



Study Abroad Credit Transfer Student Report

(2004-2005, 2005-2006)

Independent study abroad transfer credit students are students who are studying abroad through another U.S. university or foreign university and transferring the coursework taken abroad back to Texas A&M University. These students pre-approve their study abroad coursework via the Texas A&M Independent Study Abroad for Credit form accessible via the Texas A&M Study Abroad Office's web site, <http://studyabroad.tamu.edu/application.asp> In order to receive transfer credit approval, students must be receiving a transcript from an accredited U.S. or foreign institution and must obtain approval and signatures on the credit form from the following A&M departments: Admissions Processing, foreign language department, if they are taking a foreign language while studying abroad, student's academic dept for his/her major, student's college dean and return to the Study Abroad Office.

Once the Study Abroad Office receives the credit form from the student and verifies academic approval of coursework, the student is coded in SIMS designating the foreign country where the student is studying for the semester. This, in turn, provides students eligibility for obtaining overseas medical insurance through the Study Abroad Office and registering in a study abroad placeholder course, SABR 300 or 399, for the semester during which they are studying. SABR 300 denotes students studying through and receiving credit from a foreign institution and SABR 399 denotes students studying through and receiving credit from a U.S. college or university. Both of these courses are variable credit and serve to hold the students' places at A&M while they are abroad thus prevent readmission to A&M and provide deferment and/or disbursement of financial aid.

This report provides an insight to the statistics of Texas A&M University study abroad credit transfer students for year 2004-2005 and 2005-2006. This report provides the details about the distribution of students by college, ethnicity, preferred programs, preferred destination of students.

Most of the students participating in the study abroad credit transfer programs are from the College of Liberal Arts and in junior or senior classification. The number of students going abroad in these programs has increased overall from the 2004-2005 to 2005-2006 by 24%. Interestingly, the vast majority of the increase is in students choosing summer programs. The detailed statistics from 2004-2005 and 2005-2006 study abroad credit transfer students can be seen in the charts below.

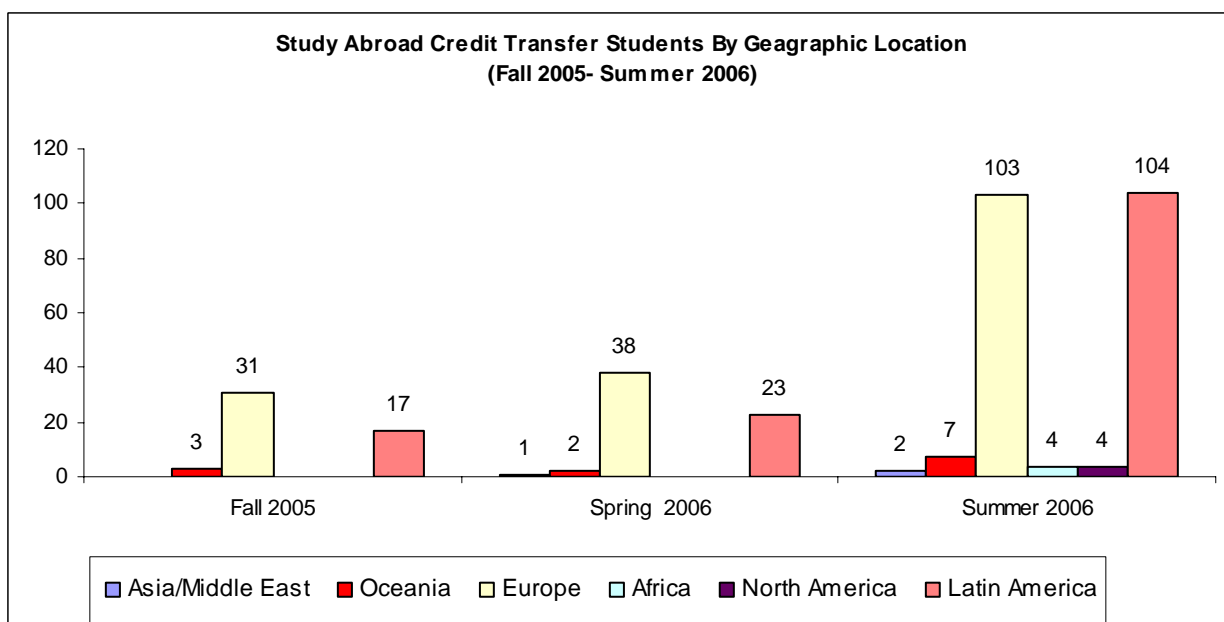
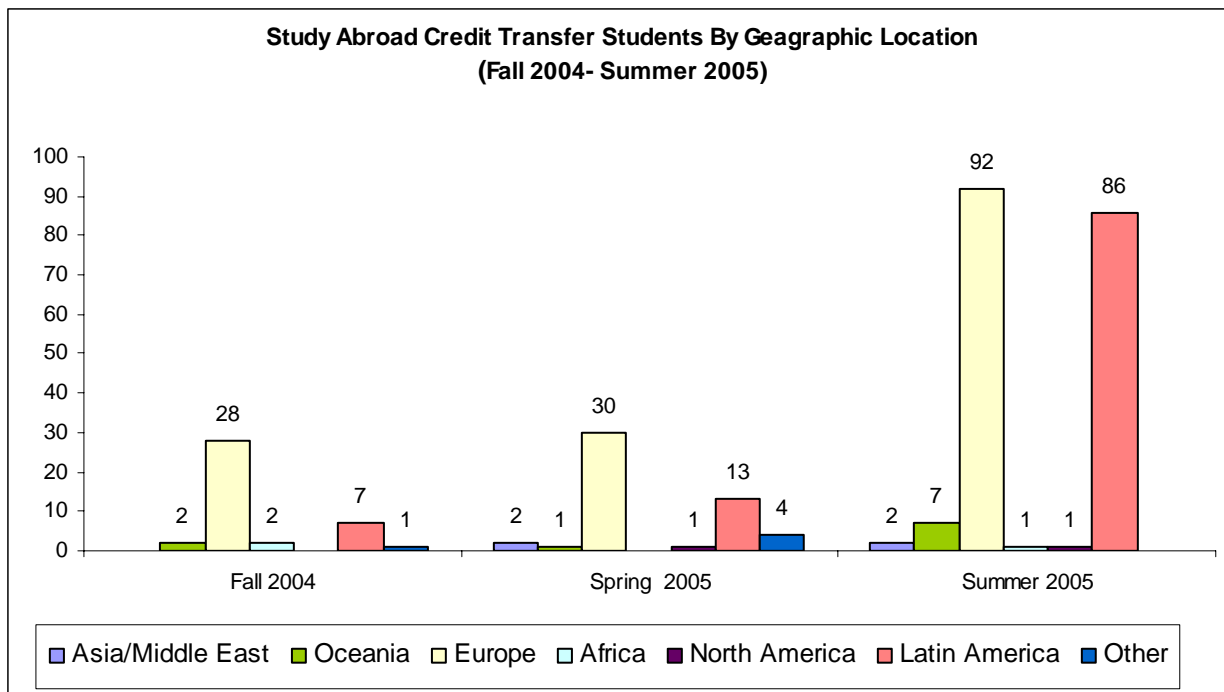
Student Distribution by College (2004-2005):

| College | Fall 2004 | Spring 2005 | Summer 2005 | Total |
|--|-----------|-------------|-------------|------------|
| College of Agriculture and Life Sciences | 3 | 1 | 7 | 11 |
| College of Architecture | 0 | 0 | 1 | 1 |
| College of Business | 3 | 5 | 16 | 24 |
| College of Education | 0 | 1 | 24 | 25 |
| College of Engineering | 5 | 6 | 3 | 14 |
| College of Geosciences | 0 | 1 | 2 | 3 |
| College of Liberal Arts | 28 | 34 | 134 | 196 |
| College of Sciences | 1 | 1 | 1 | 3 |
| College of Vet Med | 0 | 2 | 1 | 3 |
| Total Students | 40 | 51 | 189 | 280 |

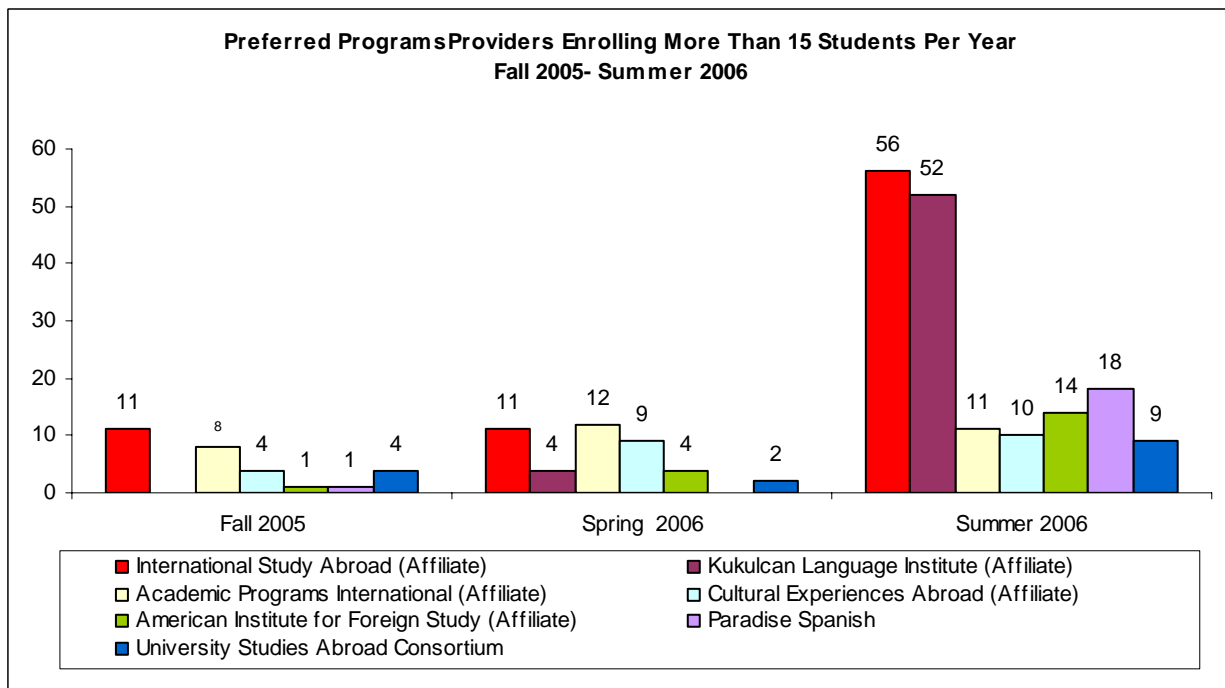
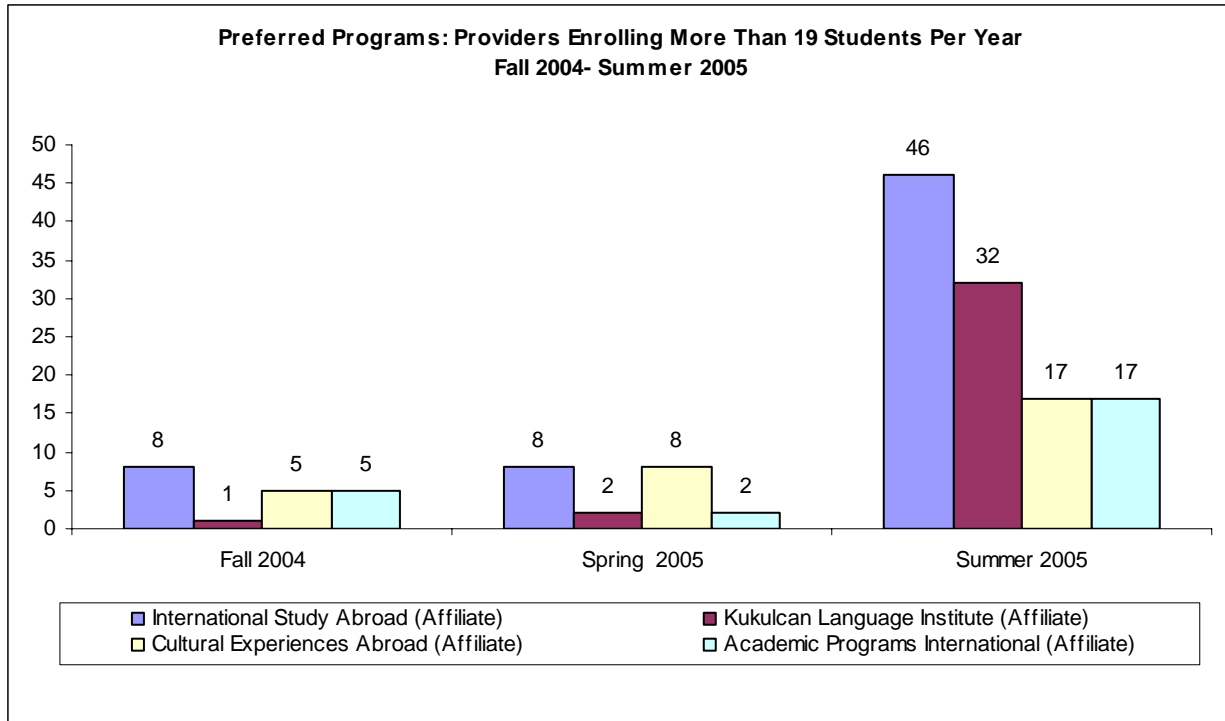
Student Distribution by College (2005-2006):

| College | Fall 2005 | Spring 2006 | Summer 2006 | Total |
|--|-----------|-------------|-------------|------------|
| College of Agriculture and Life Sciences | 1 | 2 | 13 | 16 |
| College of Architecture | 0 | 1 | 1 | 2 |
| College of Business | 3 | 3 | 25 | 31 |
| College of Education | 0 | 2 | 29 | 31 |
| College of Engineering | 4 | 3 | 5 | 12 |
| College of Geosciences | 0 | 1 | 1 | 2 |
| College of Liberal Arts | 41 | 46 | 133 | 220 |
| College of Sciences | 1 | 2 | 12 | 15 |
| College of Vet Med | 1 | 3 | 5 | 9 |
| Others | 0 | 1 | 0 | 1 |
| Total Students | 51 | 64 | 224 | 339 |

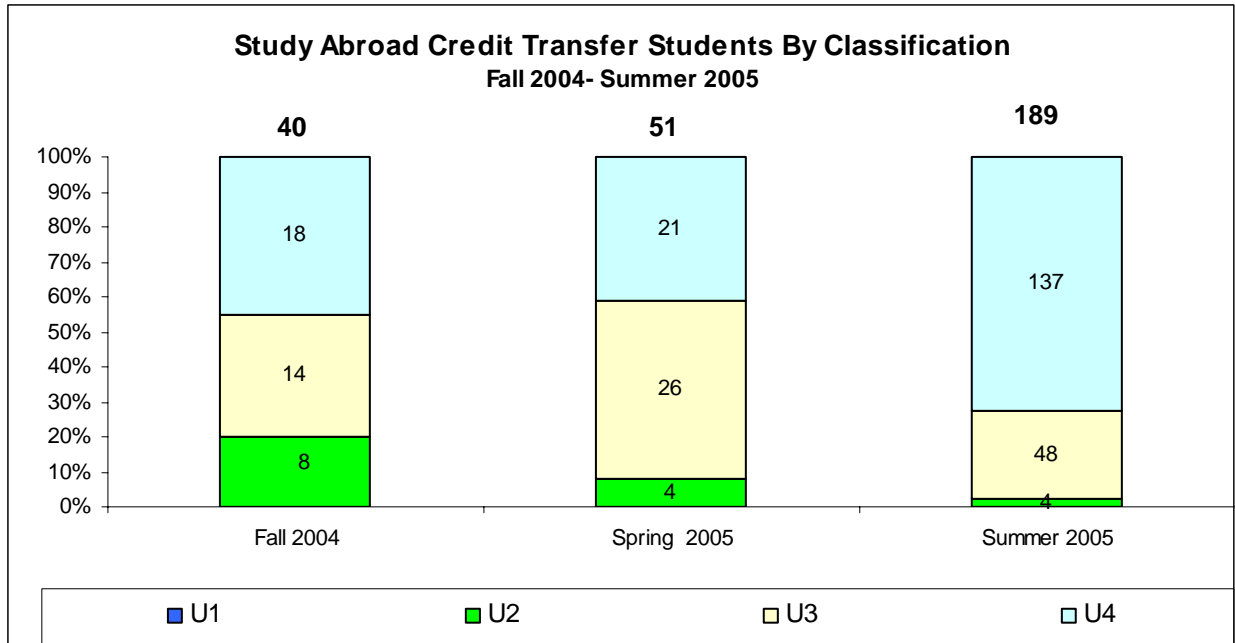
As can be seen from below table, most of the students in these programs prefer the “summer” semester to the other semesters. Europe is the most common destination for most students followed by Latin America. In 2004-2005, 150 students opted for Europe and 105 students opted for Latin American institutions. In the year 2005-2006, Europe attracted 172 students followed by 144 students going to Latin America.



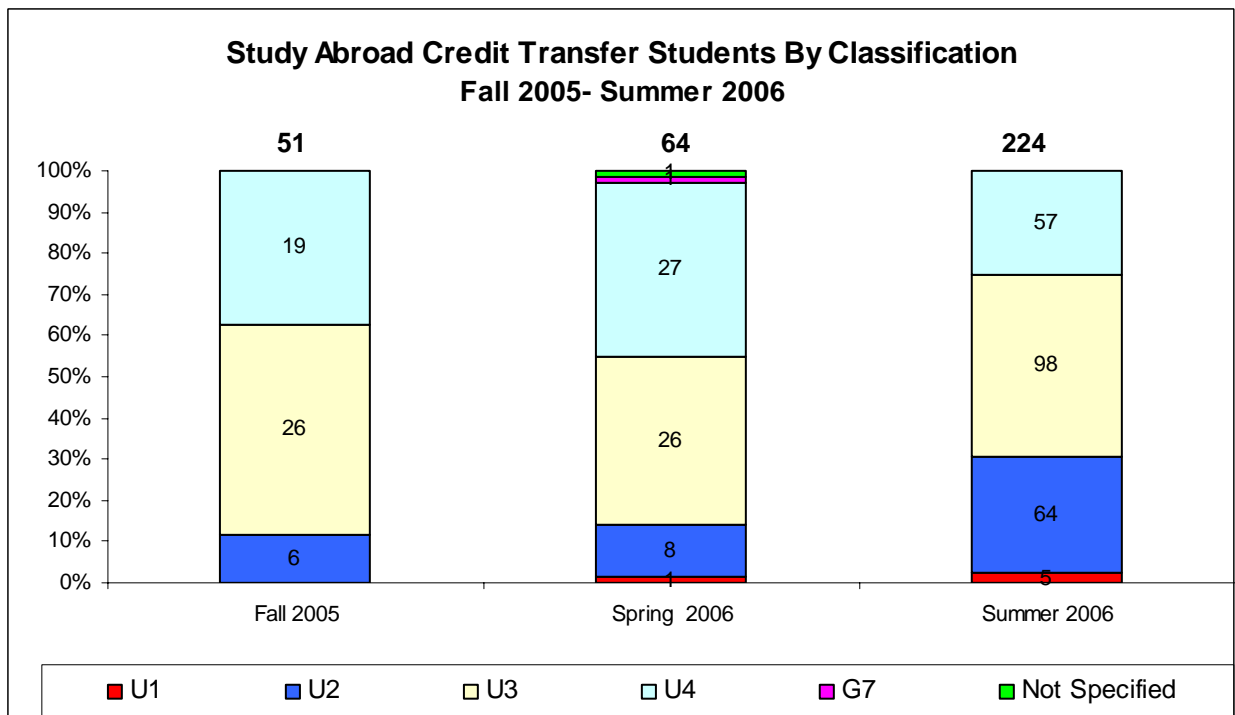
Although the student preference in selecting program providers has been spread over wide range of programs types and program areas, the affiliated programs are drawing more students than any other type of program. In 2004-2005, a total of 172 students opted to study abroad through the affiliated programs while in 2005-2006 this number increased to 213. By comparison Out of the affiliated programs, the language institutes like “Kukulcan Language Institute” have seen growing number of students each year. A detailed snapshot of 2004-2005, and 2005-2006 statistics can be seen below.



It is interesting to note that most of the participants of independent study abroad programs in 2004-2005 have been juniors and seniors from the U3 (junior) and U4 (senior) categories. However, while the total number of students participating in study abroad programs in 2005-2006 has increased from 280 to 339, a increase of 59%, students from categories U3 and U4 have decreased by 11% from 264 students coming from these categories in 2004-2005 to 253 in 2005-2006. Surprisingly, an increasing number of sophomores (U2) are to independent study abroad program and freshmen participated for the first time in Spring and Summer 2006.

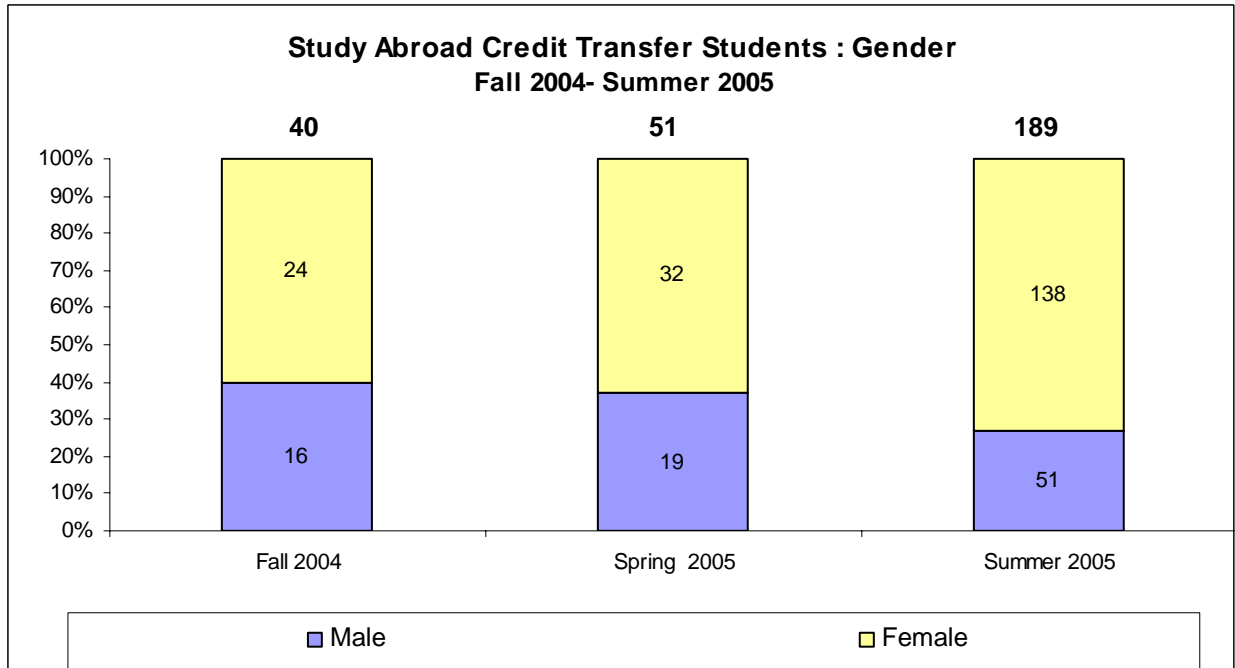


Students By Classification (2005-2006)

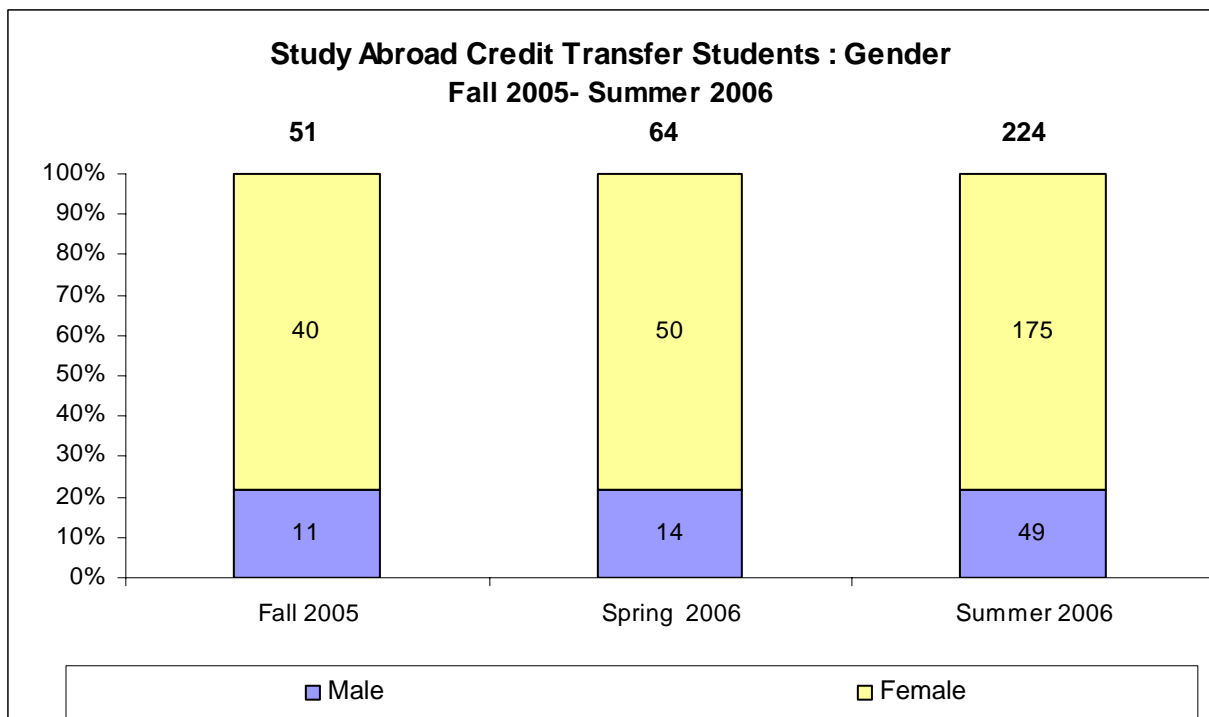


Gender and Ethnicity:

Just as with national average (as of 2003-2004 Institute of International Education statistics) of 65.9% of female students choosing to study abroad programs over 34.4 male students, Texas A&M University has seen a similar trend. In fact, the number of Texas A&M female students participated in study abroad credit transfer programs increased by 71 % from 194 in 2004-2005 to 265 in 2005-2006, while male participants remained fairly stable.



Students by Gender (Year 2005-2006):



In the year 2004-2005, there were 215 (2003-2004 national average was 83.7%) Caucasians and 42 Hispanics out of 280 total students and in 2005-2006, there were 128 Caucasian and 26 Hispanic students out of 339 total students. There are significant implications with this because the vast majority of Texas A&M University Hispanic students are choosing this type of program abroad above all others. Most of these students go abroad to the European and Latin American institutes to study subjects like languages, architecture and arts.

Students by Ethnicity (Year 2004-2005):

Students by Ethnicity (Year 2005-2006):

