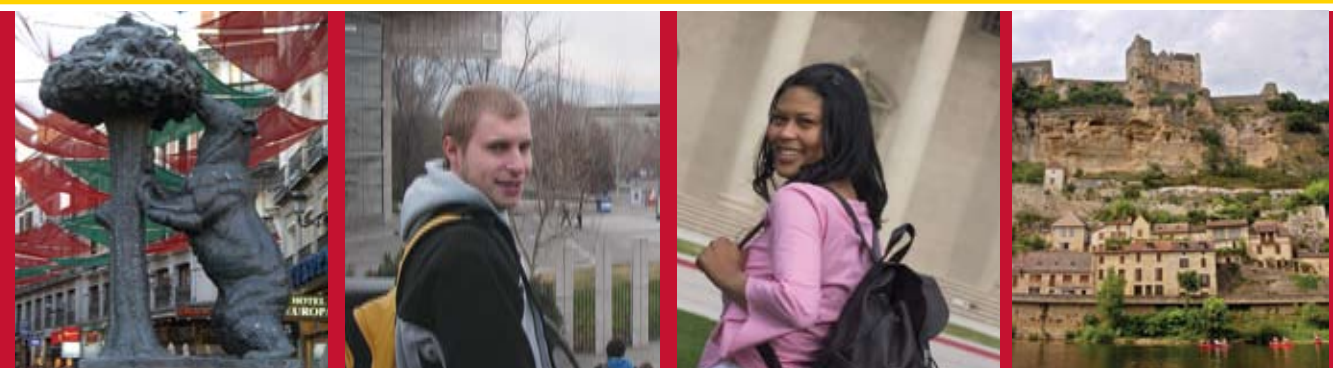


# College-Bound Students' Interests in Study Abroad and Other International Learning Activities



A Special Edition of *studentpoll*™

**ACE** AMERICAN COUNCIL ON EDUCATION  
® The Unifying Voice for Higher Education

**ART &  
SCIENCE**  
MARKET INTELLIGENCE  
for HIGHER EDUCATION

**CollegeBoard**  
connect to college success™



# College-Bound Students' Interests in Study Abroad and Other International Learning Activities

A Special Edition of *studentPOLL*™



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## Publishers' Note

### **College-bound students demonstrate high levels of global awareness, and significant proportions anticipate international learning experiences in college.**

In 2000, we reported findings from a joint American Council on Education (ACE)/ Art & Science Group study on the interest of college-bound high school students in study abroad and other international dimensions of learning. As we noted at the time, the data “have profound implications for the internationalization of higher education in the United States, ranging from the scope and nature of language offerings to the barriers against study abroad that many institutions have erected, often unintentionally.”<sup>1</sup>

In that report, we remarked that the study findings, along with other data gathered by ACE from a variety of sources, described a “frustrated ideal.” College-bound students at the beginning of the new millennium expressed a wish to engage with the world beyond U.S. borders. But that wish did not turn into a reality on college campuses. In fact, while nearly 50 percent of the students we studied wanted to study abroad, recent data reveal that fewer than 5 percent of students who enroll in college actually do.

Over the past several months, with the collaboration of a new research ally—the College Board—ACE and Art & Science Group have again taken the pulse of college-bound high school seniors on many of the same questions. A change in sampling and methodology prevent an accurate comparison of the results of the current study and the 2000 research. However, the new findings, published in this special edition of *studentPOLL*, demonstrate conclusively that the interest of college-bound students in international learning experiences is extraordinarily high. The nature of the international experiences they seek is expansive, including not only study abroad, but also internships, cultural immersion, and fluency in a foreign language.

Some key findings from the current research demonstrate the magnitude and scope of current student interest in international learning:

- *Fifty-five percent indicated that they are certain or fairly certain they will participate in study abroad, with another 26 percent indicating a strong desire to study abroad.*
- *Thirty-five percent plan an international internship. Likewise, 37 percent responded that they were very interested in acquiring career-related work experience in another country.*
- *Among those planning to study abroad, more than 70 percent plan either to become proficient in a second language or at least learn enough of the language to be able to comfortably converse with people in that country.*

1 American Council on Education and Art & Science Group. (2000). *studentPOLL*. Baltimore, MD: Art & Science Group.



These data again raise the question considered in the 2000 report: Will students' desires for international learning experiences be satisfied, or will large numbers of students make choices, face barriers, or have concerns that prevent them from participating in study abroad and other international learning experiences once in college? The number and range of international learning experiences have been growing on our nation's campuses, but it appears that the pace of this expansion may not be sufficient to satisfy high demand. At the same time, the barriers to student participation are real, including security concerns, high cost, academic demands that accommodate neither study abroad nor other international learning experiences, and lack of encouragement by faculty and advisers.

The study findings, along with mounting evidence from many other sources, suggest that institutions that do not encourage and expand international learning experiences may find themselves increasingly at a disadvantage in enrolling the current generation of students and satisfying their strong desires for a truly global college education.

Madeleine F. Green  
Vice President for International Initiatives  
American Council on Education

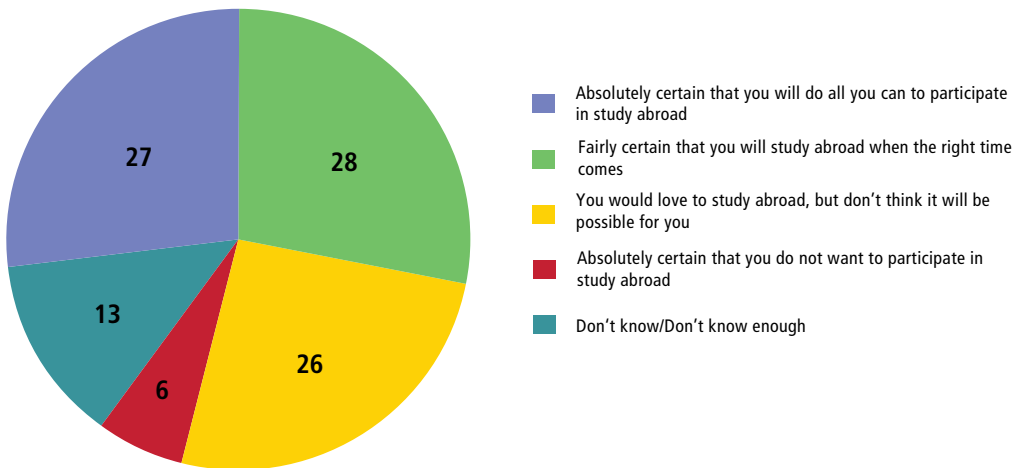
Richard A. Hesel  
Principal  
Art & Science Group LLC

Michael Bartini  
Senior Vice President for Enrollment  
College Board

## 1. A majority of students plan to study abroad during college.

In spite of concerns about global terrorism and other serious international crises, interest in study abroad is very high. When we asked students whether they planned to participate in a study abroad program in college, 50 percent responded yes. The remaining 50 percent of students surveyed indicated they did not want to or were unsure whether they wanted to study abroad in college. Also, students with higher SAT scores (1900 and higher) were more likely to say they intended to study abroad than students with lower scores. Female students also were more likely than their male counterparts to indicate that they planned to study abroad (58 percent compared with 40 percent).

**Chart 1:** Statement Best Describing Interest in Study Abroad (percentage)



Taking another approach to the question, we then presented a series of statements that might represent students' feelings about participating in study abroad while in college. The results reflected even stronger interest, as well as some reservations about their ability to actually participate in study abroad. More than half—55 percent—indicated they were either absolutely certain or fairly certain they would study abroad in college. At the same time, however, another 26 percent of those polled indicated that while study abroad was something they would love to do in college, they didn't think it would be possible. Only 6 percent of students told us that they were absolutely certain they did not want to participate in a study abroad program in college (see **Chart 1**).

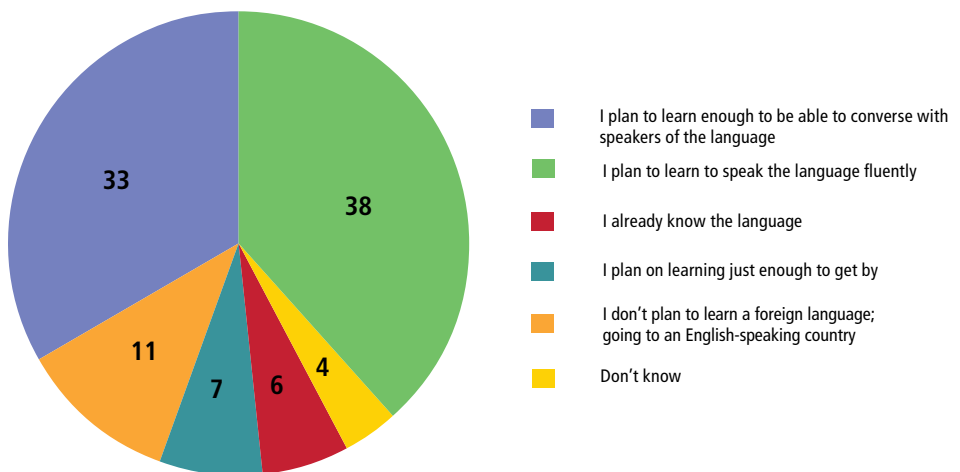
## 2. A majority of students intend to have a high level of proficiency in the language of the country where they plan to study.

We asked those students who indicated plans to study abroad to select the statement, from a series, that best described their intention to learn the language of the country where they plan to study and live.

More than 70 percent either plan to learn and speak the language fluently or at least expect to learn enough of the language to converse comfortably with others. Another 6 percent reported that they already know the language of the country they plan to visit. Eleven percent indicated they don't plan on learning a foreign language because they're planning to study in an English-speaking country (see **Chart 2**).

Recent data published by the International Institute of Education (IIE) reported that 30 percent of students participating in study abroad programs in the top 20 destinations study in English-speaking countries.<sup>2</sup> Additionally, many U.S. study abroad programs in other countries are taught in English.

**Chart 2:** Student Plans for Learning a Foreign Language (percentage)



Note: Base = students who plan to study abroad.

<sup>2</sup> Institute of International Education. (2007). *Open doors 2007*. New York: Author.

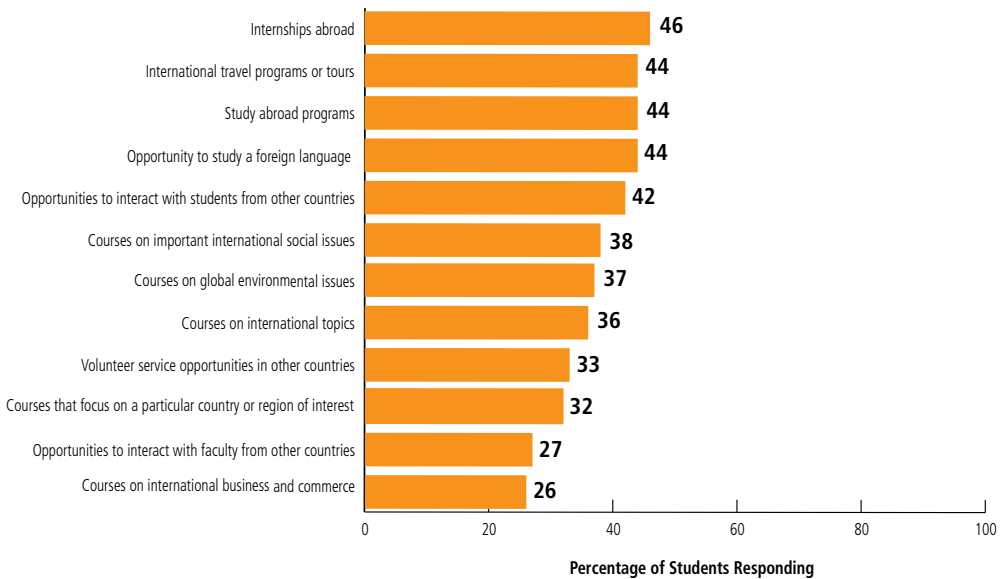


### 3. A sizeable number of students expressed interest that colleges offer a broad range of international experiences and opportunities.

A sizeable segment of students responded that it was very important that the college they attend offer foreign-language instruction (44 percent), and study abroad programs (44 percent).

Students also expressed interest in a wide range of other international experiences and opportunities in college. For example, 42 percent indicated it was very important that the college they attend offer opportunities to interact with students from other countries. Similarly, a high proportion indicated it was very important that the college they attend offer internships abroad (46 percent), international travel programs or tours (44 percent), courses on important international social issues (38 percent), and courses on global environmental issues (37 percent) (see **Chart 3**).

**Chart 3:** Importance to Students of Colleges Offering Various International Experiences and Opportunities (percentage)

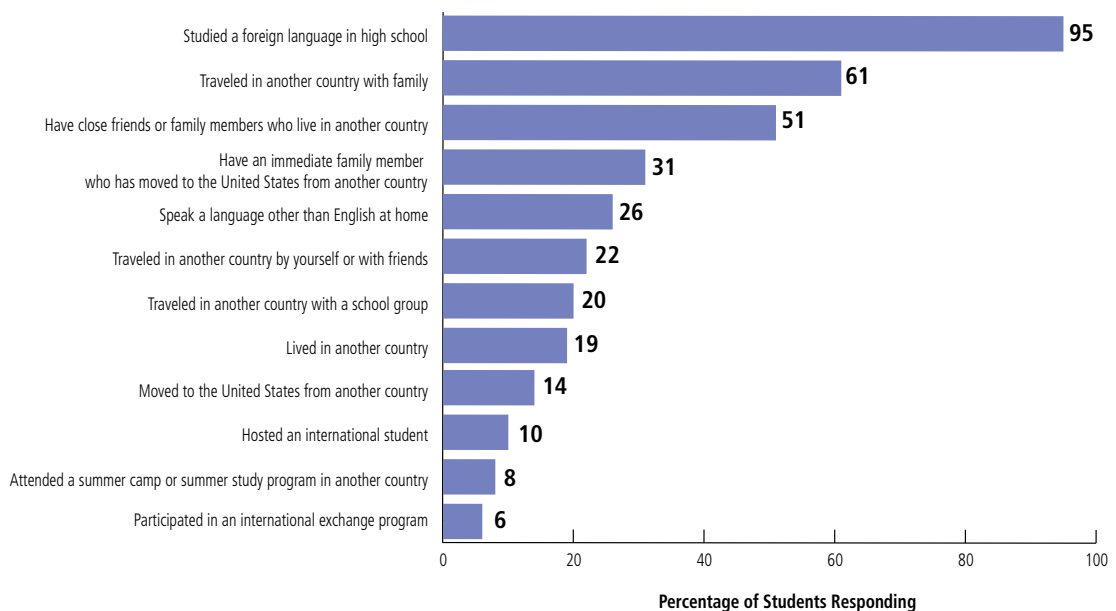


#### 4. An increasing proportion of students has had a variety of international experiences. And students are coming from internationally diverse backgrounds.

The study revealed that college-bound students have had a significant number of internationally related experiences before college. Specifically, we asked students to indicate the kinds of international experiences they had already had (multiple responses were accepted), from studying a foreign language to traveling in another country, speaking a language other than English in their own home, and living in another country. We found that most students had studied a foreign language in high school (95 percent).

Also, a substantial segment lived in a country other than the United States for some period of time (19 percent) or moved to the United States from another country (14 percent) (see **Chart 4**).

**Chart 4:** Students' Previous International Experiences and Background (percentage)



Students come from highly diverse backgrounds and therefore have been exposed to the kinds of international experiences explored in this report. For example, 31 percent of students today have an immediate family member who moved from another country to the United States. In addition, 26 percent indicated that the primary language spoken in their home is not English. Moreover, 51 percent of students have close friends or family members who live in another country.

To gauge the effect that students' previous international experiences had on their interest in study abroad, we developed a scale that ranged from 0 to 13 international experiences, grouping students into approximately three even groups: (1) students with two or fewer international experiences; (2) students with three or four international experiences; and (3) students who have had five or more international experiences.

We then looked at the responses to various questions according to the level of international experiences students had. Perhaps not surprisingly, those with the most previous international experiences (five or more) were most likely to intend to study abroad (60 percent versus 49 percent for those with three or four experiences and 43 percent for those with two or fewer experiences.) Those students with the most number of international experiences also were less likely to say they are "worried about the cost" as a primary reason for not planning to study abroad.

## 5. Cost and lack of proficiency in a foreign language are the main reasons students cite for their lack of interest in study abroad.

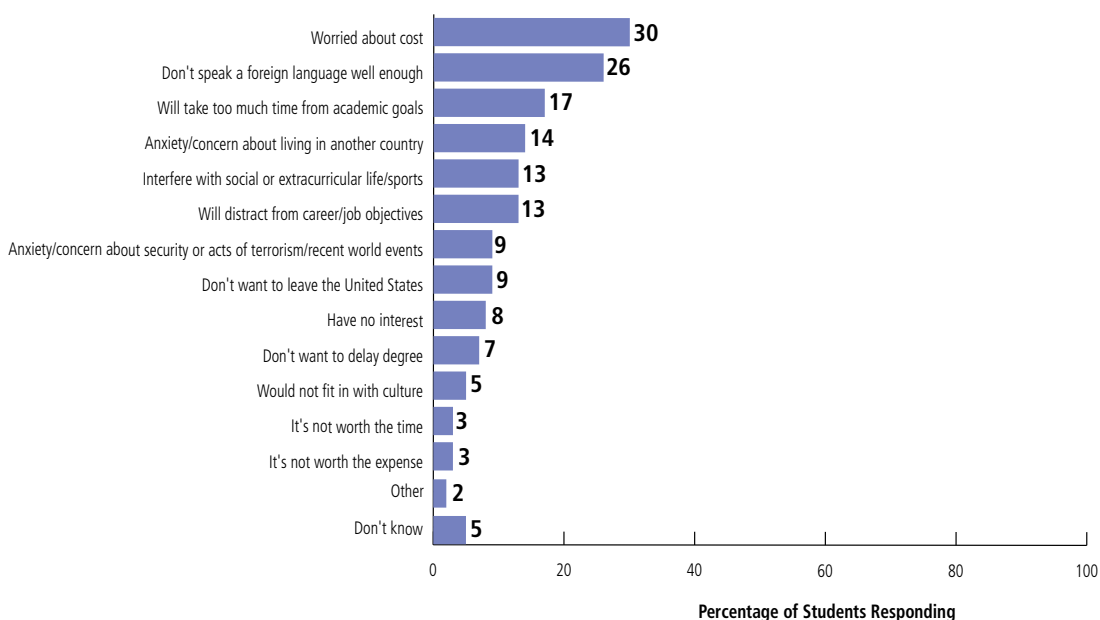
Among those students who indicated they are unsure about or don't want to study abroad, 30 percent indicated that cost was the primary reason for their lack of interest or uncertainty. Students may worry about cost because they are not familiar with the kinds of study abroad options and opportunities a college may offer them and the cost of those options. Twenty-six percent cited their inability to speak a foreign language well as the primary reason.

Less frequently mentioned were concerns that study abroad would take too much time away from academic goals (17 percent), interfere with social or extracurricular life and athletics (13 percent), and distract from their career or job objectives (13 percent) (see **Chart 5**).

Male students were more likely than female students to cite “don't speak a foreign language well enough,” “will take too much time from academic goals,” “interferes with social or extracurricular life/sports,” and “will distract from career/job objectives,” as the primary reasons why they do not plan to study abroad.

African-American students were more likely than Hispanic, Caucasian, and Asian students to say their primary reasons for not planning to study abroad are that they “don't speak a foreign language well enough,” “are worried about the cost,” and have “anxiety or concern about security or acts of terrorism and recent events in the world.”

**Chart 5: Reasons Students Do Not Want to or Are Unsure About Study Abroad (percentage)**



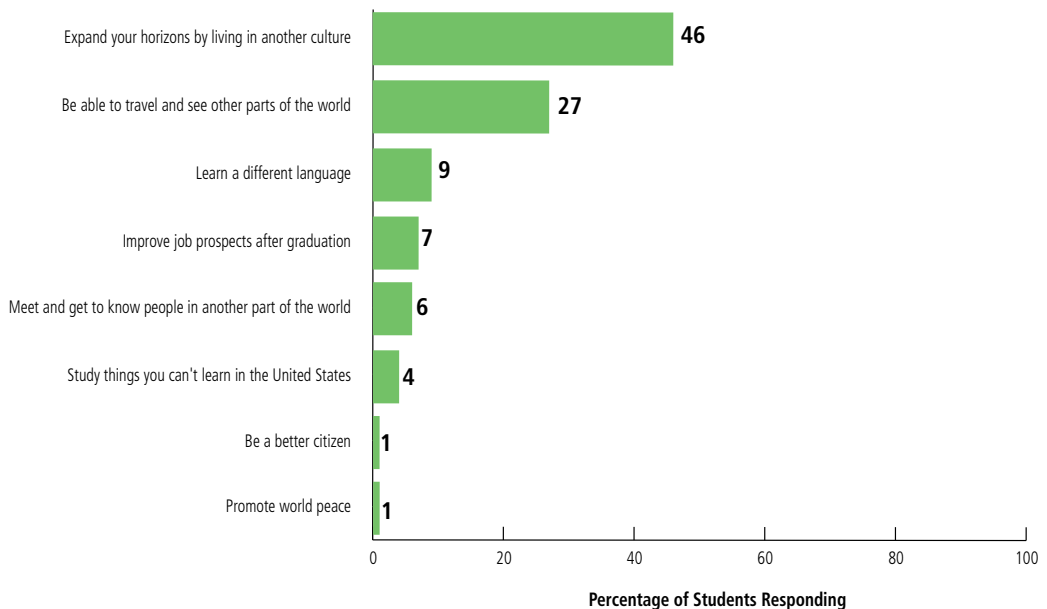
Note: Base = students who do not want to or are unsure whether they want to study abroad during college. Multiple responses were accepted.

## 6. Student motivations for international study center on expanding their cultural horizons and seeing other parts of the world.

To understand students' motivations to study abroad, we asked respondents to indicate their primary reason or objective for pursuing study abroad.

Forty-six percent cited expanding their cultural horizons; 27 percent cited travel and being able to see other parts of the world; 7 percent cited improving their job prospects after college; and 6 percent cited getting to know people in another part of the world (see **Chart 6**).

**Chart 6:** Student Motivation to Study Abroad (percentage)



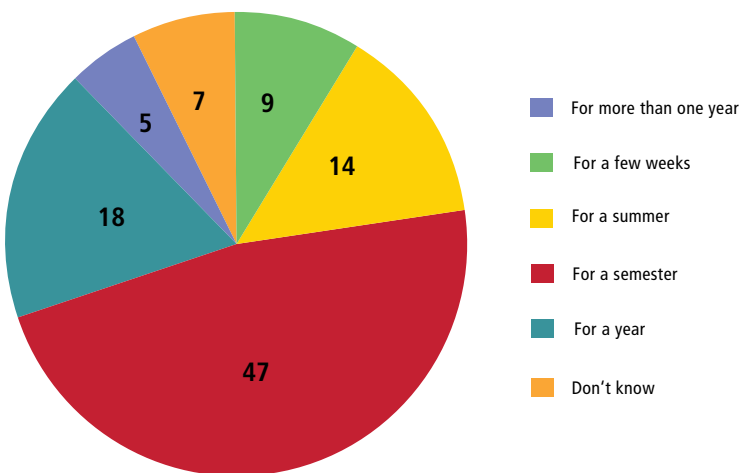
Note: Base = students who plan to study abroad while in college.

## 7. A semester is the preferred time period for a study abroad experience.

By a wide margin, most students indicated they would like to study abroad for a semester (47 percent). However, nearly one in five (18 percent) expressed a preference for a yearlong study abroad experience. Fourteen percent want to study abroad for a summer; and only 9 percent of students prefer a program of only a few weeks (see **Chart 7**).

Interestingly, although most students aspire to study for a semester, IIE reported that 53 percent of students studying abroad in 2005–06 did so in the summer, January term, or in programs of less than one semester.<sup>3</sup> Forty-two percent studied abroad for a semester and 6 percent for an entire academic or calendar year.

**Chart 7:** Preferred Duration of Study Abroad (percentage)



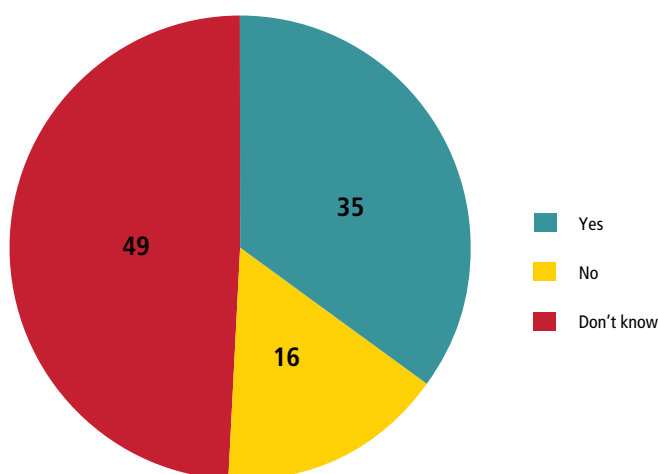
Note: Base = students who plan to study abroad while in college.

<sup>3</sup> Ibid.

## 8. More than one-third of students want to participate in an internship abroad during college.

Interest in international internships is also substantial: 35 percent of the students surveyed indicated they want such an experience (see **Chart 8**). Moreover, students are interested in internships in many places around the globe. Among the 35 percent of students wanting to participate in an internship abroad, only 11 percent cited Europe as the preferred location, while others mentioned a broad range of destinations, including Asia, Africa, and Australia.

**Chart 8:** Student Interest in Internship Abroad (percentage)

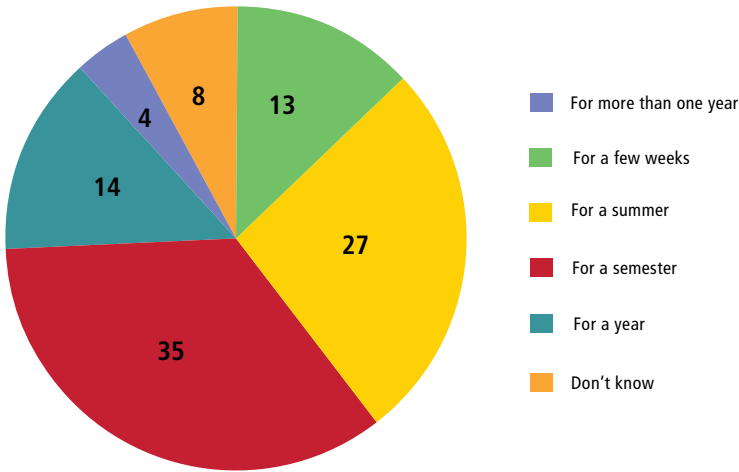


Female respondents were more likely to indicate that they planned to intern abroad than male respondents (40 percent versus 28 percent, respectively). Additionally, Hispanic students were more likely than African-American and Caucasian students to state that they planned to intern abroad (44 percent compared with 18 percent for African Americans and 17 percent for Caucasian students).

For those students who indicated a desire to participate in an internship during college, 35 percent preferred that the internship take place over a semester, 27 percent over the summer, and 14 percent for an entire year. Only 13 percent preferred an internship lasting a couple of weeks (see **Chart 9** on next page).

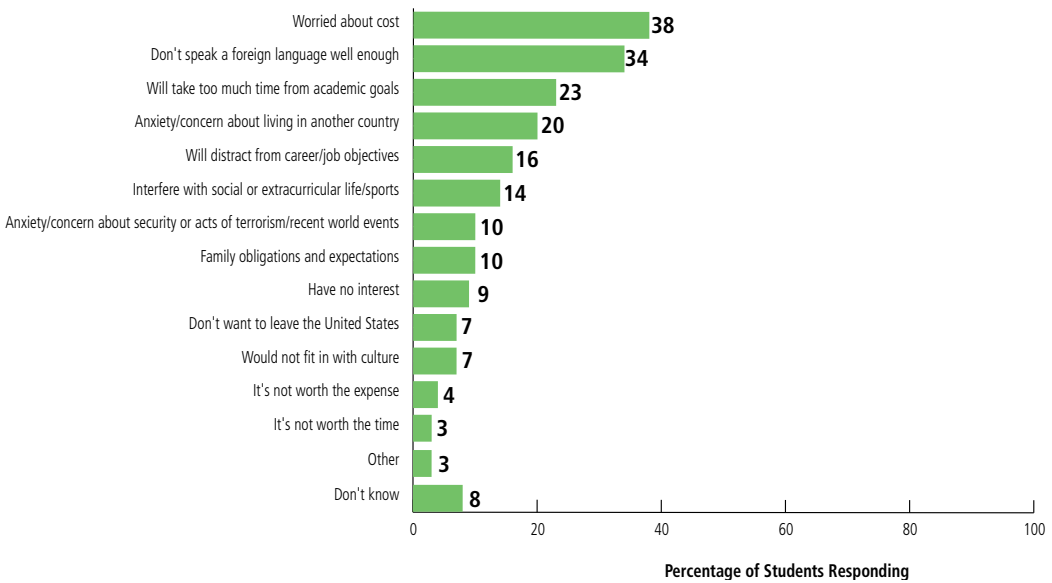
Among the 65 percent of students who indicated they did not want to or did not know if they wanted to participate in an internship abroad during college, the uncertainty or resistance centered on four primary reasons: worry about the cost of such a program (38 percent); lack of proficiency in a foreign language (34 percent); concern that it will interfere with academic goals (23 percent); and anxiety about living in another country (20 percent) (see **Chart 10** on next page).

**Chart 9: Preferred Duration of Internship (percentage)**



Note: Base = students interested in an internship abroad.

**Chart 10: Reasons Students Did Not Want to or Were Unsure About Participating in an Internship Abroad (percentage)**



Note: Base = students who do not want to or are unsure about participating in an internship abroad during college. Multiple responses were accepted.

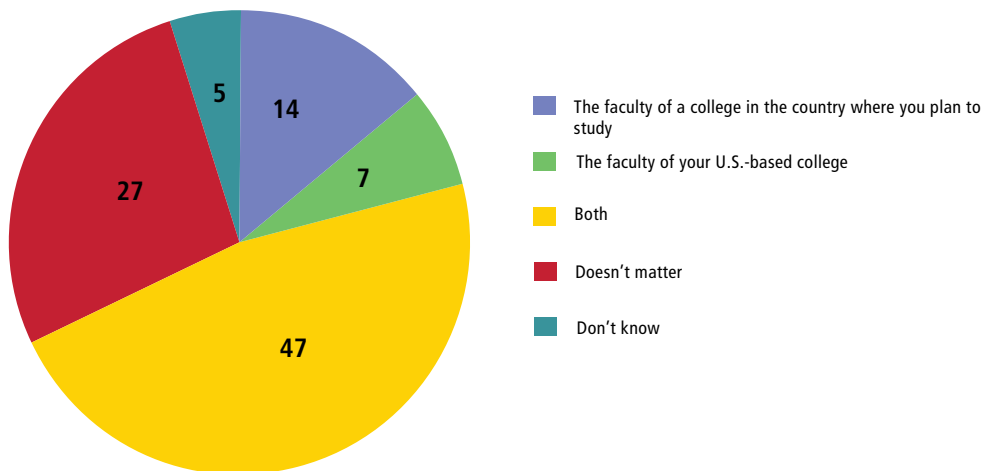


## 9. Many students want study abroad programs that immerse them in the language and culture of another country.

Students today show a strong interest in being immersed in the culture and academic experience of the country where they plan to study, work, and live.

For example, we asked those planning to study abroad whether they preferred a program run and taught by faculty from their own institution or taught by faculty from the college where they plan to study. It appears students want the best of both worlds: 47 percent indicated that they prefer a program run and taught by *both* foreign and U.S. faculty. In contrast, 27 percent of students stated that it didn't matter whether the program was taught and run by U.S. faculty or faculty from the country in which they are studying (see **Chart 11**).

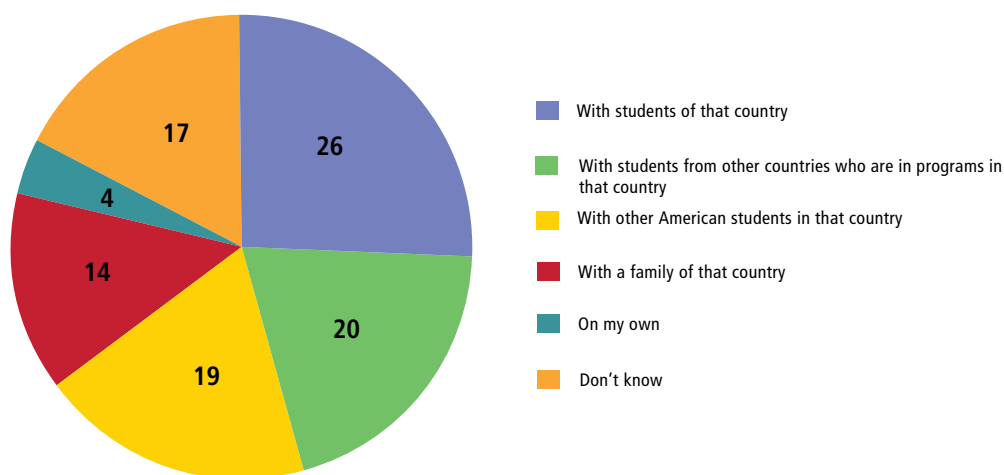
**Chart 11:** Student Preference for Faculty to Lead Study Abroad Programs (percentage)



Note: Base = students who plan to study abroad while in college.

Other interesting evidence emerged from the questions about students' willingness to immerse themselves in another culture and country. For example, 60 percent would prefer living with a family, students from that country, or students from other countries. Specifically, 26 percent prefer to live with students from that particular country, 20 percent with students from other countries who are in the program, and 14 percent with families in that country (see **Chart 12**).

**Chart 12:** Student Living Preferences for Study and/or Internship Abroad (percentage)



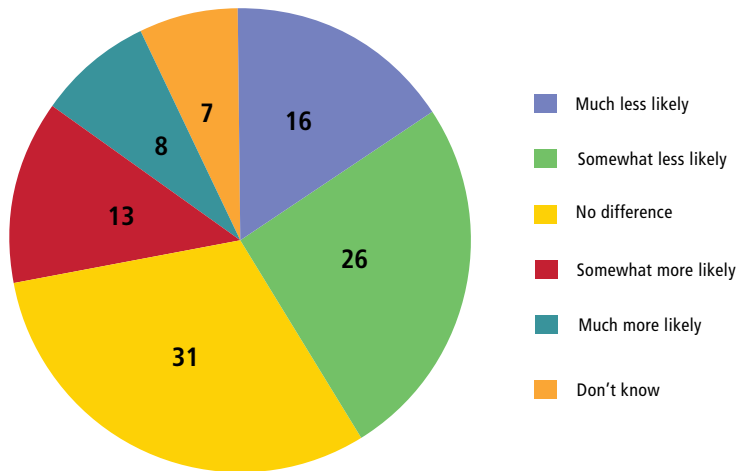
Note: Base = students who plan to study and/or have an internship abroad.

## 10. A foreign-language requirement has a neutral to negative effect on student interest in study abroad programs.

Learning a foreign language appears to be a barrier to study abroad for many students. While 31 percent of students indicated the requirement would make no difference in their interest in studying or working abroad, only 21 percent indicated it would have a positive effect on their participation. By contrast, 42 percent reported that a foreign-language requirement to study or intern abroad would actually make them somewhat less likely or much less likely to participate in study or an internship abroad (see **Chart 13**).

While students have a strong interest in studying a foreign language in college, this finding suggests that students often balk at the idea of making it a requirement (students today, as many other research studies show, tend to be averse to requirements of any kind).

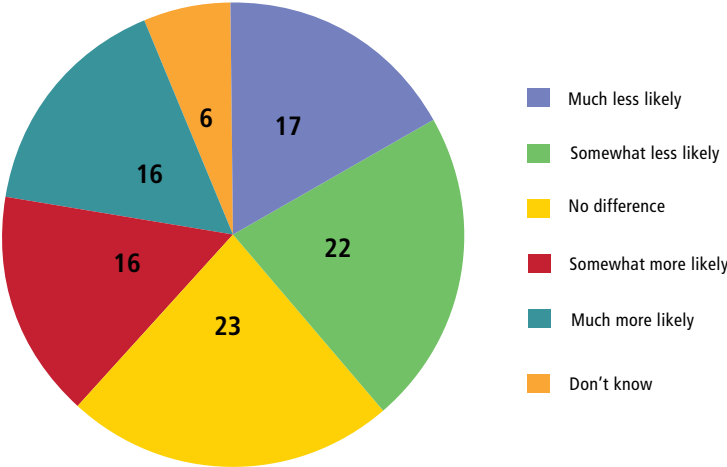
**Chart 13:** Effect of Foreign-Language Requirement on Student Interest in Study Abroad (percentage)



# 11. Students are almost evenly divided about attending a college that makes study abroad a requirement for graduation.

We wanted to determine what effect a study abroad graduation requirement would have on students' interest in attending an institution with such a requirement. Students were evenly divided. About three in ten reported that it wouldn't make any difference or they didn't know how they felt about the requirement. On the negative side, 39 percent would be much less likely or somewhat less likely to attend a college with a study abroad requirement (see **Chart 14**).

**Chart 14:** Effect of College Study Abroad Requirement on Students' Likelihood of Enrolling (percentage)



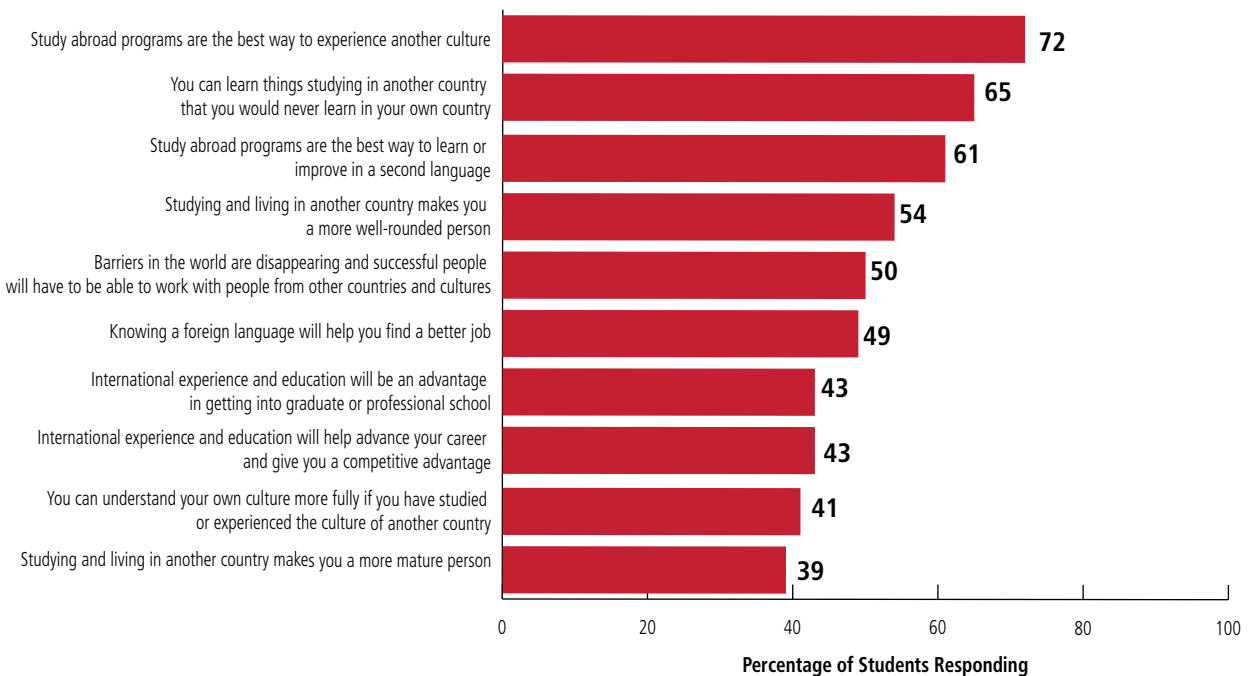
## 12. An overwhelming majority of students agree that study abroad and other international experiences offer many personal and professional benefits.

Given the strong interest in study abroad and students' growing interest in a variety of international experiences and opportunities both on the college campus and around the world, it is not surprising that an overwhelming majority of students agree on the wide range of benefits to be gained through international study and travel. Among the advantages they cited are proficiency in another language, learning new things in another country, becoming a more well-rounded person, and experiencing other cultures.

We presented students with a series of statements about the possible benefits of studying abroad and other international educational opportunities, and asked to what extent they agreed with them. Seventy-two percent of students strongly agreed that study abroad programs are the best way to experience another culture (see **Chart 15**). Similarly, 54 percent of students strongly agreed that studying and living in another country would help them become more well rounded.

In addition, respondents expressed strong agreement with the career and professional benefits of international education, such as knowing another language that helps them find a better job (49 percent); helping them advance their career and gain a competitive advantage (43 percent); and helping them get into a better graduate or professional school (43 percent).

**Chart 15: Students' Agreement About the Benefits of Study Abroad and Other International Learning Experiences (percentage)**



## Comparing the 2000 Study to the Current Study

As indicated in the Publishers' Note, differences in the sampling and methodology between the 2000 study and the current research required caution in reporting changes in the findings from the earlier study. The 2000 research was fielded by telephone; the current research was conducted online. The 2000 study disqualified respondents with combined SAT scores (and the ACT equivalent) below 800; the current study had no SAT minimums. Finally, the 2000 study included a random national sample of both SAT and ACT takers. The current study (also a random national sample) included only SAT takers (note that 50 percent of ACT takers also take the SAT).

Given these changes in research design, we decided it would be prudent not to make direct comparisons between the two studies, even though many of the questions asked were exactly the same. However, with this caution in mind, it should be noted that the findings from both studies indicated remarkably similar patterns of interest in study abroad and other international learning experiences. A point-by-point comparison of the findings of both studies indicates that interest in these experiences has increased considerably since the 2000 study was fielded. This general pattern is supported by the latest data from IIE's report, *Open Doors 2007*, which indicates a notable climb in the number of students participating in study abroad and a broadening of the countries where students study, as well as rises in other measures of participation in international learning experiences.

## Research Methodology

The findings reported in this issue of *studentpoll* are based on 1,509 responses from a national sample of 40,000 high school seniors who took the SAT and who completed an optional web-survey between April 25 and April 30, 2007. The sampling error for a survey of this size is plus or minus 2.5 percent at the 95 percent confidence level. The results were weighted by race, gender, and region of the country, to be representative of the universe of registered SAT takers.

Other relevant demographic information about the sample of respondents:

- Gender: 55 percent female; 45 percent male.
- Ethnicity: 61 percent white; 13 percent Hispanic; 12 percent African American; 10 percent Asian; and 4 percent "other ethnicities."
- High School Attended: 85 percent public; 8 percent private independent; 6 percent parochial; and 2 percent home schooled.
- Self-reported family income level:
  - 28 percent report less than \$50,000 (9 percent report less than \$20,000).
  - 15 percent report at least \$50,000, but less than \$75,000.
  - 11 percent report at least \$75,000, but less than \$100,000.
  - 12 percent report at least \$100,000, but less than \$150,000.
  - 9 percent report a family income of \$150,000 or more.
  - 25 percent don't know.

# Student Responses: Data for 2007

## Chart 1: Statement Best Describing Interest in Study Abroad

Which of the following statements best describes your feelings about participating in a study abroad program while in college? Do you feel...?

Absolutely certain that you will do all you can to participate in study abroad	27%
Fairly certain that you will study abroad when the right time comes	28%
You would love to study abroad, but don't think it will be possible for you	26%
Absolutely certain that you do not want to participate in study abroad	6%
Don't know/Don't know enough	13%

## Chart 2: Student Plans for Learning a Foreign Language (Base = students who plan to study abroad)

Which of the following statements best describes your intention to learn the foreign language of the country where you plan to study, if you don't already know that language?

I plan to learn to speak the language fluently	38%
I plan to learn enough to be able to converse with speakers of the language	33%
I don't plan to learn a foreign language; I am going to an English-speaking country	11%
I plan on learning just enough to get by	7%
I already know the language	6%
Don't know	4%

## Chart 3: Importance to Students of Colleges Offering Various International Experiences and Opportunities

As you decide which college you would like to attend, how important is it that the college you choose offers the following?

	VERY	SOMEWHAT	NOT TOO	NOT AT ALL	DON'T KNOW
Internships abroad	46%	32%	15%	5%	2%
International travel programs or tours	44%	35%	14%	6%	1%
Study abroad programs	44%	33%	16%	7%	1%
Opportunity to study a foreign language	44%	30%	17%	8%	1%
Opportunities to interact with students from other countries	42%	39%	15%	4%	1%
Courses on important international social issues	38%	36%	20%	5%	2%
Courses on global environmental issues	37%	33%	21%	7%	1%
Courses on international topics	36%	37%	19%	6%	2%
Volunteer service opportunities in other countries	33%	36%	20%	10%	1%
Courses that focus on a particular country or region of interest	32%	42%	18%	7%	1%
Opportunities to interact with faculty from other countries	27%	38%	24%	9%	1%
Courses on international business and commerce	26%	34%	28%	11%	2%

## Chart 4: Students' Previous International Experiences and Background

Which, if any, of the following experiences have you had?

	YES	NO	DON'T KNOW
Studied a foreign language in high school	95%	4%	1%
Traveled in another country with your family	61%	39%	1%
Have close friends or family members who live in another country	51%	49%	1%
Have an immediate family member who has moved to the United States from another country	31%	68%	1%
Speak a language other than English in your home	26%	73%	1%
Traveled in another country by yourself or with friends	22%	77%	1%
Traveled in another country with a school group	20%	79%	1%
Lived in another country	19%	81%	1%
Moved to the United States from another country	14%	85%	1%
Hosted an international student	10%	89%	1%
Attended a summer camp or summer study program in another country	8%	92%	1%
Participated in an international exchange program	6%	93%	1%

## Chart 5: Reasons Students Do Not Want to or Are Unsure About Study Abroad (Base = students who do not want to or are unsure whether they want to study abroad during college. Multiple responses were accepted.)

What are the main reasons you (don't want to/are unsure whether you want to) study abroad?

Worried about cost	30%
Don't speak a foreign language well enough	26%
Will take too much time from academic goals	17%
Anxiety/concern about living in another country	14%
Interfere with social or extracurricular life/sports	13%
Will distract from career/job objectives	13%
Anxiety/concern about security or acts of terrorism/recent world events	9%
Don't want to leave the United States	9%
Have no interest	8%
Don't want to delay degree	7%
Would not fit in with culture	5%
It's not worth the time	3%
It's not worth the expense	3%
Other	2%
Don't know	5%

## Chart 6: Student Motivation to Study Abroad (Base = students who plan to study abroad while in college)

If you do study abroad, which of the following is your primary objective?

Expand your horizons by living in another culture	46%
Be able to travel and see other parts of the world	27%
Learn a different language	9%
Improve job prospects after graduation	7%
Meet and get to know people in another part of the world	6%
Study things you can't learn in the United States	4%
Promote world peace	1%
Be a better citizen	1%



### Chart 7: Preferred Duration of Study Abroad (Base = students who plan to study abroad while in college)

#### Would you like to study abroad . . . ?

For a semester	47%
For a year	18%
For a summer	14%
For a few weeks	9%
For more than one year	5%
Don't know	7%

### Chart 8: Student Interest in Internship Abroad

#### Do you plan to participate in an internship abroad program?

Yes	35%
No	16%
Don't know	49%

### Chart 9: Preferred Duration of Internship (Base = students interested in an internship abroad)

#### Would you like to have an internship abroad...?

For a semester	35%
For a summer	27%
For a year	14%
For a few weeks	13%
For more than one year	4%
Don't know	8%

### Chart 10: Reasons Students Did Not Want to or Were Unsure About Participating in an Internship Abroad (Base = students who do not want to or are unsure about participating in an internship abroad during college. Multiple responses were accepted)

#### What are the main reasons you don't want to/are unsure whether you want to have an internship abroad?

Worried about cost	38%
Don't speak a foreign language well enough	34%
Will take too much time from academic goals	23%
Anxiety/concern about living in another country	20%
Will distract from your career/job objectives	16%
Interfere with social or extracurricular life/sports	14%
Anxiety/concern about security or acts of terrorism/recent world events	10%
Family obligations and expectations	10%
Have no interest	9%
Don't want to leave the United States	7%
Would not fit in with culture	7%
It's not worth the expense	4%
It's not worth the time	3%
Don't know	8%
Other	3%

### Chart 11: Student Preference for Faculty to Lead Study Abroad Programs (Base = students who plan to study abroad while in college)

Would you prefer studying in a program that is run and taught by...?

The faculty of a college in the country where you plan to study	14%
The faculty of your own U.S.-based college	7%
Both	47%
Doesn't matter	27%
Don't know	5%

### Chart 12: Student Living Preferences for Study and/or Internship Abroad (Base = students who plan to study and/or have an internship abroad)

What kind of living arrangements would you prefer in the country where you will (study and/or have an internship)?  
Would you prefer living...?

With students of that country	26%
With students from other countries who are in programs in that country	20%
With other American students in that country	19%
With a family of that country	14%
On my own	4%
Don't know/doesn't matter	17%

### Chart 13: Effect of Foreign-Language Requirement on Student Interest in Study Abroad

How would a requirement that you take a foreign language before participating affect the likelihood of you taking part in a study abroad or internship abroad program? Would it make you...?

Much less likely	16%
Somewhat less likely	26%
No difference	31%
Somewhat more likely	13%
Much more likely	8%
Don't know	7%

### Chart 14: Effect of College Study Abroad Requirement on Students' Likelihood of Enrolling

If a college had a requirement that all students study in another country to graduate, would this requirement make you . . . to attend this college?

Much less likely	17%
Somewhat less likely	22%
No difference	23%
Somewhat more likely	16%
Much more likely	16%
Don't know	6%

## Chart 15: Students' Agreement About the Benefits of Study Abroad and Other International Learning Experiences

Below are a series of statements about the possible benefits of studying abroad and other kinds of international education. Please indicate to what extent you agree with each of them.

	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE	DON'T KNOW
Study abroad programs are the best way to experience another culture	72%	23%	3%	0%	3%
You can learn things studying in another country that you would never learn in your own country	65%	27%	4%	2%	3%
Study abroad programs are the best way to learn or improve in a second language	61%	31%	3%	0%	3%
Studying and living in another country makes you a more well-rounded person	54%	31%	10%	2%	3%
Barriers in the world are disappearing and successful people will have to be able to work with people from other countries and cultures	50%	36%	8%	1%	5%
Knowing a foreign language will help you find a better job	49%	36%	9%	2%	4%
International experience and education will be an advantage in getting into graduate or professional school	43%	37%	9%	1%	10%
International experience and education will help advance your career and give you a competitive advantage	43%	38%	10%	2%	8%
You can understand your own culture more fully if you have studied or experienced the culture of another country	41%	44%	9%	2%	5%
Studying and living in another country makes you a more mature person	39%	38%	13%	5%	5%

## Demographic Information

Did you take the SAT, only the ACT, or both tests?

SAT	59%
ACT	4%
Both	34%
Don't know	3%

So that we can properly represent all types of people in our survey, please identify your ethnicity below:

	FIRST MENTION	OTHER MENTIONS (MULTIRACIAL ONLY)
African American	12%	3%
Asian/Asian American	10%	3%
Caucasian	61%	6%
Latino	13%	4%
Other	4%	6%

What is your native or primary language spoken at home?

English	89%
Spanish	7%
Chinese	3%
Arabic	1%
Russian	1%

Are you currently attending a public or private high school?

Public	85%
Private-Parochial	6%
Private-Independent	8%
Home Schooled	2%

Gender

Male	45%
Female	55%



## About *studentPOLL*

A collaborative research report of the College Board and Art & Science Group LLC, *studentPOLL* is an authoritative national survey that measures the opinions, perceptions, and behaviors of college-bound high school students and their parents. Published for the benefit of college and university senior leaders and admissions officers as well as secondary school college counselors, *studentPOLL* seeks to provide insights and understandings that will result in better communication and service to college-bound students across the nation.

First published in 1995 by Art & Science Group, a leading national source of market intelligence for higher education, *studentPOLL* has become a trusted and widely cited source of reliable data and insights on many critical questions concerning college choice.

The College Board and Art & Science Group have joined forces to expand the depth and range of the issues that will be explored in *studentPOLL*. The collaboration between these two organizations will make possible expanded content and increased frequency of reports while maintaining and extending the empirical rigor of Art & Science Group's research and analysis.

This *Special Edition* of *studentPOLL* is a collaboration of the College Board, the American Council on Education (ACE), and Art & Science Group. This issue marks the second time ACE and Art & Science Group have partnered to conduct a national study exploring the attitudes and opinions of college-bound students concerning study abroad and other dimensions of international learning.

## About the American Council on Education

**The American Council on Education** (ACE) is the major coordinating body for all the nation's higher education institutions. ACE seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research, and program initiatives. Counted among its members are approximately 1,800 accredited, degree-granting colleges and universities and higher education–related associations, organizations, and corporations. Founded in 1918, ACE aims to foster greater collaboration and new partnerships within and outside the higher education community to help colleges and universities anticipate and address the challenges of the 21st century and contribute to a stronger nation and a better world. Three key strategic priorities drive ACE's activities: *representation* as advocate and voice for all of higher education, *leadership development* to enhance the diversity and capacity of American higher education leaders, and *service* to colleges, universities, and other higher education and adult learner organizations. ACE's areas of focus include access, success, equity, and diversity; institutional effectiveness; lifelong learning; and internationalization.

## About Art & Science Group


**Art & Science Group** is one of the nation's most influential consulting firms specializing in market-related issues facing higher education and the nonprofit sector. The firm has led a number of innovations in research and strategic planning that benefit colleges and universities as well as prospective college students, including financial aid optimization, predictive mathematical modeling of student choice, Simulated Decision Modeling of tuition pricing and other key factors in college choice, among others. Art & Science Group has extensive experience working with a large variety of public and private institutions of higher learning, ranging from comprehensive private and public research universities to small liberal arts colleges.

## About the College Board

**The College Board** is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,000 schools, colleges, universities, and other educational organizations. Each year, the College Board serves 7 million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®).





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