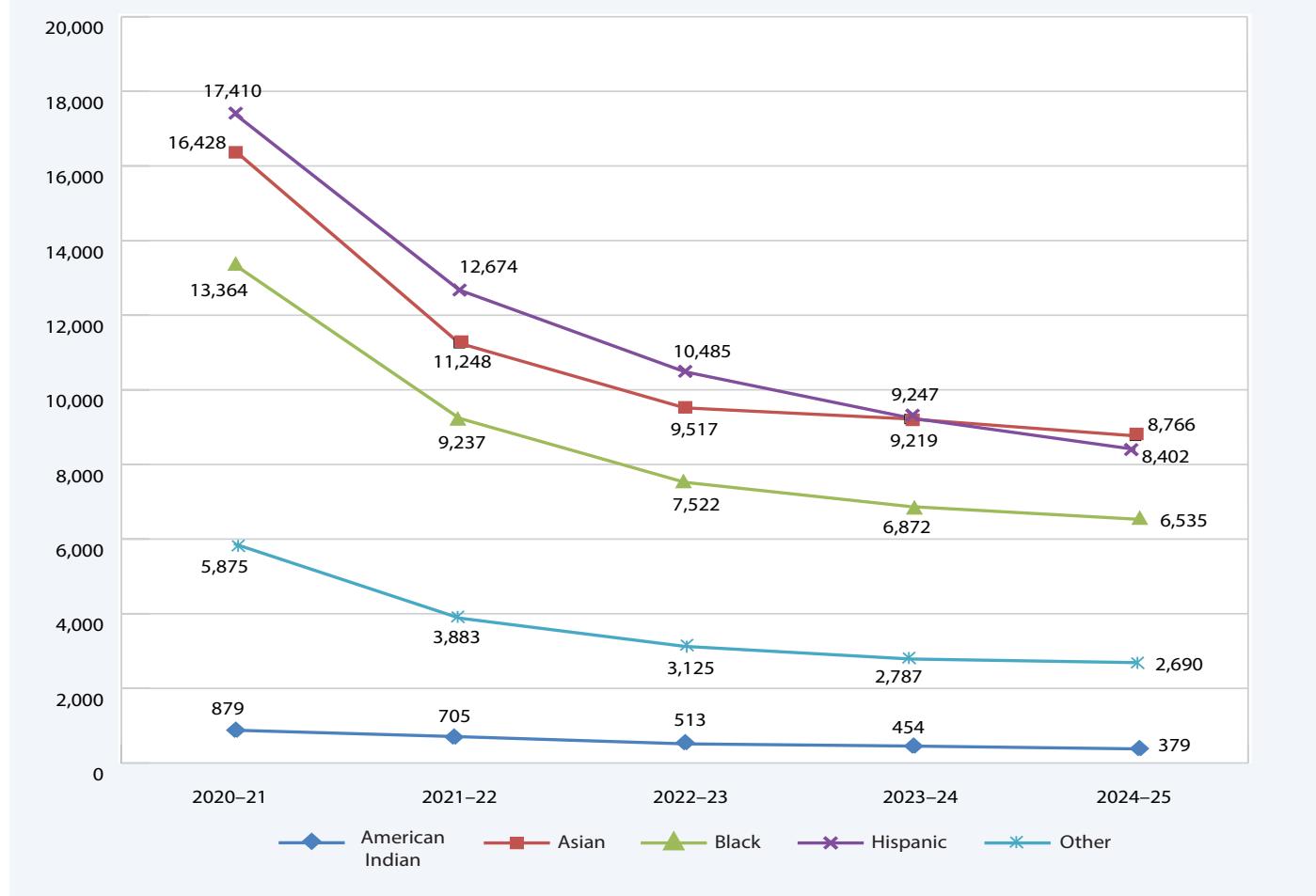
Table 2.1. Volume of GRE General Test Examinees, by U.S. Citizenship Status

U.S. Citizenship Status	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent	2024–25 N	2024–25 Percent
U.S. Citizen	180,294	49	124,151	36	97,676	31	85,877	34	80,508	39
Non-U.S. Citizen	186,357	51	217,392	64	221,404	69	170,315	66	125,471	61
No Response	35	<1	31	<1	21	<1	23	<1	25	<1
Total	366,686	100	341,574	100	319,101	100	256,215	100	206,004	100

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

Excluding White (non-Hispanic) test takers, Figure 2.2 shows that in testing years 2019-20 to 2022-23, U.S. citizen test takers who classified themselves as Hispanic were the largest racial/ethnic group (except 2023-24), followed by test takers who classified themselves as Asian, Black, Other and American Indian. Beginning with the testing year 2023-24, the number of U.S. citizen test takers who classified themselves as Asian slightly surpassed those classified themselves as Hispanic. Over the five testing years, the number of test takers across all racial/ethnic groups consistently declined.

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 over the five testing years, approximately 50% of U.S. citizen test takers identified themselves as White (non-Hispanic), 10-11% as Hispanic, 9-11% as Asian, 7-8% as black, and 3% as Other.

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

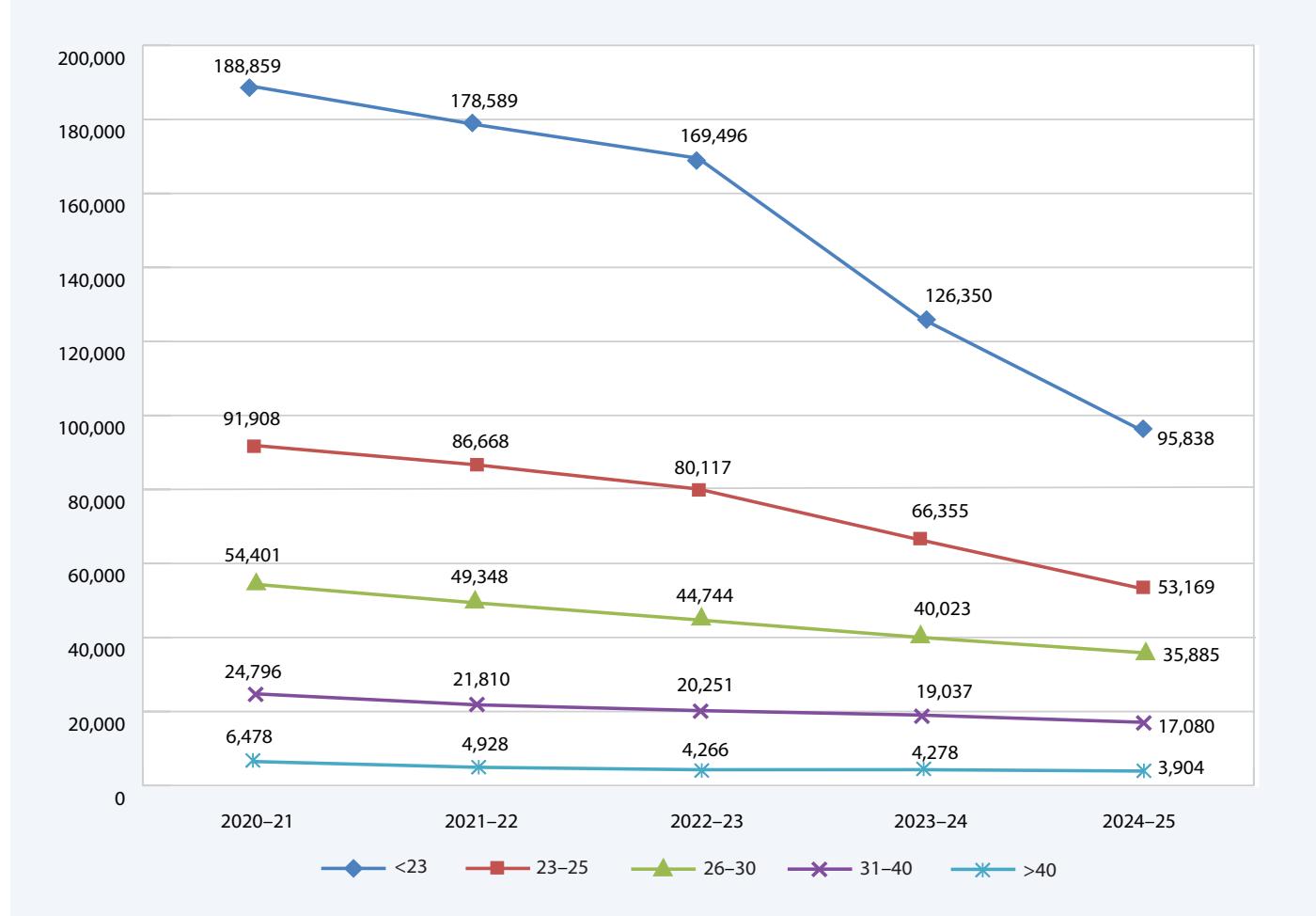
Racial/ Ethnic Group	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent	2024–25 N	2024–25 Percent
American Indian	879	<1	705	1	513	1	454	1	379	<1
Asian	15,937	9	10,935	9	9,244	9	9,030	11	8,574	11
Hawaiian/ Pacific Islander	491	<1	313	<1	273	<1	217	<1	192	<1
Black	13,364	7	9,237	7	7,522	8	6,872	8	6,535	8
Mexican	6,343	4	4,572	4	3,911	4	3,317	4	3,052	4
Puerto Rican	1,780	1	1,296	1	982	1	861	1	820	1
Other Hispanic	9,287	5	6,806	5	5,592	6	5,041	6	4,530	6
White	98,851	55	65,878	53	49,997	51	41,224	48	37,140	46
Other	5,875	3	3,883	3	3,125	3	2,787	3	2,690	3
No Response	27,487	15	20,526	17	16,517	17	16,074	19	16,596	21
Total	180,294	100	124,151	100	97,676	100	85,877	100	80,508	100

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

Age Group and Gender

Figure 2.3.3 shows that test takers under 23 years of age represented the largest group of test takers from testing years 2020–21 to 2024–25. Overall, the volume of test takers in all age groups declined over the five testing years.

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



Age Group and Gender (continued)

Table 2.3 shows that from testing years 2020-21 to 2024-25, the majority of test takers were between the ages of 18 and 30.

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

Age	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent	2024–25 N	2024–25 Percent
Under 18	122	<1	205	<1	166	<1	132	<1	133	<1
18–22	188,737	51	178,384	52	169,330	53	126,218	49	95,705	46
23–25	91,908	25	86,668	25	80,117	25	66,355	26	53,169	26
26–30	54,401	15	49,348	14	44,744	14	40,023	16	35,885	17
31–35	17,571	5	15,630	5	14,549	5	13,556	5	12,209	6
36–40	7,225	2	6,180	2	5,702	2	5,481	2	4,871	2
41–45	3,326	1	2,605	1	2,304	1	2,370	1	2,216	1
46–50	1,771	<1	1,259	<1	1,074	<1	1,075	<1	920	<1
51–55	806	<1	626	<1	552	<1	531	<1	429	<1
56–60	369	<1	255	<1	213	<1	168	<1	182	<1
Over 60	206	<1	183	<1	123	<1	134	<1	157	<1
No Response	244	<1	231	<1	227	<1	172	<1	128	<1
Total	366,686	100	341,574	100	319,101	100	256,215	100	206,004	100

Age Group and Gender (continued)

Figure 2.4 shows that from testing years 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 test takers declined over the five testing years (except for the slight increase for men from 2020-21 to 2021-22) for both gender groups.

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

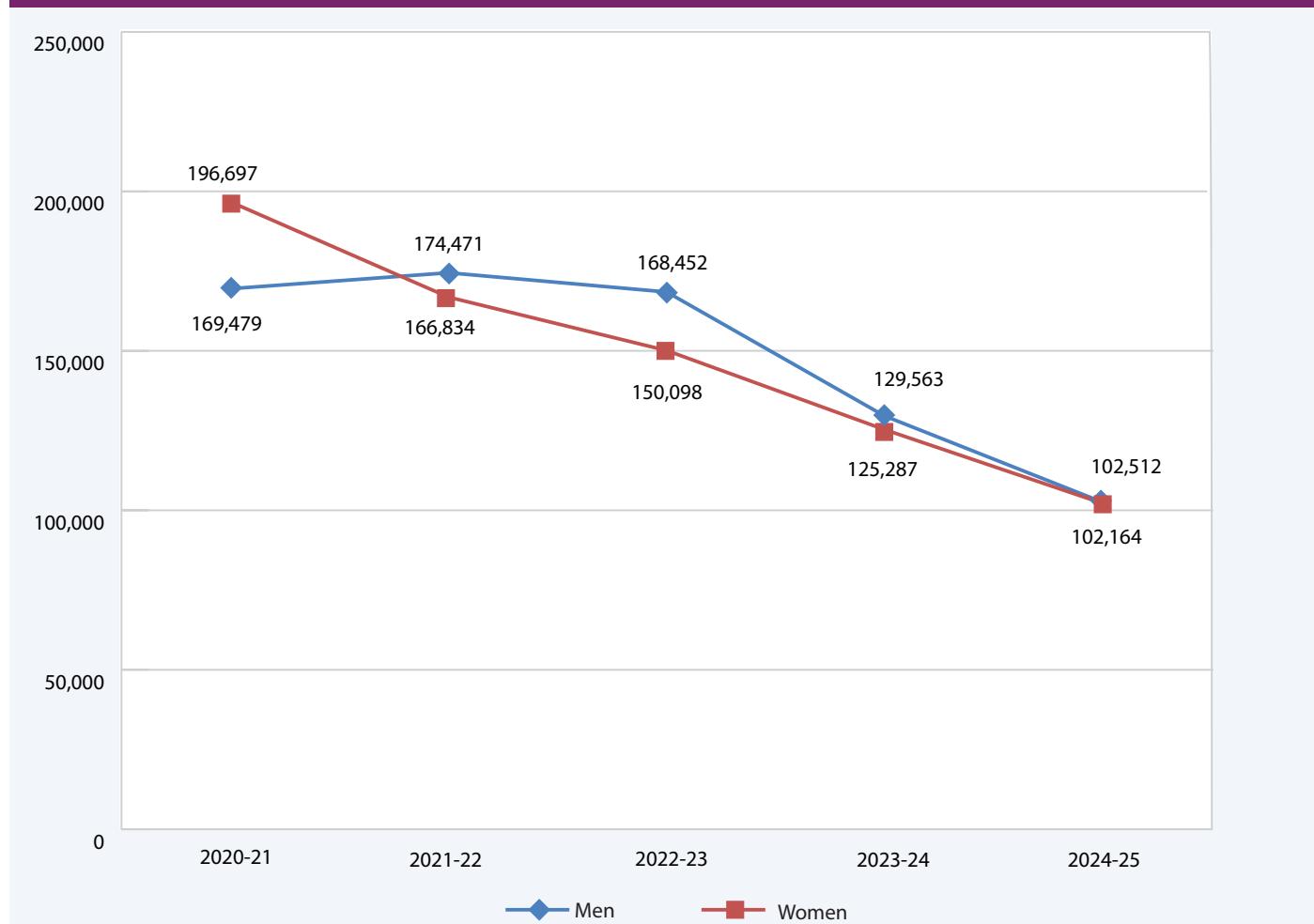


Table 2.4 shows that starting from 2021–22 to 2023–24, men accounted for a slightly higher percentages of the test takers than women. In 2024–25, men and women each accounted for 50% of the test takers.

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

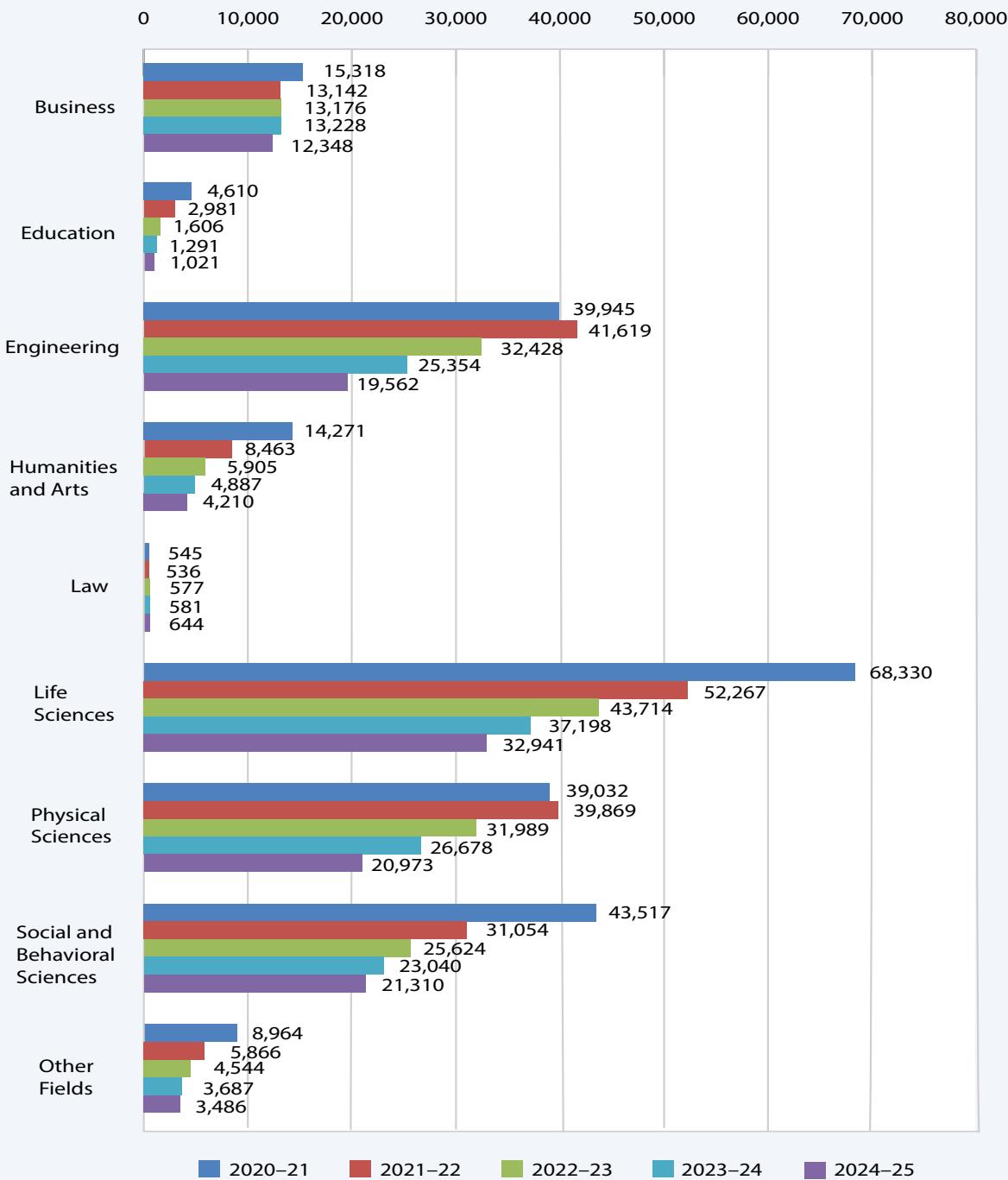
Gender	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent	2024–25 N	2024–25 Percent
Men	169,479	46	174,471	51	168,452	53	129,563	51	102,164	50
Women	196,697	54	166,834	49	150,098	47	125,287	49	102,512	50
No Response/New	510	0	269	0	551	0	1,365	1	1,328	1
Total	366,686	100	341,574	100	319,101	100	256,215	100	206,004	100

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

Undergraduate Major Field

Figure 2.5 shows that from testing year 2020-21 to 2024-25, test takers who had an undergraduate major in Life Sciences represented the largest group of test takers, followed by Engineering, Physical Sciences and Social and Behavioral Sciences. Overall, the number of test takers in all the undergraduate major fields declined over the five testing years.

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 2020-21 to 2024-25, test takers who had an undergraduate major in Life Sciences accounted for 14-19% of the test takers, followed by Engineering (10-12%), Physical Sciences (10-12%), and Social and Behavioral Sciences (8- 12%).

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

Undergraduate Major Field	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent	2024–25 N	2024–25 Percent
Business	15,318	4	13,142	4	13,176	4	13,228	5	12,348	6
Education	4,610	1	2,981	1	1,606	1	1,291	1	1,021	1
Engineering	39,945	11	41,619	12	32,428	10	25,354	10	19,562	10
Humanities and Arts	14,271	4	8,463	2	5,905	2	4,887	2	4,210	2
Law	545	<1	536	<1	577	<1	581	<1	644	<1
Life Sciences	68,330	19	52,267	15	43,714	14	37,198	15	32,941	16
Physical Sciences	39,032	11	39,869	12	31,989	10	26,678	10	20,973	10
Social and Behavioral Sciences	43,517	12	31,054	9	25,624	8	23,040	9	21,310	10
Other Fields	8,964	2	5,866	2	4,544	1	3,687	1	3,486	2
Undecided	1,400	<1	1,503	<1	1,577	<1	1,289	1	978	<1
No Major Provided*	130,754	36	144,274	42	157,961	50	118,982	46	88,531	43
Total	366,686	100	341,574	100	319,101	100	256,215	100	206,004	100

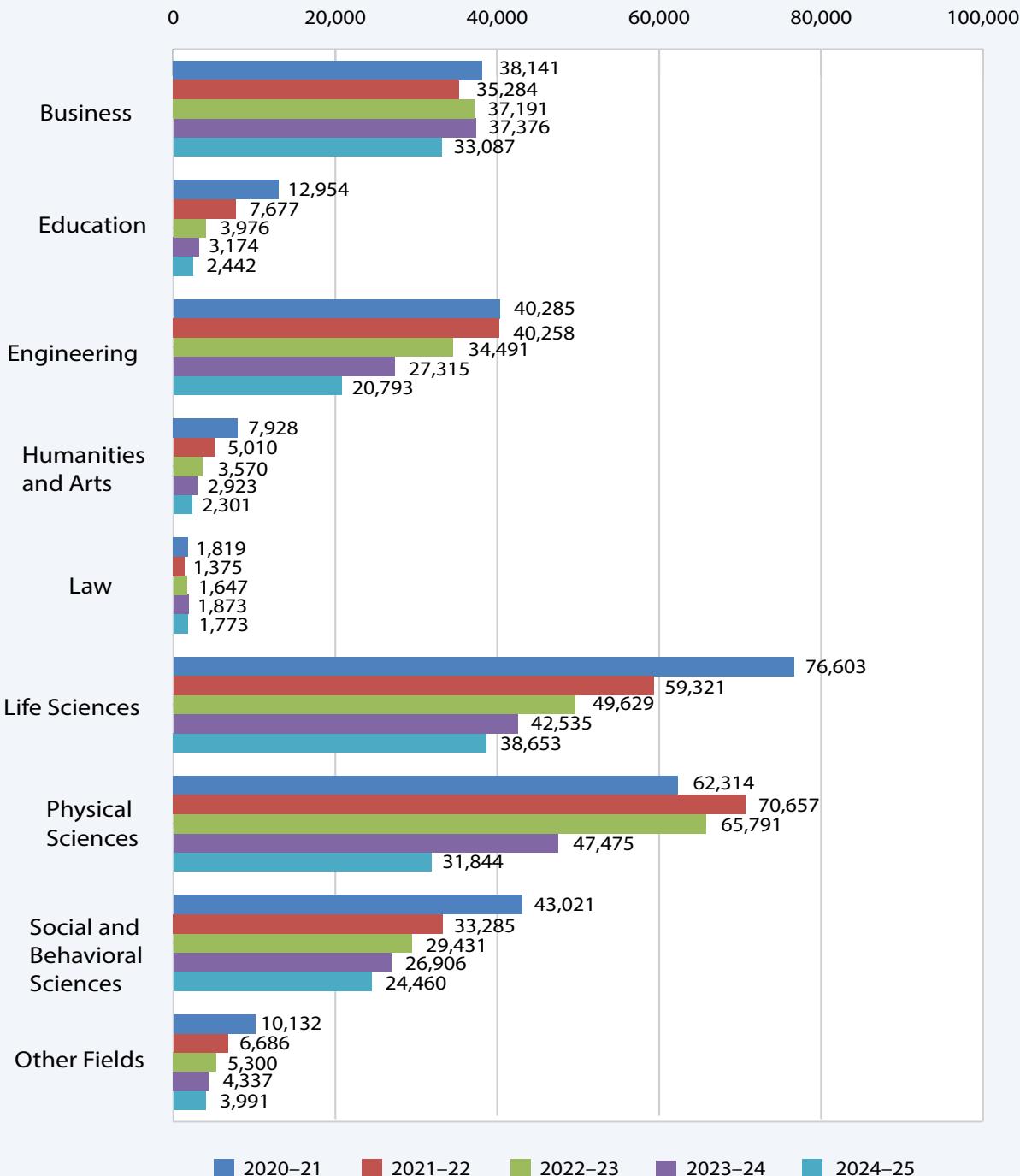
Note: See page 20 for a list of major fields.

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

Intended Graduate Major Field

Figure 2.6 shows that from testing year 2020–21 and 2024–25, the number of test takers with an intended graduate major in Life Sciences was the largest, while in testing years 2021–22 to 2023–24, the number of test takers with an intended graduate major in Physical Sciences was the largest.

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



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

Intended Graduate Major Field (continued)

Table 2.6 shows that in testing years 2020–21 to 2024–25, more percentages of test takers indicated intended graduate major field in Life Science (16–21%) and Physical Sciences (15–21%), followed by Business (10–16%), Engineering (10–12%) and Social and Behavioral Sciences (9–12%), and less percentage in the remaining groups.

The percentages for men and women within each intended graduate major, overall, remained stable over the five testing years. More women indicated an intended graduate major in Education, Humanities and Arts, Law, Life Sciences, Social and Behavioral Sciences than men. More men indicated an intended graduate major in Engineering and Physical Sciences than women. The percentages of men and women in Business were similar from 2020–21 to 2024–25.

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	2020-21	18,997	50	19,073	50	71	0	38,141	10
	2021-22	18,071	51	17,185	49	28	0	35,284	10
	2022-23	18,481	50	18,656	50	54	0	37,191	12
	2023-24	17,853	48	19,415	52	108	0	37,376	15
	2024-25	15,792	48	17,172	52	123	0	33,087	16
Education	2020-21	2,995	23	9,914	77	45	0	12,954	4
	2021-22	1,745	23	5,917	77	15	0	7,677	2
	2022-23	919	23	3,012	76	45	1	3,976	1
	2023-24	803	25	2,338	74	33	1	3,174	1
	2024-25	607	25	1,816	74	19	1	2,442	1
Engineering	2020-21	29,981	74	10,286	26	18	0	40,285	11
	2021-22	30,532	76	9,715	24	11	0	40,258	12
	2022-23	25,938	75	8,522	25	31	0	34,491	11
	2023-24	20,323	74	6,898	25	94	0	27,315	11
	2024-25	15,552	75	5,165	25	76	0	20,793	10
Humanities and Arts	2020-21	3,354	42	4,549	57	25	0	7,928	2
	2021-22	2,186	44	2,807	56	17	0	5,010	1
	2022-23	1,538	43	2,007	56	25	1	3,570	1
	2023-24	1,181	40	1,683	58	59	2	2,923	1
	2024-25	986	43	1,265	55	50	2	2,301	1
Law	2020-21	796	44	1,015	56	8	0	1,819	0
	2021-22	588	43	785	57	2	0	1,375	0
	2022-23	737	45	896	54	14	1	1,647	1
	2023-24	818	44	1,035	55	20	1	1,873	1
	2024-25	767	43	986	56	20	1	1,773	1
Life Sciences	2020-21	20,709	27	55,781	73	113	0	76,603	21
	2021-22	16,707	28	42,551	72	63	0	59,321	17
	2022-23	14,588	29	34,957	70	84	0	49,629	16
	2023-24	12,514	29	29,831	70	190	0	42,535	17
	2024-25	11,655	30	26,788	69	210	1	38,653	19

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Intended Graduate Major Field (continued)

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

Intended Graduate Major Field	Testing Year	Men N	Men Percent	Women N	Women Percent	No Response N	No Response Percent	Total N	Total Percent
Physical Sciences	2020-21	41,065	66	21,212	34	37	0	62,314	17
	2021-22	47,171	67	23,461	33	25	0	70,657	21
	2022-23	43,882	67	21,843	33	66	0	65,791	21
	2023-24	31,958	67	15,309	32	208	0	47,475	19
	2024-25	21,719	68	9,901	31	224	1	31,844	15
Social and Behavioral Sciences	2020-21	15,688	36	27,249	63	84	0	43,021	12
	2021-22	12,620	38	20,616	62	49	0	33,285	10
	2022-23	11,850	40	17,497	59	84	0	29,431	9
	2023-24	10,790	40	15,766	59	350	1	26,906	11
	2024-25	10,403	43	13,760	56	297	1	24,460	12
Other Fields	2020-21	3,446	34	6,669	66	17	0	10,132	3
	2021-22	2,434	36	4,240	63	12	0	6,686	2
	2022-23	1,950	37	3,326	63	24	0	5,300	2
	2023-24	1,557	36	2,725	63	55	1	4,337	2
	2024-25	1,526	38	2,409	60	56	1	3,991	2
Undecided	2020-21	16,420	53	14,810	47	41	0	31,271	9
	2021-22	24,453	59	16,879	41	18	0	41,350	12
	2022-23	30,605	61	19,810	39	58	0	50,473	16
	2023-24	18,596	56	14,661	44	104	0	33,361	13
	2024-25	12,594	54	10,614	46	95	0	23,303	11
No Major Provided*	2020-21	16,028	38	26,139	62	51	0	42,218	12
	2021-22	17,964	44	22,678	56	29	0	40,671	12
	2022-23	17,964	48	19,572	52	66	0	37,602	12
	2023-24	13,170	46	15,626	54	144	1	28,940	11
	2024-25	10,563	45	12,636	54	158	1	23,357	11
Total	2020-21	169,479	46	196,697	54	510	0	366,686	100
	2021-22	174,471	51	166,834	49	269	0	341,574	100
	2022-23	168,452	53	150,098	47	551	0	319,101	100
	2023-24	129,563	51	125,287	49	1,365	1	256,215	100
	2024-25	102,164	50	102,512	50	1,328	1	206,004	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 remained generally stable from testing years 2020-21 to 2024-25.

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	2020-21	54	<1	1,372	11	42	<1	1,251	10	361	3
	2021-22	48	1	930	11	25	<1	801	10	273	3
	2022-23	32	<1	925	12	31	<1	850	11	264	3
	2023-24	36	<1	1,162	13	23	<1	932	11	292	3
	2024-25	30	<1	1,161	13	20	<1	1,001	12	252	3
Education	2020-21	45	<1	548	5	28	<1	1,282	12	325	3
	2021-22	22	<1	251	4	10	<1	758	12	212	3
	2022-23	17	1	128	5	7	<1	417	15	122	4
	2023-24	12	1	89	4	6	<1	308	15	86	4
	2024-25	11	1	50	3	1	<1	272	17	67	4
Engineering	2020-21	34	<1	1,390	14	25	<1	428	4	344	3
	2021-22	25	<1	867	13	14	<1	271	4	233	4
	2022-23	23	<1	622	13	12	<1	229	5	169	3
	2023-24	17	<1	599	14	15	<1	197	5	143	3
	2024-25	16	<1	592	14	9	<1	163	4	127	3
Humanities and Arts	2020-21	23	<1	255	5	18	<1	257	5	189	3
	2021-22	17	1	156	5	2	<1	141	5	107	3
	2022-23	7	<1	66	4	3	<1	84	5	76	4
	2023-24	2	<1	88	7	2	<1	73	6	35	3
	2024-25	4	<1	59	6	0	<1	51	5	34	3
Law	2020-21	17	1	112	9	6	<1	188	14	54	4
	2021-22	8	1	79	9	6	1	133	16	36	4
	2022-23	11	1	94	9	10	1	185	17	45	4
	2023-24	8	1	124	9	6	<1	225	17	60	5
	2024-25	11	1	106	9	8	1	221	18	40	3
Life Sciences	2020-21	339	1	5,745	9	204	<1	4,547	7	2,501	4
	2021-22	280	1	4,257	9	142	<1	3,438	7	1,938	4
	2022-23	218	1	3,714	9	124	<1	2,844	7	1,755	4
	2023-24	220	1	3,164	9	94	<1	2,497	7	1,537	4
	2024-25	181	1	2,927	9	81	<1	2,389	7	1,446	4
Physical Sciences	2020-21	46	<1	1,902	15	22	<1	437	3	326	3
	2021-22	60	1	1,303	16	8	<1	320	4	219	3
	2022-23	31	<1	1,126	17	12	<1	231	4	183	3
	2023-24	26	<1	1,281	21	12	<1	223	4	160	3
	2024-25	16	<1	1,244	21	8	<1	207	4	132	2

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Intended Graduate Major Field (continued)

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

Intended Graduate Major Field	Testing Year	American Indian N	American Indian Percent	Asian N	Asian Percent	Hawaiian/Pacific Islander N	Hawaiian/Pacific Islander Percent	Black N	Black Percent	Mexican N	Mexican Percent
Social and Behavioral Sciences	2020-21	127	1	1,775	7	63	<1	1,959	8	1,023	4
	2021-22	104	1	1,204	7	44	<1	1,398	8	729	4
	2022-23	73	1	1,027	8	25	<1	1,049	8	575	4
	2023-24	45	<1	925	8	19	<1	906	8	426	4
	2024-25	41	<1	834	8	21	<1	761	7	427	4
Other Fields	2020-21	25	<1	362	6	11	<1	576	10	224	4
	2021-22	16	<1	190	6	11	<1	329	10	140	4
	2022-23	9	<1	124	5	6	<1	257	11	101	4
	2023-24	15	1	114	6	2	<1	207	11	69	4
	2024-25	7	<1	127	7	8	<1	209	12	72	4
Undecided	2020-21	30	<1	762	10	17	<1	546	7	220	3
	2021-22	37	1	531	10	13	<1	400	8	150	3
	2022-23	34	1	438	10	14	<1	377	9	108	3
	2023-24	16	<1	500	12	10	<1	377	9	110	3
	2024-25	16	<1	517	13	16	<1	370	10	94	2
No Major Provided*	2020-21	139	1	1,714	8	55	<1	1,893	8	776	3
	2021-22	88	1	1,167	8	38	<1	1,248	8	535	4
	2022-23	58	1	980	8	29	<1	999	9	513	4
	2023-24	57	1	984	10	28	<1	927	9	399	4
	2024-25	46	1	957	10	20	<1	891	10	361	4
Total	2020-21	879	<1	15,937	9	491	<1	13,364	7	6,343	4
	2021-22	705	1	10,935	9	313	<1	9,237	7	4,572	4
	2022-23	513	1	9,244	9	273	<1	7,522	8	3,911	4
	2023-24	454	1	9,030	11	217	<1	6,872	8	3,317	4
	2024-25	379	<1	8,574	11	192	<1	6,535	8	3,052	4

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

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

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

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

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Intended Graduate Major Field (continued)

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

Intended Graduate Major Field	Testing Year	Puerto Rican N	Puerto Rican Percent	Other Hispanic N	Other Hispanic Percent	White N	White Percent	Other N	Other Percent	No Response N	No Response Percent	Total N	Total Percent
Business	2020-21	88	1	682	6	5,638	46	421	3	2,336	19	12,245	6
	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	7
	2023-24	61	1	466	5	3,291	38	306	4	2,070	24	8,639	8
	2024-25	80	1	463	5	3,064	35	314	4	2,307	27	8,692	10
Education	2020-21	210	2	678	6	5,949	54	399	4	1,645	15	11,109	7
	2021-22	125	2	378	6	3,412	54	186	3	986	16	6,340	6
	2022-23	47	2	153	5	1,492	53	84	3	351	12	2,818	5
	2023-24	32	2	102	5	1,029	51	58	3	306	15	2,028	3
	2024-25	15	1	86	5	825	51	46	3	259	16	1,632	2
Engineering	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	6
	2022-23	48	1	248	5	2,357	48	184	4	986	20	4,878	5
	2023-24	45	1	239	5	2,033	46	162	4	930	21	4,380	5
	2024-25	40	1	177	4	1,947	47	154	4	941	23	4,166	5
Humanities and Arts	2020-21	41	1	250	5	3,576	65	192	3	694	13	5,495	4
	2021-22	37	1	148	5	1,917	62	121	4	457	15	3,103	3
	2022-23	25	1	81	5	1,091	62	66	4	273	15	1,772	2
	2023-24	14	1	61	5	762	59	44	3	220	17	1,301	2
	2024-25	14	1	51	5	622	58	48	5	182	17	1,065	2
Law	2020-21	8	1	80	6	511	39	70	5	269	20	1,315	0
	2021-22	10	1	59	7	317	37	53	6	153	18	854	1
	2022-23	18	2	57	5	408	37	61	6	211	19	1,100	1
	2023-24	14	1	100	8	422	32	74	6	273	21	1,306	1
	2024-25	16	1	71	6	414	34	59	5	276	23	1,222	2
Life Sciences	2020-21	596	1	3,416	5	37,862	57	1,718	3	9,203	14	66,131	34
	2021-22	465	1	2,700	5	27,514	55	1,333	3	7,648	15	49,715	37
	2022-23	393	1	2,459	6	22,309	54	1,059	3	6,288	15	41,163	40
	2023-24	331	1	2,201	6	18,438	52	922	3	5,812	17	35,216	42
	2024-25	339	1	1,959	6	16,568	51	836	3	5,978	18	32,704	41
Physical Sciences	2020-21	90	1	456	4	6,518	52	450	4	2,365	19	12,612	8
	2021-22	56	1	322	4	3,911	48	298	4	1,648	20	8,145	7
	2022-23	39	1	260	4	2,869	44	235	4	1,462	23	6,448	7
	2023-24	42	1	203	3	2,383	40	247	4	1,431	24	6,008	7
	2024-25	34	1	210	4	2,288	39	228	4	1,448	25	5,815	7

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Intended Graduate Major Field (continued)

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

Intended Graduate Major Field	Testing Year	Puerto Rican N	Puerto Rican Percent	Other Hispanic N	Other Hispanic Percent	White N	White Percent	Other N	Other Percent	No Response N	No Response Percent	Total N	Total Percent
Social and Behavioral Sciences	2020-21	258	1	1,391	5	14,491	57	1,076	4	3,409	13	25,572	14
	2021-22	203	1	1,109	6	9,688	55	620	4	2,543	14	17,642	14
	2022-23	157	1	851	6	7,099	53	522	4	1,939	15	13,317	14
	2023-24	140	1	720	6	5,848	52	411	4	1,783	16	11,223	13
	2024-25	119	1	638	6	5,211	50	436	4	1,834	18	10,322	13
Other Fields	2020-21	60	1	284	5	3,414	57	184	3	844	14	5,984	3
	2021-22	37	1	178	5	1,839	56	99	3	443	14	3,282	3
	2022-23	30	1	133	6	1,181	52	87	4	348	15	2,276	2
	2023-24	23	1	101	6	901	50	60	3	321	18	1,813	2
	2024-25	22	1	118	7	863	48	65	4	322	18	1,813	2
Undecided	2020-21	70	1	334	5	3,373	46	322	4	1,692	23	7,366	4
	2021-22	51	1	245	5	2,239	43	207	4	1,327	26	5,200	4
	2022-23	33	1	233	5	1,722	40	205	5	1,151	27	4,315	4
	2023-24	47	1	213	5	1,402	35	179	4	1,160	29	4,014	5
	2024-25	38	1	191	5	1,295	33	163	4	1,184	30	3,884	5
No Major Provided*	2020-21	272	1	1,233	6	12,207	55	732	3	3,343	15	22,364	12
	2021-22	187	1	936	6	8,165	53	473	3	2,435	16	15,272	12
	2022-23	121	1	672	6	6,047	52	353	3	1,839	16	11,611	12
	2023-24	112	1	635	6	4,715	47	324	3	1,768	18	9,949	12
	2024-25	103	1	566	6	4,043	44	341	4	1,865	20	9,193	11
Total	2020-21	1,780	1	9,287	5	98,851	55	5,875	3	27,487	15	180,294	100
	2021-22	1,296	1	6,806	5	65,878	53	3,883	3	20,526	17	124,151	100
	2022-23	982	1	5,592	6	49,997	51	3,125	3	16,517	17	97,676	100
	2023-24	861	1	5,041	6	41,224	48	2,787	3	16,074	19	85,877	100
	2024-25	820	1	4,530	6	37,140	46	2,690	3	16,596	21	80,508	100

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

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

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

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

Current Educational Level

Table 2.8 shows that from testing year 2020–21 to 2024–25, the majority of test takers (about 60%) were seniors or unenrolled college graduates. The next largest group were unenrolled test takers with master's degree.

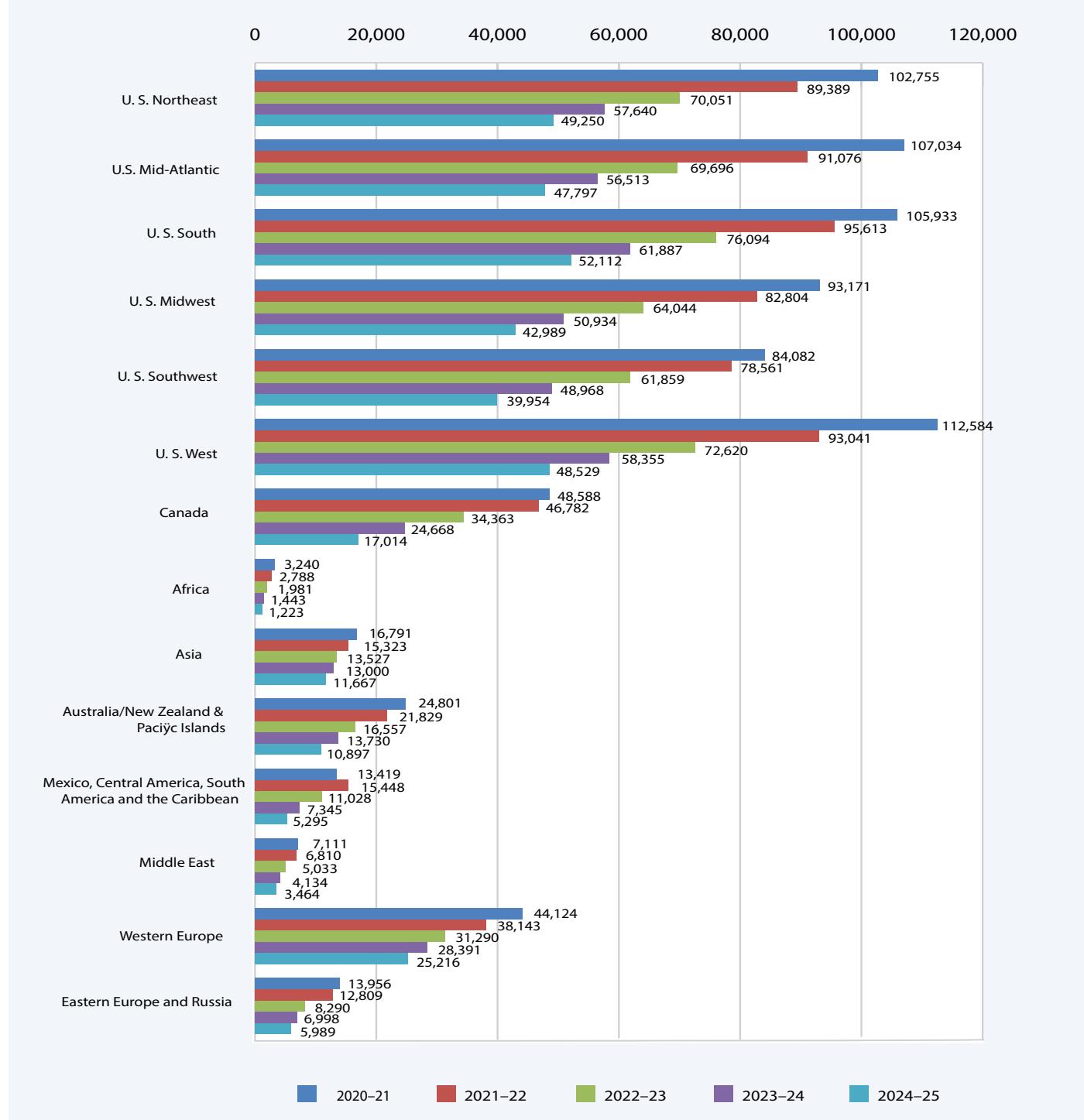
Table 2.8. Volume of GRE General Test Examinees, by Current Educational Level

Current Educational Level	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent	2024–25 N	2024–25 Percent
Sophomore	4,433	1	3,909	1	4,412	1	4,119	2	3,478	2
Junior	28,215	8	24,971	7	26,769	8	18,464	7	14,781	7
Senior	126,428	34	107,505	31	92,263	29	74,282	29	58,485	28
Unenrolled College Graduate	111,591	30	102,705	30	93,547	29	77,353	30	64,793	31
First-Year Graduate Student	10,845	3	8,585	3	7,689	2	7,029	3	5,843	3
Second-Year Graduate Student	9,801	3	8,211	2	8,831	3	7,567	3	6,526	3
Unenrolled Master's Degree	44,293	12	44,375	13	41,111	13	35,962	14	30,516	15
Other	31,044	8	41,282	12	44,458	14	31,416	12	21,557	10
No Response	36	<1	31	<1	21	<1	23	<1	25	<1
Total	366,686	100	341,574	100	319,101	100	256,215	100	206,004	100

Preferred Region for Graduate Study

Figure 2.7 shows that from testing years 2020-21 to 2024-25, 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 366,686; 341,574; 319,101; 256,215; and 206,004 unique examinees who took the GRE General Test in testing years 2020–21, 2021–22, 2022–23, 2023–24, and 2024–25, 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 2020–21 to 2024–25, the most preferred regions for graduate study to test takers were the U.S. regions. In testing year 2024–25, the most preferred U.S. regions were the South, Northeast 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	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent	2024–25 N	2024–25 Percent
U.S. Regions										
Northeast	102,755	28	89,389	26	70,051	22	57,640	22	49,250	24
Mid-Atlantic	107,034	29	91,076	27	69,696	22	56,513	22	47,797	23
South	105,933	29	95,613	28	76,094	24	61,887	24	52,112	25
Midwest	93,171	25	82,804	24	64,044	20	50,934	20	42,989	21
Southwest	84,082	23	78,561	23	61,859	19	48,968	19	39,954	19
West	112,584	31	93,041	27	72,620	23	58,355	23	48,529	24
Non-U.S. Regions										
Canada	48,588	13	46,782	14	34,363	11	24,668	10	17,014	8
Africa	3,240	1	2,788	1	1,981	1	1,443	1	1,223	1
Asia	16,791	5	15,323	4	13,527	4	13,000	5	11,667	6
Australia/New Zealand	24,801	7	21,829	6	16,557	5	13,730	5	10,897	5
Latin America	13,419	4	15,448	5	11,028	3	7,345	3	5,295	3
Middle East	7,111	2	6,810	2	5,033	2	4,134	2	3,464	2
Western Europe	44,124	12	38,143	11	31,290	10	28,391	11	25,216	12
Eastern Europe and Russia	13,956	4	12,809	4	8,290	3	6,998	3	5,989	3

Note: This table is based on 366,686; 341,574; 319,101; 256,215; and 206,004 unique examinees who took the GRE General Test in testing years 2020–21, 2021–22, 2022–23, 2023–24, and 2024–25, 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 2020–21 to 2024–25, India had the highest number of test takers. The number in India rose sharply from 2020–21 to 2021–22, then declined significantly from 2022–23 to 2023–24, with the downward trend continuing into 2024–25. In China, the number of test takers decreased from 2020–21 to 2021–22, increased from 2021–22 to 2023–24, and then declined again in 2024–25, reaching a level similar to India's. Meanwhile, the number of test takers in Europe and Other Regions/Countries remained stable over the five testing years.

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

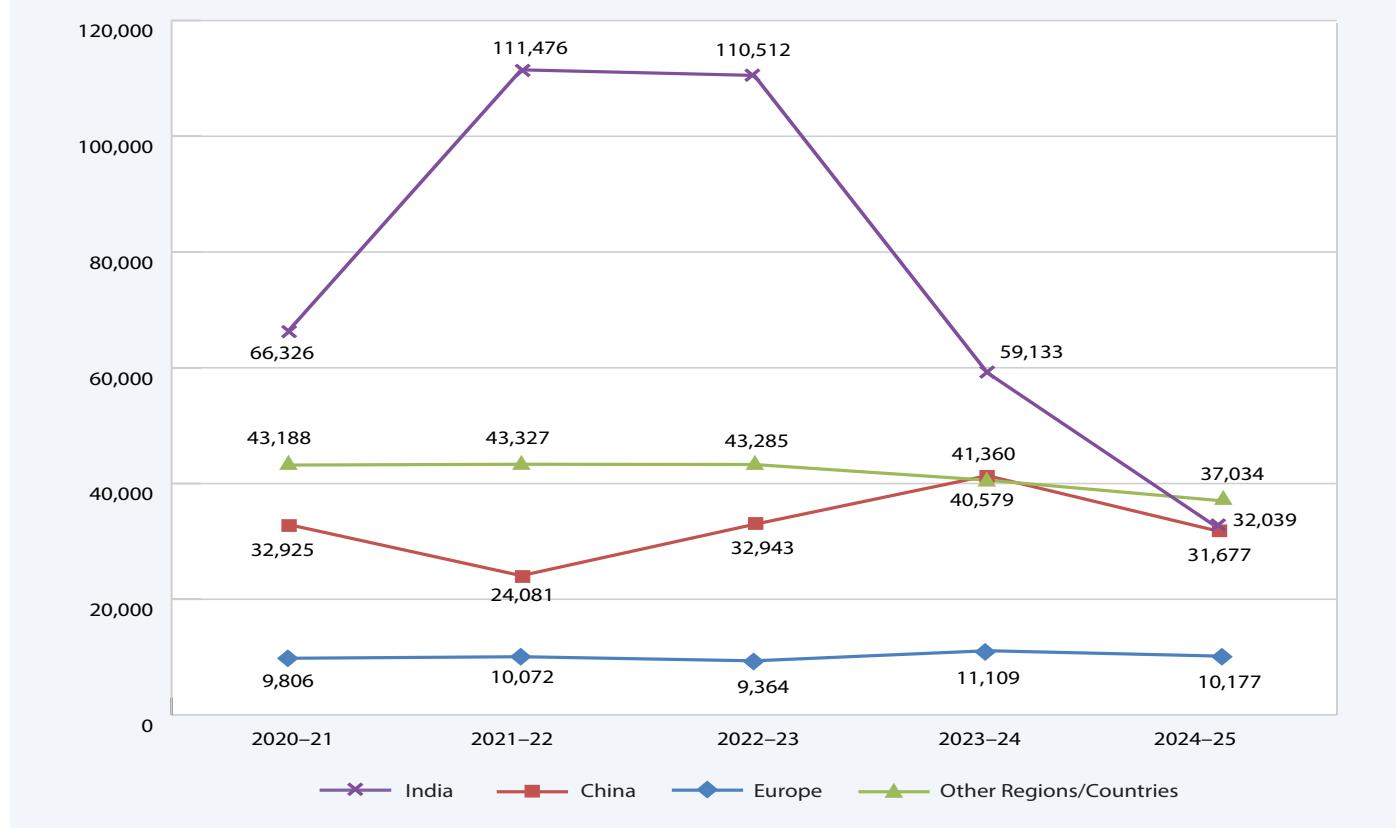


Table 3.1 shows that overall, from 2020–21 to 2022–23, the percentage of test takers in the United States decreased, while the percentages of test takers in India, China and Other Regions/Countries increased. However, starting from 2023–24 to 2024–25, the percentage of test takers in the United States increased, whereas the percentage in India decreased. Over the five testing years, the percentage of test takers in Europe remained stable.

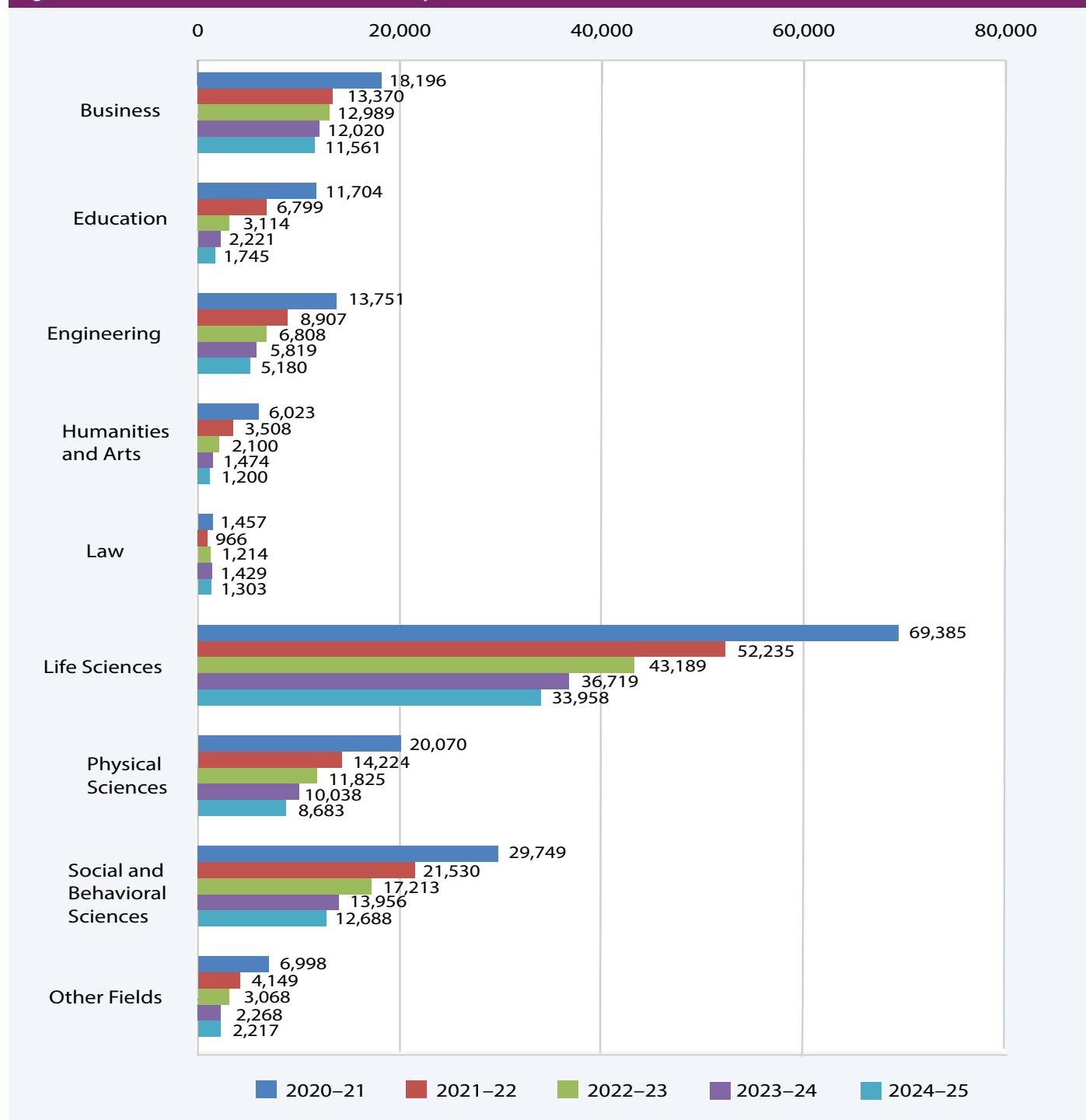
Table 3.1 Volume of GRE General Test Examinees, by World Region/Country

World Region/ Country Where Examinees Tested	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent	2024–25 N	2024–25 Percent
United States	214,441	58	152,618	45	122,997	39	104,034	41	95,077	46
India	66,326	18	111,476	33	110,512	35	59,133	23	31,677	15
China	32,925	9	24,081	7	32,943	10	41,360	16	32,039	16
Europe	9,806	3	10,072	3	9,364	3	11,109	4	10,177	5
Other Regions/ Countries	43,188	12	43,327	13	43,285	14	40,579	16	37,034	18
Total	366,686	100	341,574	100	319,101	100	256,215	100	206,004	100

Intended Graduate Major Field

Figure 3.2 shows that from testing year 2020–21 to 2024–25, test takers in the United States with an intended graduate major in Life Sciences was the largest group, followed by Social and Behavioral Science and Business.

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 year 2020–21 to 2024–25, The percentages of test takers in the United States in Education and Humanities and Arts decreased while Business and Life Sciences increased. The percentages of test takers remained stable across all other intended graduate majors. In each testing year, at least 11% of the test takers did not indicate their intended graduate major.

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

Intended Graduate Major Field	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent	2024–25 N	2024–25 Percent
Business	18,196	8	13,370	9	12,989	11	12,020	12	11,561	12
Education	11,704	5	6,799	4	3,114	3	2,221	2	1,745	2
Engineering	13,751	6	8,907	6	6,808	6	5,819	6	5,180	5
Humanities and Arts	6,023	3	3,508	2	2,100	2	1,474	1	1,200	1
Law	1,457	1	966	1	1,214	1	1,429	1	1,303	1
Life Sciences	69,385	32	52,235	34	43,189	35	36,719	35	33,958	36
Physical Sciences	20,070	9	14,224	9	11,826	10	10,038	10	8,683	9
Social and Behavioral Sciences	29,749	14	21,530	14	17,213	14	13,956	13	12,688	13
Other Fields	6,998	3	4,149	3	3,068	2	2,268	2	2,217	2
Undecided	11,410	5	8,993	6	7,457	6	6,428	6	5,826	6
No Major Provided*	25,698	12	17,937	12	14,019	11	11,662	11	10,716	11
Total	214,441	100	152,618	100	122,997	100	104,034	100	95,077	100

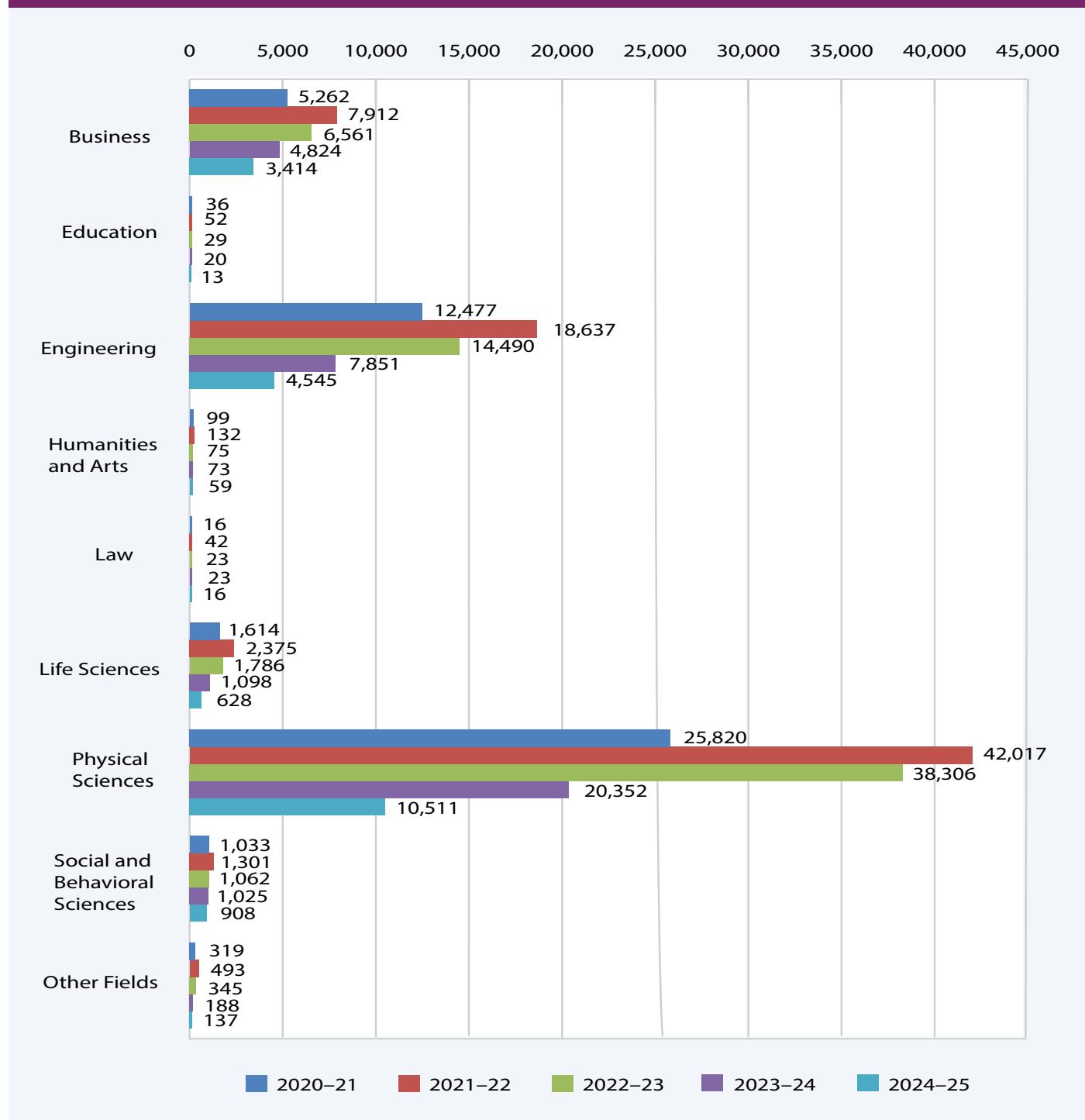
Note: See page 20 for a list of major fields.

**"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 2020-21 to 2024-25, test takers in India with intended graduate majors in Physical Sciences was the largest groups, followed by Engineering and Business.

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 2020-21 to 2024-25, in general, the percentage of test takers in India with an intended graduate major in Engineering and Physical Sciences gradually decreased from 2020-21 to 2024-25 while those with an intended graduate major in Business and Social and Behavioral Sciences slightly increased. 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	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent	2024–25 N	2024–25 Percent
Business	5,262	8	7,912	7	6,561	6	4,824	8	3,414	11
Education	36	<1	52	<1	29	<1	20	<1	13	<1
Engineering	12,477	19	18,637	17	14,490	13	7,851	13	4,545	14
Humanities and Arts	99	<1	132	<1	75	<1	73	<1	59	<1
Law	16	<1	42	<1	23	<1	23	<1	16	<1
Life Sciences	1,614	2	2,375	2	1,786	2	1,098	2	628	2
Physical Sciences	25,820	39	42,017	38	38,306	35	20,352	34	10,511	33
Social and Behavioral Sciences	1,033	2	1,301	1	1,062	1	1,025	2	908	3
Other Fields	319	<1	493	<1	345	<1	188	<1	137	<1
Undecided	11,262	17	23,628	21	32,450	29	15,292	26	6,903	22
No Major Provided*	8,388	13	14,887	13	15,385	14	8,387	14	4,543	14
Total	66,326	100	111,476	100	110,512	100	59,133	100	31,677	100

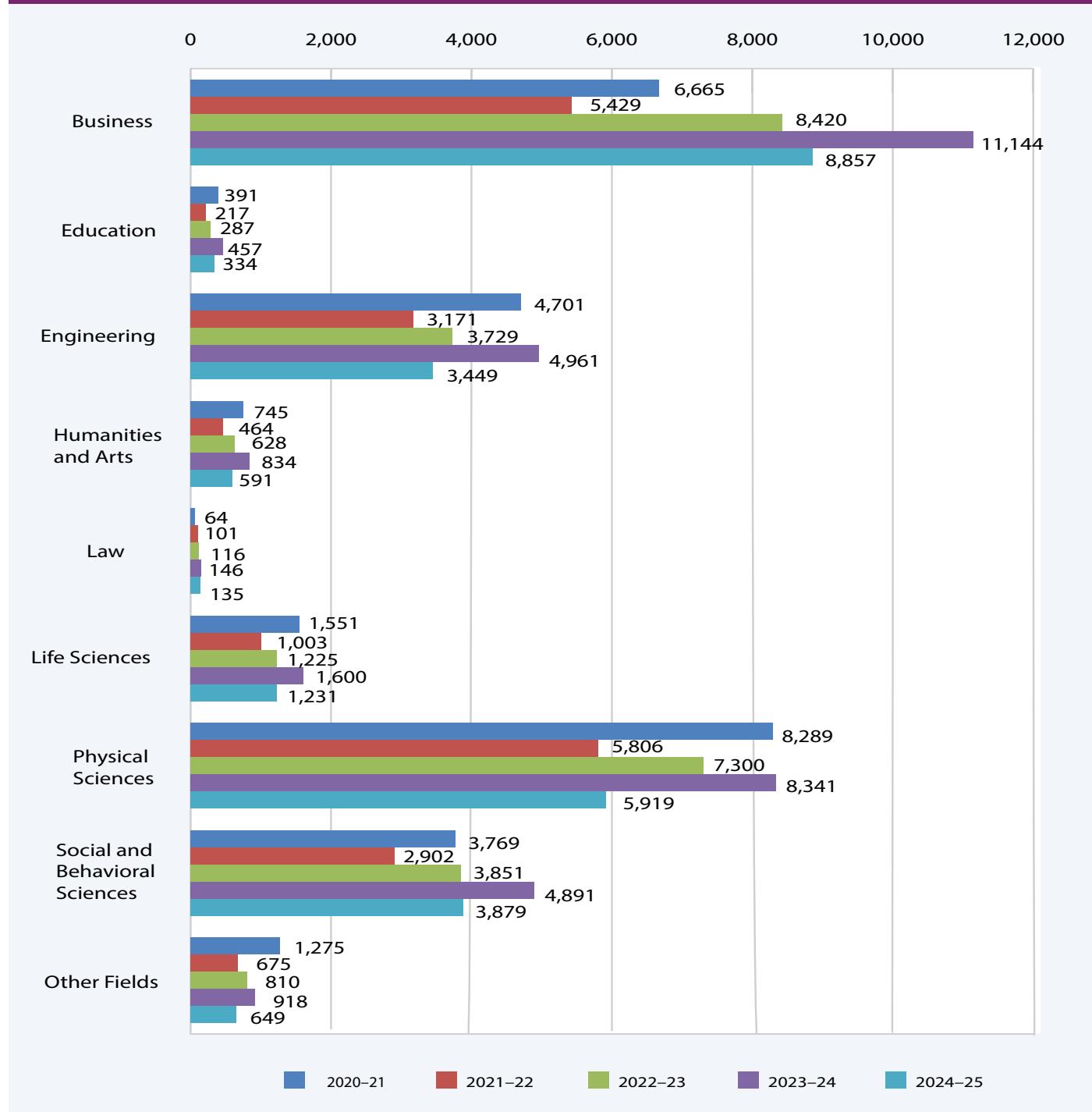
Note: See page 20 for a list of major fields.

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

Intended Graduate Major Field (continued)

Figure 3.4 shows that from testing year 2020–21 to 2024–25, test takers in China with intended graduate majors in Physical Sciences and Business were the largest groups, followed by Business, Engineering and Social and Behavioral Sciences.

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 2020-21 to 2024-25, the percentages of test takers in China whose intended graduate major was in Business increased while the percentage of test takers whose intended graduate major was in Engineering and Physical Sciences decreased. 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	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent	2024–25 N	2024–25 Percent
Business	6,665	20	5,429	23	8,420	26	11,144	27	8,857	28
Education	391	1	217	1	287	1	457	1	334	1
Engineering	4,701	14	3,171	13	3,729	11	4,961	12	3,449	11
Humanities and Arts	745	2	464	2	628	2	834	2	591	2
Law	64	<1	101	<1	116	<1	146	<1	135	<1
Life Sciences	1,551	5	1,003	4	1,225	4	1,600	4	1,231	4
Physical Sciences	8,289	25	5,806	24	7,300	22	8,341	20	5,919	18
Social and Behavioral Sciences	3,769	11	2,902	12	3,851	12	4,891	12	3,879	12
Other Fields	1,275	4	675	3	810	2	918	2	649	2
Undecided	3,010	9	2,415	10	3,892	12	4,617	11	3,975	12
No Major Provided*	2,465	7	1,898	8	2,685	8	3,451	8	3,020	9
Total	32,925	100	24,081	100	32,943	100	41,360	100	32,039	100

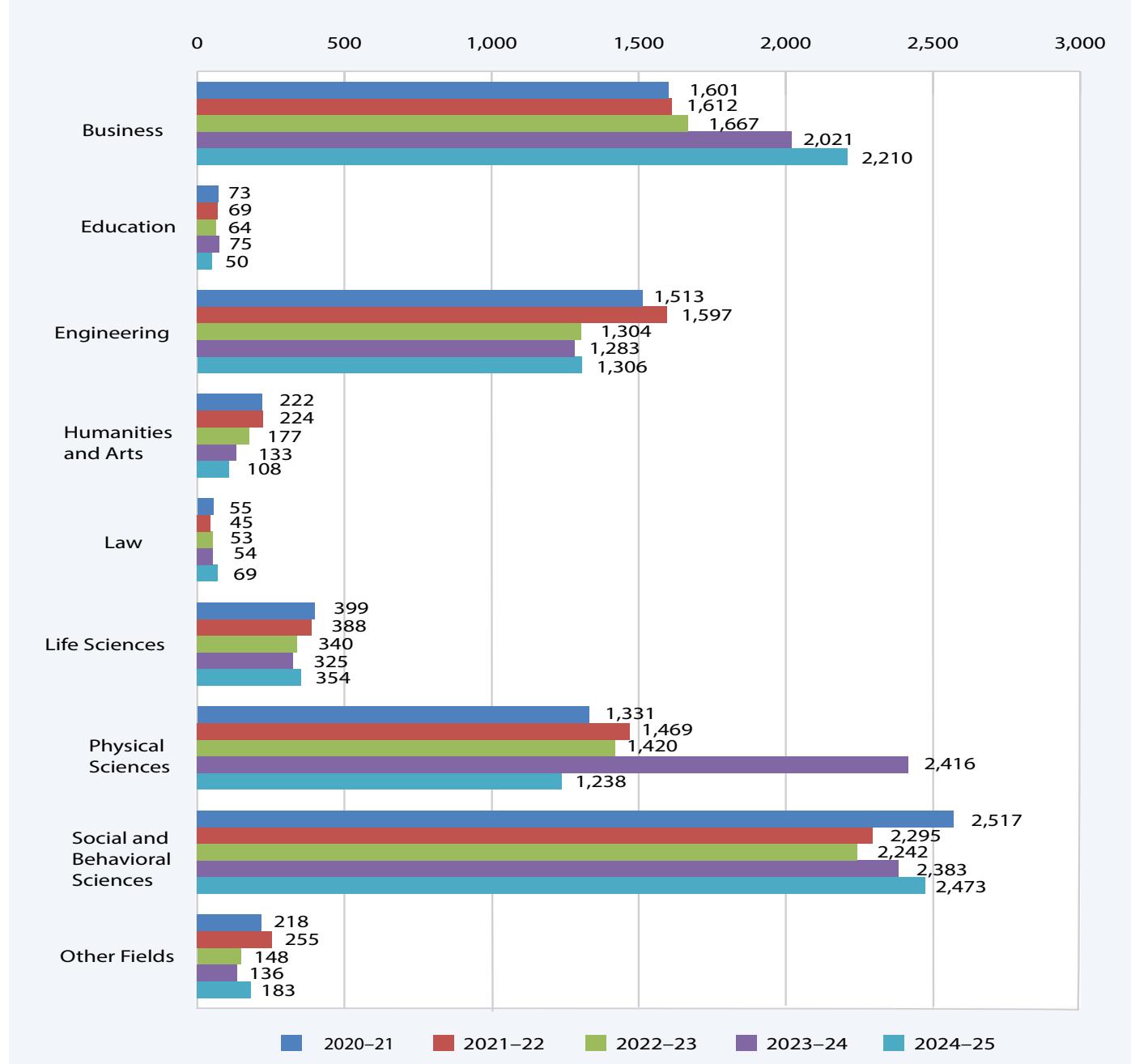
Note: See page 20 for a list of major fields.

*"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 2020-21 to 2024-25, test takers in Europe with intended graduate majors in Social and Behavioral Sciences, Business, Physical Sciences and Engineering were the largest groups.

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



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

Intended Graduate Major Field (continued)

Table 3.5 shows that, overall, the percentages of test takers in Europe in each intended graduate major remained stable from testing years 2020-21 to 2024-25.

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

Intended Graduate Major Field	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent	2024–25 N	2024–25 Percent
Business	1,601	16	1,612	16	1,667	18	2,021	18	2,210	22
Education	73	1	69	1	64	1	75	1	50	<1
Engineering	1,513	15	1,597	16	1,304	14	1,283	12	1,306	13
Humanities and Arts	222	2	224	2	177	2	133	1	108	1
Law	55	1	45	<1	53	1	54	<1	69	1
Life Sciences	399	4	388	4	340	4	325	3	354	3
Physical Sciences	1,331	14	1,469	15	1,420	15	2,416	22	1,238	12
Social and Behavioral Sciences	2,571	26	2,295	23	2,242	24	2,383	21	2,473	24
Other Fields	218	2	255	3	148	2	136	1	183	2
Undecided	787	8	1,104	11	947	10	1,162	10	1,022	10
No Major Provided*	1,036	11	1,014	10	1,002	11	1,121	10	1,164	11
Total	9,806	100	10,072	100	9,364	100	11,109	100	10,177	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 2020-21 to 2024-25, test takers in the United States preferred to study in the United States. In testing year 2024-25, 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	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent	2024–25 N	2024–25 Percent
U.S. Regions										
Northeast	61,392	29	39,520	26	30,225	25	26,125	25	24,522	26
Mid-Atlantic	66,663	31	42,061	28	30,714	25	25,750	25	23,926	25
South	69,661	32	49,637	33	39,871	32	34,258	33	31,072	33
Midwest	55,958	26	36,147	24	27,410	22	22,835	22	21,407	23
Southwest	48,669	23	33,345	22	26,171	21	22,027	21	19,633	21
West	70,398	33	42,800	28	32,321	26	26,383	25	23,727	25
Non-U.S. Regions										
Canada	13,528	6	7,090	5	4,958	4	3,730	4	3,288	3
Africa	1,361	1	778	1	522	<1	405	<1	345	<1
Asia	4,220	2	2,824	2	2,126	2	1,659	2	1,564	2
Australia/New Zealand	7,115	3	3,791	2	2,517	2	1,934	2	1,667	2
Latin America	2,888	1	1,756	1	1,361	1	954	1	828	1
Middle East	1,413	1	838	1	610	<1	509	<1	430	<1
Western Europe	15,670	7	9,027	6	6,748	5	5,689	5	5,465	6
Eastern Europe and Russia	3,419	2	1,951	1	1,180	1	1,041	1	890	1

Note: This table is based on 293,917, 214,441, 152,618, 122,997, 104,034 and 95,077 unique examinees who took the GRE General Test in the United States in testing years 2020-21 to 2024-25, 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 2020-21 to 2024-25, test takers in India preferred to study in the United States. In testing year 2024-25, 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	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent	2024–25 N	2024–25 Percent
U.S. Regions										
Northeast	24,109	36	34,243	31	24,079	22	15,567	26	9,735	31
Mid-Atlantic	24,084	36	33,988	30	23,990	22	15,539	26	9,691	31
South	23,731	36	33,585	30	23,471	21	14,946	25	9,203	29
Midwest	24,016	36	34,028	31	23,765	22	15,162	26	9,371	30
Southwest	23,514	35	33,553	30	23,603	21	15,009	25	9,234	29
West	24,146	36	34,222	31	24,155	22	15,859	27	10,027	32
Non-U.S. Regions										
Canada	21,212	32	27,342	25	17,255	16	9,141	15	4,196	13
Africa	1,348	2	1,524	1	940	1	488	1	328	1
Asia	6,580	10	7,218	6	5,428	5	4,421	7	3,607	11
Australia/New Zealand	11,765	18	12,814	11	8,566	8	5,802	10	3,797	12
Latin America	8,141	12	11,282	10	7,056	6	3,788	6	2,010	6
Middle East	3,560	5	4,034	4	2,407	2	1,473	2	1,032	3
Western Europe	13,548	20	16,118	14	11,451	10	8,745	15	6,673	21
Eastern Europe and Russia	7,196	11	7,911	7	4,507	4	3,234	5	2,416	8

Note: This table is based on 66,326, 111,476, 110,512, 59,133, and 31,677 unique examinees who took the GRE General Test in India in testing years 2020-21 to 2024-25, 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 2019-20 to 2023-24, test takers in Europe preferred to study in Western Europe. When considering other regions of the world, test takers in Europe preferred the United States and Canada.

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

Preferred Region	2020–21 N	2020–21 Percent	2021–22 N	2021–22 Percent	2022–23 N	2022–23 Percent	2023–24 N	2023–24 Percent	2024–25 N	2024–25 Percent
U.S. Regions										
Northeast	2,521	26	2,164	21	1,924	21	2,170	20	2,267	22
Mid-Atlantic	2,350	24	2,053	20	1,778	19	1,973	18	2,015	20
South	1,644	17	1,441	14	1,307	14	1,419	13	1,437	14
Midwest	1,702	17	1,476	15	1,329	14	1,457	13	1,505	15
Southwest	1,515	15	1,314	13	1,200	13	1,306	12	1,303	13
West	2,572	26	2,139	21	1,868	20	2,032	18	2,005	20
Non-U.S. Regions										
Canada	1,597	16	1,278	13	1,059	11	1,202	11	1,022	10
Africa	73	1	46	<1	47	1	53	<1	59	1
Asia	624	6	500	5	624	7	695	6	584	6
Australia/New Zealand	695	7	555	6	449	5	547	5	491	5
Latin America	214	2	175	2	179	2	217	2	171	2
Middle East	306	3	232	2	198	2	300	3	315	3
Western Europe	3,989	41	3,381	34	3,193	34	3,568	32	3,782	37
Eastern Europe and Russia	606	6	462	5	338	4	413	4	418	4

Note: This table is based on 9,806, 10,072, 9,364, 11,109, and 10,177 unique examinees who took the GRE General Test in Europe in testing years 2020-21 to 2024-25, respectively. Since examinees were allowed to select more than one region, the percentages do not add up to 100.

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