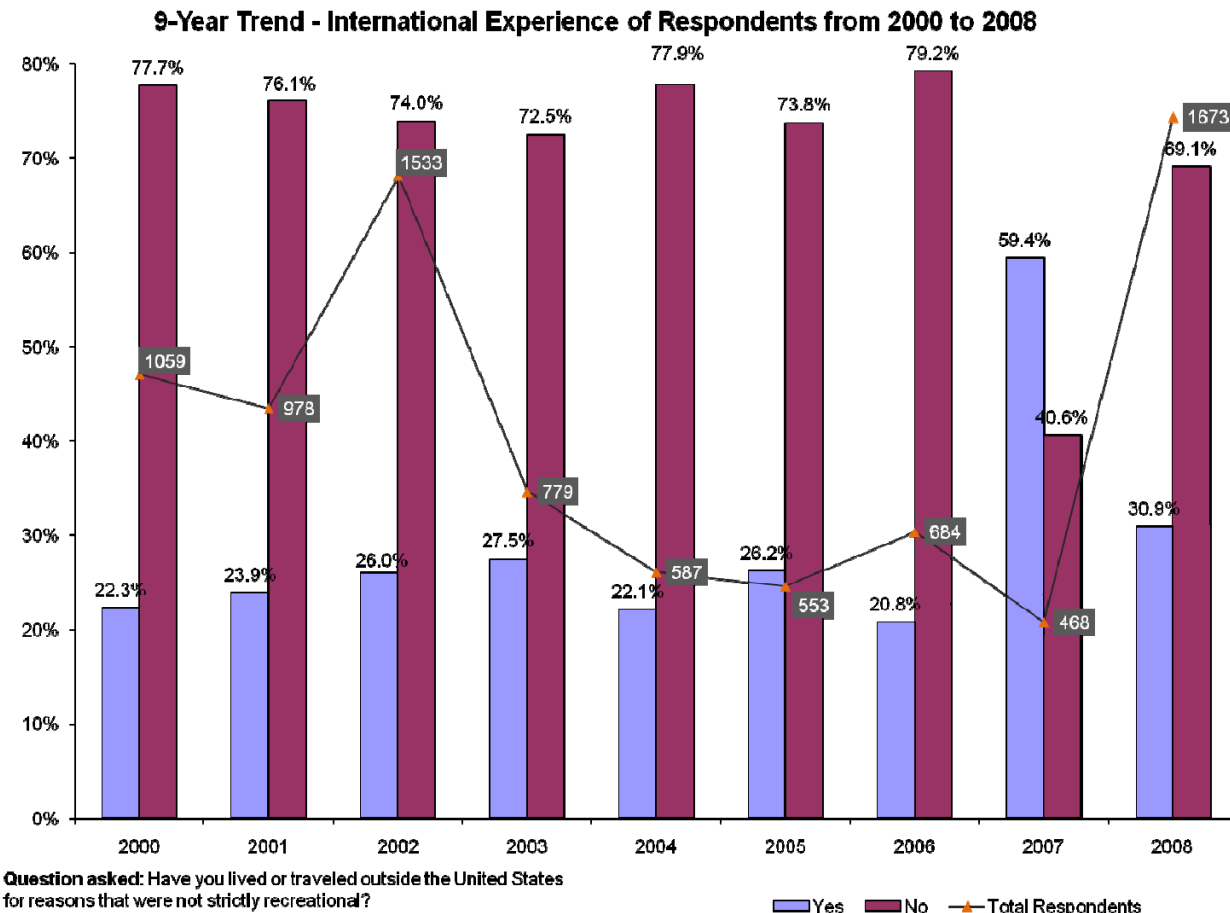


International Experience of Graduating Seniors

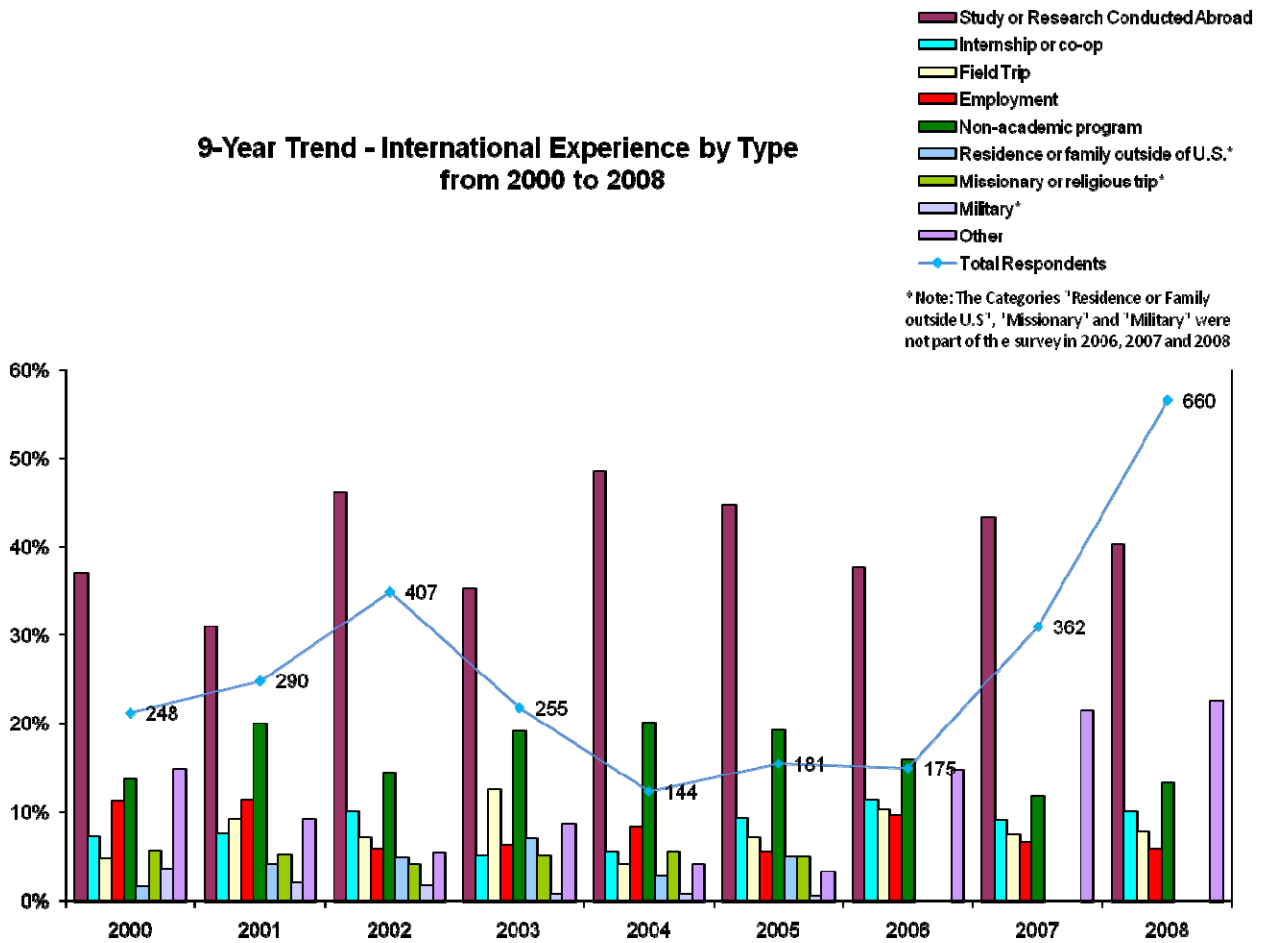
As a part of Texas A&M University's effort to increase participation, data is collected annually by Measurement and Research Services (MARS) about the Study Abroad programs to enrich the international awareness among students whether graduating seniors have had an international experience. International experiences can be credit or non-credit and part of university programs or personal activities unconnected with Texas A&M.

Results show that, over the last nine years there is an average of 28.8% of respondents who have had an international experience, in 2008 it is 517. From 2001 to 2003, the percentage of this group increased from 23.9% to 27.5%. It decreased to 22.1% in 2004 and bounced back to 26.2% for Spring 2005. For the first time in nine years, Spring 2007 saw a higher percentage of those who had an international experience than those that reported not having one. In Spring 2008 the percentage of those with an international experience dropped back to a level more consistent with previous years but higher than any previous single year: 30.9%



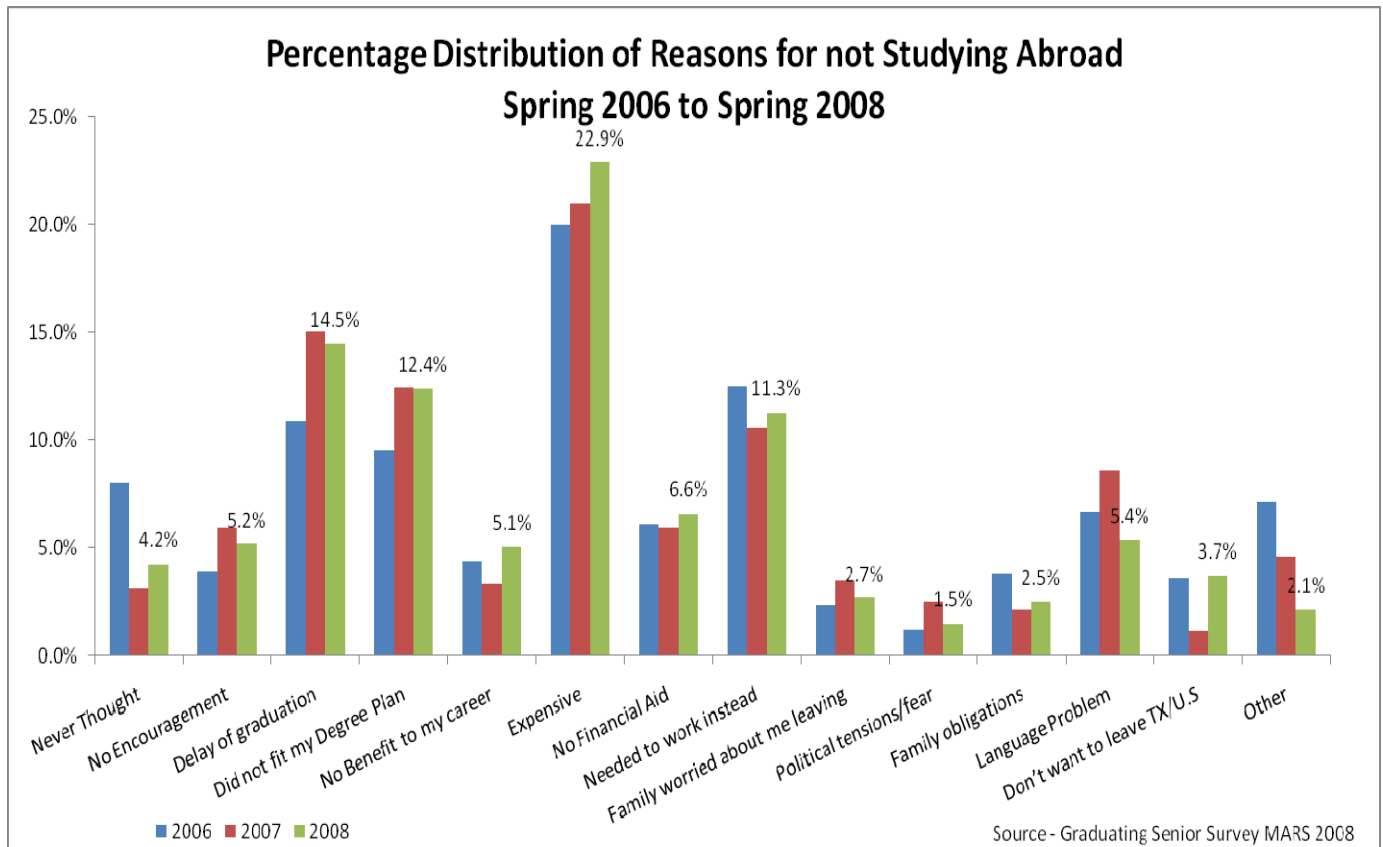
Significantly, the largest number of students who indicated having an international experience during the last six years has been those participating in study or research conducted abroad. In 2008, 40% of respondents who had an international experience said they accomplished it through one of these two mechanisms. The non-academic activities (which include such opportunities as volunteer work and learning community trips) also provide an important types and variety of international experiences for Texas A&M students. Another major category of international experience is internship/employment abroad.

9-Year Trend - International Experience by Type from 2000 to 2008



Reasons for not Studying Abroad

The 3,403 respondents to the Spring 2008 survey who had no international experience, were asked to identify why they did not go abroad. The following graph shows the distribution of the reasons given by the respondents. The largest category of responses, about 40%, was related to costs (including high expenses, insufficient financial aid, and the need to work). About 32% of the respondents did not understand how it would benefit their academic and career goals (including that it delayed graduation, did not fit into their degree plan, and would not be beneficial to a career). These totals have interestingly, not changed over the ears of surveys of graduating seniors.



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