IB students & first-year university performance:
The UBC undergraduate admissions model

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Agenda

- Introduction & presentation overview
- The IB and UBC
- Why IB?
- The UBC undergraduate admissions model for IB students
- Q & A

For a copy of slide deck, please email andrew.arida@ubc.ca

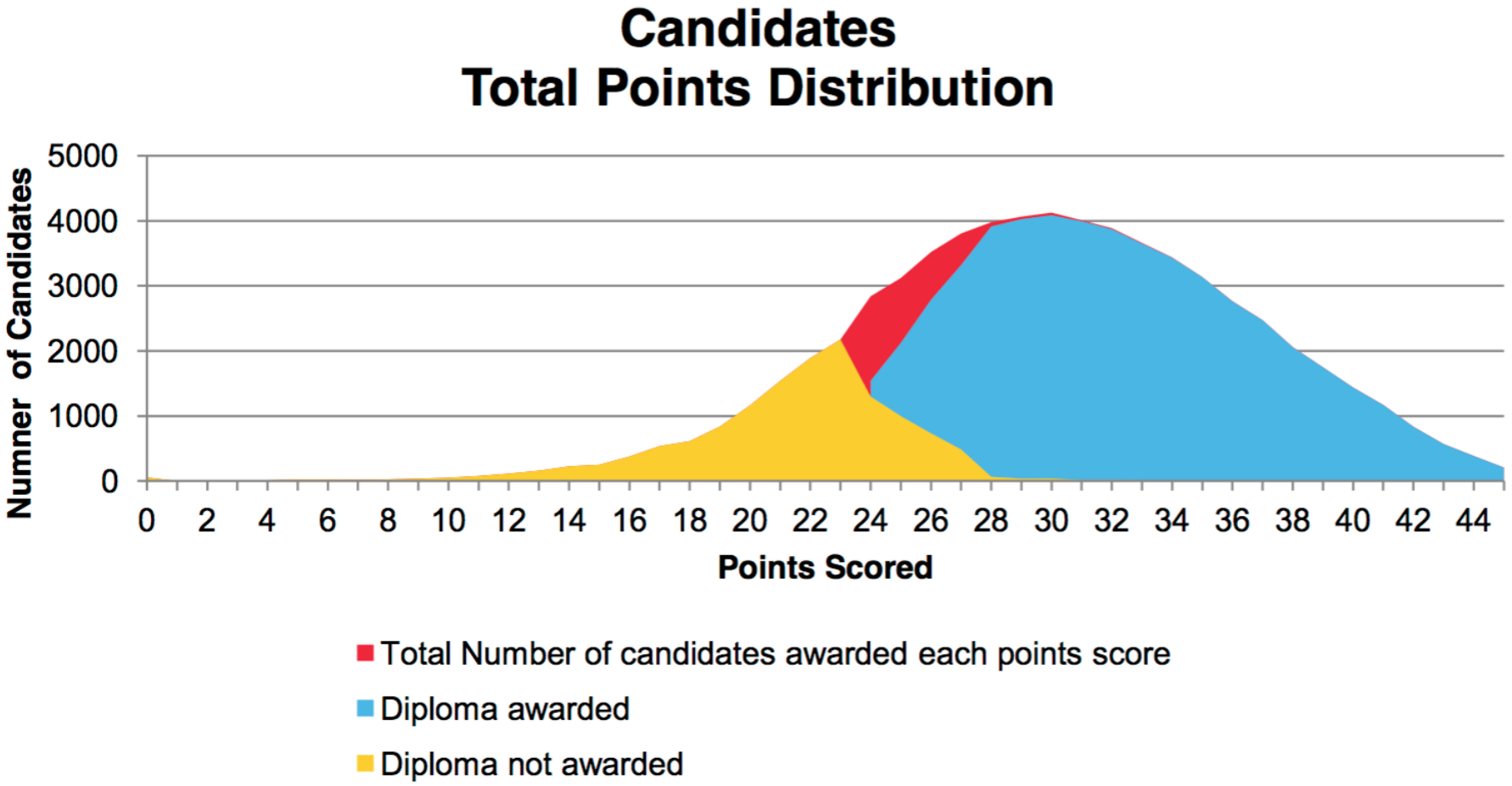
What this presentation is NOT…

Should I go into the IB or just stay in the regular high school program?

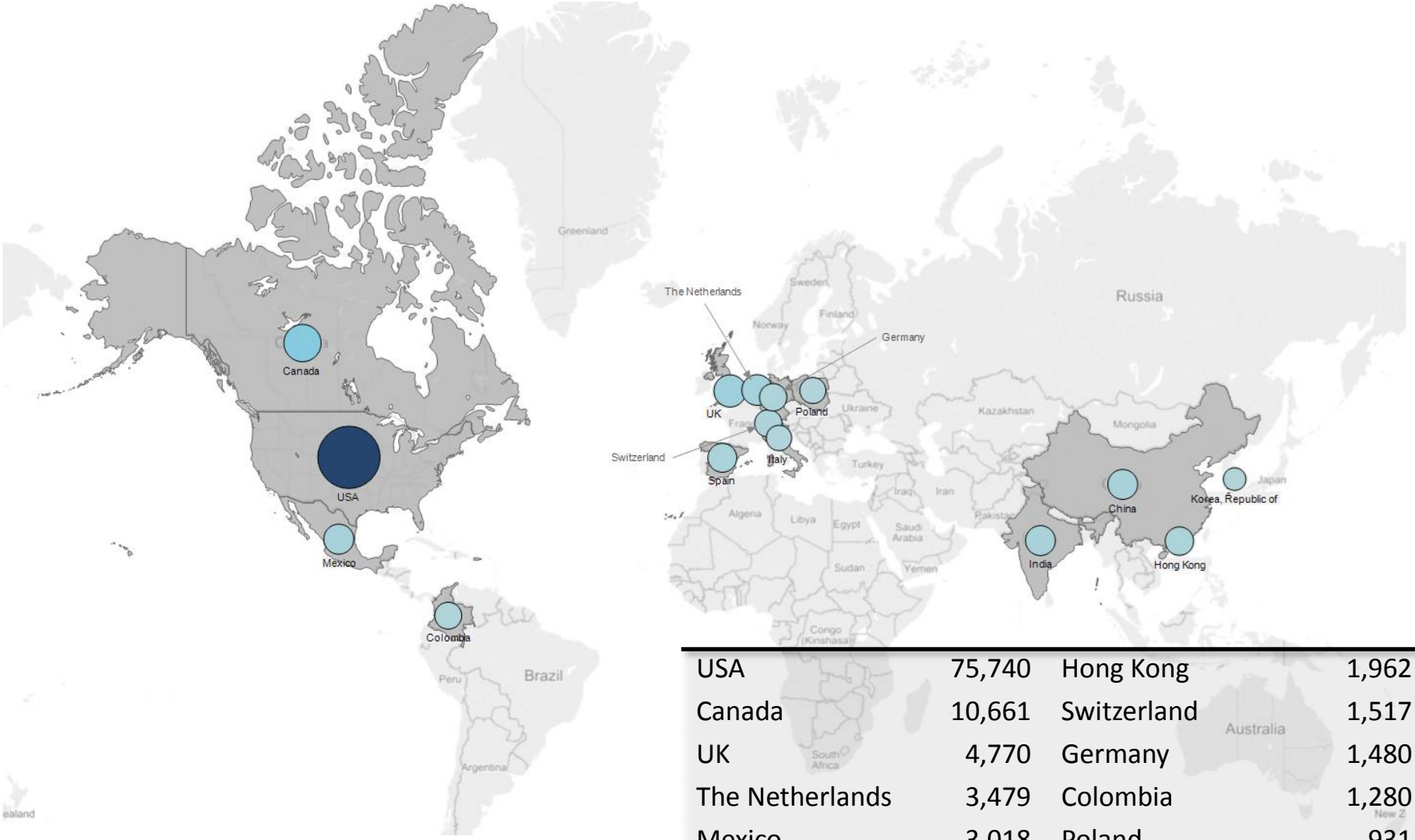
Diploma
Programme

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional
IB History timeline
1968 Founding of the IB
Geneva - 25 October
1977 Heads Standing Conference
1970 First official exams
11 IB World Schools
1978 Standing Conference of Governments contributed to the IB
1968 English and French
IB official languages
1983 Spanish
IB official language
1968 Diploma Programme
1994 Middle Years Programme
1996 Mission Statement
2004 DP Online courses
1,000 IB World Schools
1997 Primary Years Programme
2006 THE IB LEARNER PROFILE
2,000 IB World Schools
3,000 IB World Schools
4,000 IB World Schools
2009 100,000 DP exam candidates
2012 Career-related Programme
1968 69 70 71 72 73 74 75 76 77 78 79 1980 81 82 83 84 85 86 87 88 89 1990 91 92 93 94 95 96 97 98 99 2000 01 02 03 04 05 06 07 08 09 2010 11 12 13 14 15 16 17 18

- Each course scored on scale of 0 – 7
- 3 additonal points for core
- Maximum score of 45
- Grades issued in Dec – March (anticipated) and July (final)


Candidates
Total Points Distribution
Numner of Candidates
5000
4000
3000
2000
1000
0
0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40 42 44
Points Scored
Total Number of candidates awarded each points score
Diploma awarded
Diploma not awarded

Top 15 locations of IB Diploma candidates by school location, 2014



USA	75,740	Hong Kong	1,962
Canada	10,661	Switzerland	1,517
UK	4,770	Germany	1,480
The Netherlands	3,479	Colombia	1,280
Mexico	3,018	Poland	931
China	2,912	Italy	718
India	2,902	Korea, Republic of	359
Spain	2,297		

Top 25 Transcript Receiving Universities in North America

University of Toronto	1770
University of British Columbia	1723
University of Florida	1260
McGill University	802
University of Alberta	739
New York University	628
Florida State University	615
University of Washington - Seattle	598
University of Central Florida	585
University of California - Berkeley	571
University of Waterloo	541
University of California - Los Angeles	538
University of South Florida - Tampa	514
Western University	473
Northeastern University	464
University of Michigan - Ann Arbor	460
University of Texas at Austin	443
Virginia Commonwealth University	440
University of Virginia	437
University of California - San Diego	436
Virginia Polytechnic Institute & State University	433
Boston University	432
University of Colorado at Boulder	430
George Mason University	397
Simon Fraser University	363

Source: *International Baccalaureate Information System (IBIS)*

University enrollment (UK)

- DP students were more likely than their A-level peers to attend a top 20 higher education institution.

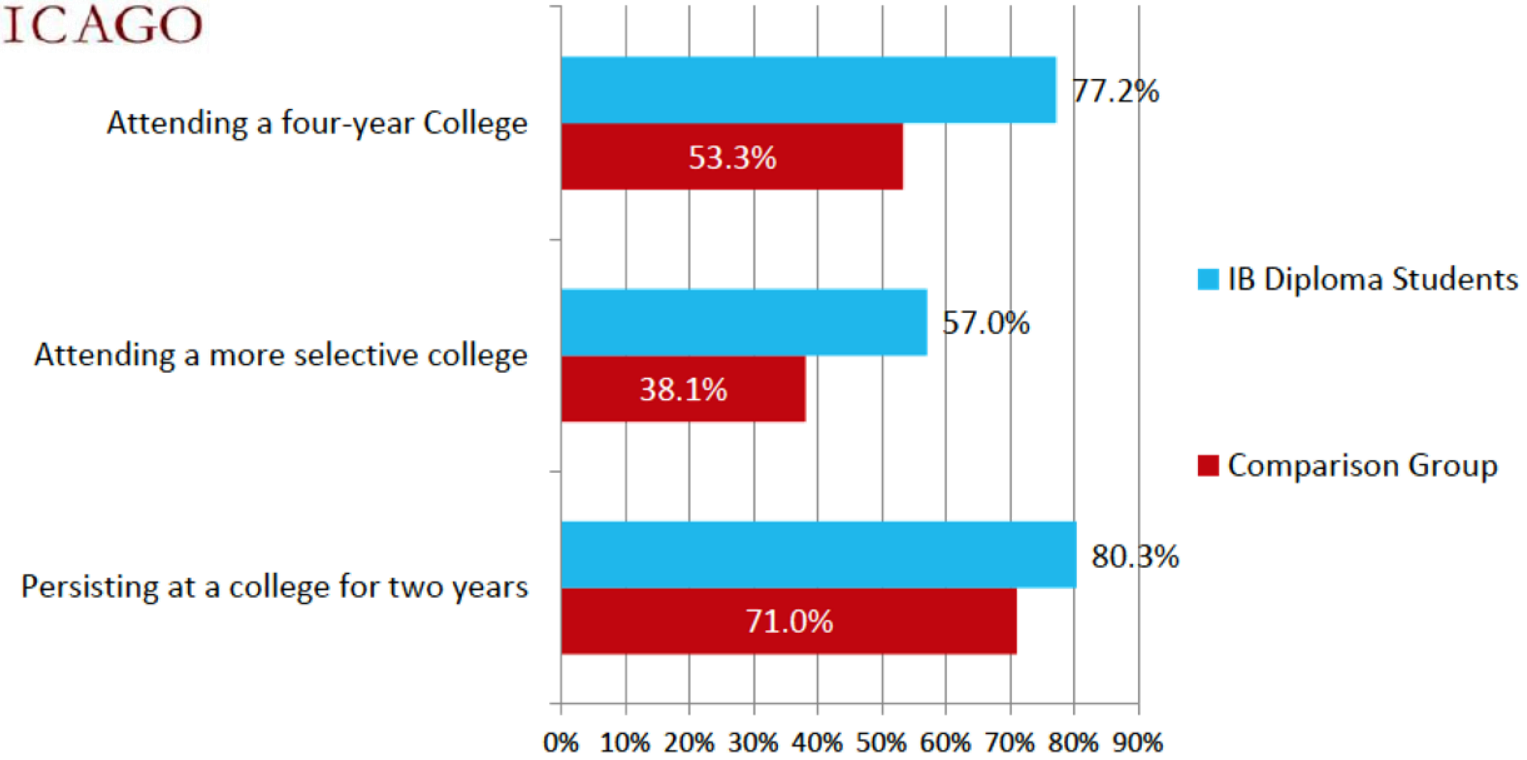
HEI marker	Cohort of matched DP students (N=11,055)	Cohort of matched A-level students (N=11,055)
Top 20 HEI	45.7%	32.9%

- DP students also had a significantly greater likelihood of earning a first class honours degree than did A-level students.

For full report, click here.

University Enrollment (US)

THE UNIVERSITY OF CHICAGO



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UBC & The IB

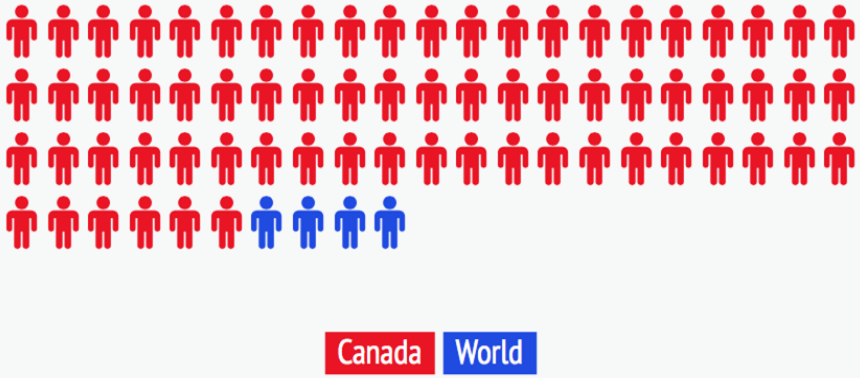
- Admit IB students based upon the anticipated / final diploma score & a personal profile (5-7 short answer questions)
- Second highest post–sec destination of IB transcripts in the world (2015)
- 1,041 IB Diploma and 168 IB certificate students registered in 2015; 15% of direct-entry class has IB experience
- UBC's International Baccalaureate Educator Stream; Canada's only IB teacher education program
- Early research focused on understanding differences in anticipated and final diploma scores

Principles of Effective Undergraduate Admissions

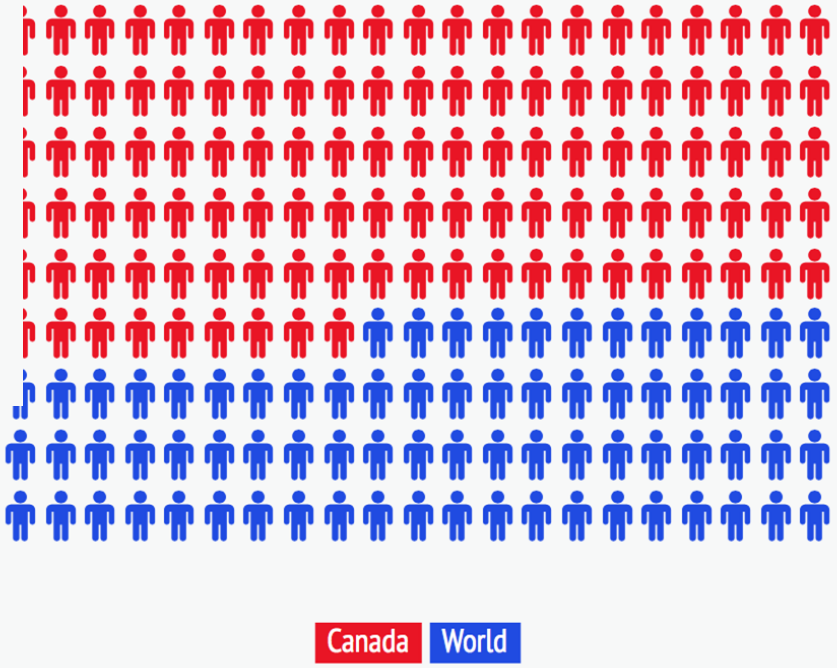
Applicants will not be disadvantaged by the structure (timing, sequencing, grading schemes) of the educational system followed that provides the basis of admission

UBC Direct-Entry Undergraduate Applications

1996



2015



Is the "weakest" student we admitted still more likely to succeed than the "strongest" student we refused?

Why IB?

Why IB?

1. Strong presence in local school system
2. Diversity: 81 countries represented in 2015 first-year class
3. Straightforward, reliable method of assessment for admission

A reliable method of assessment

UBC Admission Decision Based Upon…	Correlation with first year performance
N. America IB, anticipated grades	$R^2 = .29$, $p < .001$
N. America IB, final grades	$R^2 = .44$, $p < .001$
Ontario secondary school admit avg (final)	$R^2 = .27$, $p < .001$
Alberta secondary school admit avg (final)	$R^2 = .35$, $p < .001$
BC secondary school admit avg (final)	$R^2 = .29$, $p < .001$
US secondary school grade-point average, SAT I, SAT II, and parental / SES combined **	$R^2 = .25$, $p < .001$

** From: Geiser, S., & Santelices, M. (2007). *Validity of high-school grades in predicting student success beyond the freshman year: High-school record vs. standardized tests as indicators of four-year college outcomes*. Berkeley: Center for Studies in Higher Education, University of California, Berkeley.

Why IB?

4. Data on university performance
   - IB Impact Studies (US, UK, Australia, Mexico, Ecuador); first-year performance, retention rates, graduation rates
   - UBC: Mean first year average of N. American IB students is 4.35% higher than other N. American secondary school students

Why IB?

5. IB students are prepared and engaged
    - IB Impact Studies:
        - Chicago Public School studies
        - HSSSE, Indiana University-Bloomington
        - U of Virginia study on IB Extended Essay
    - UBC: New to UBC Survey Data

New to UBC Survey – start of first semester

SKILL/ABILITY	IB	Non-IB
Research skills	35%	9%
Library skills	24%	9%
Ability to read and comprehend academic material	43%	21%
Ability to prepare and make a presentation	47%	22%
Analytical and critical thinking skills	38%	21%
Ability to be clear and effective when writing	40%	20%
Ability to take personal social responsibility	55%	47%
Ability to work as a team member	50%	40%
Ability to motivate and lead others toward a goal (leadership skills)	38%	28%
Ability to speak clearly and effectively in English	72%	60%
Quantitative (mathematical and statistical) skills	31%	27%
Ability to appreciate racial and ethnic diversity	76%	63%

New to UBC Survey – end of first semester

Skill/Ability	IB	Non-IB
Library skills	48%	27%
Research skills	53%	37%
Ability to prepare and make a presentation	43%	29%
Ability to read and comprehend academic material	62%	43%
Analytical and critical thinking skills	51%	41%
Quantitative (mathematical and statistical) skills	34%	31%
Ability to appreciate cultural and global diversity	84%	72%
Ability to take personal social responsibility	65%	58%
Ability to be clear and effective when writing	46%	37%
Ability to understand and appreciate aboriginal cultures	32%	38%
Ability to speak clearly and effectively in English	77%	66%

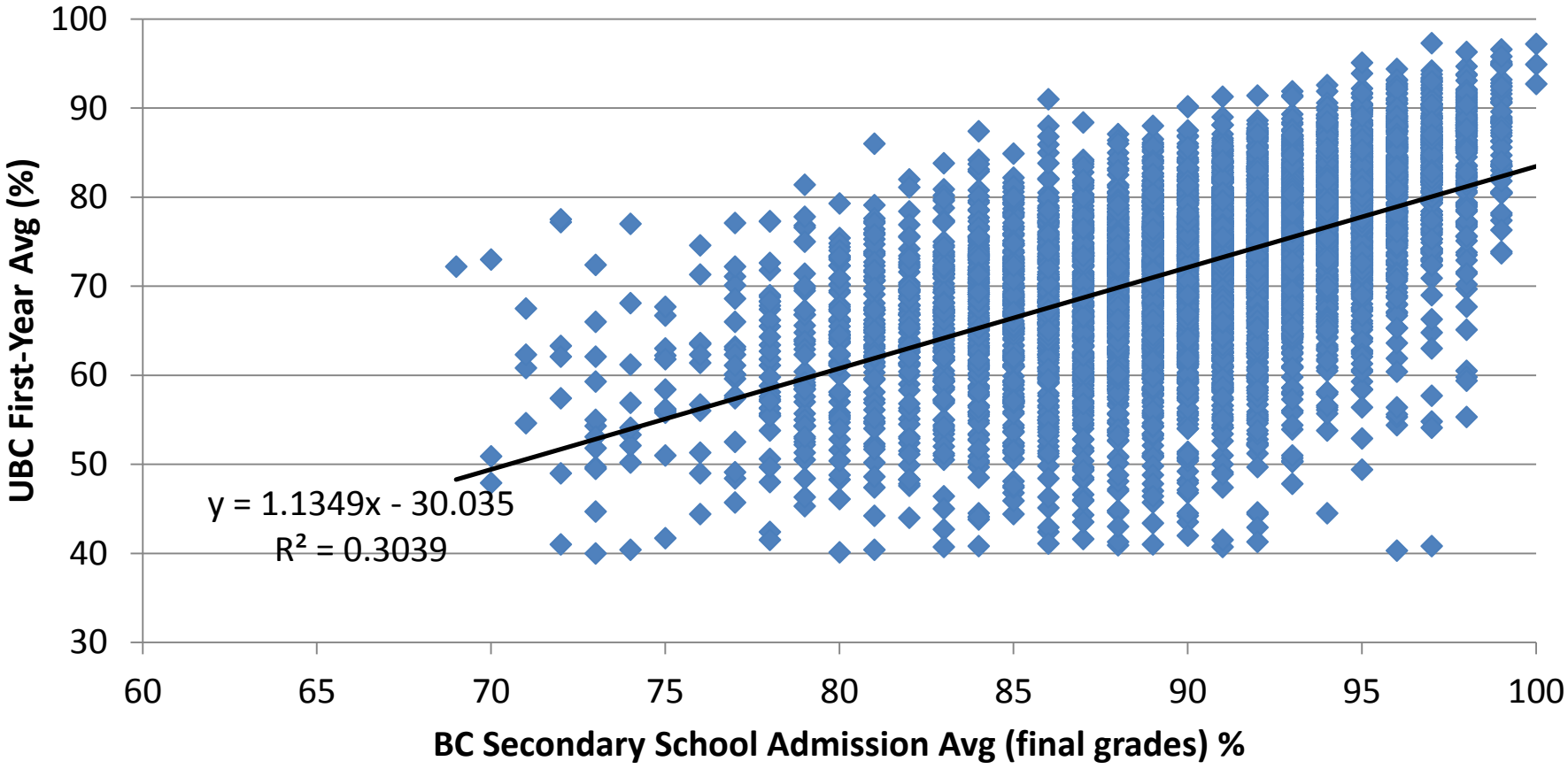
New to UBC – first year experience

In which of the following activities have you participated in at UBC?	IB	non-IB
participate in a conference	24%	19%
student leadership activities	30%	16%
research with a faculty member	7%	5%
volunteer work	54%	30%
community service as part of a class	12%	9%
student government	6%	3%
political activities (e.g. local, municipal, provincial, federal other than student government)	9%	4%
tutoring or teaching other students (paid or voluntary)	21%	11%
attend special lectures	38%	29%
join an intramural team	15%	15%
mentoring programs (student to student, alumni to student)	11%	8%
student club or organization	63%	46%

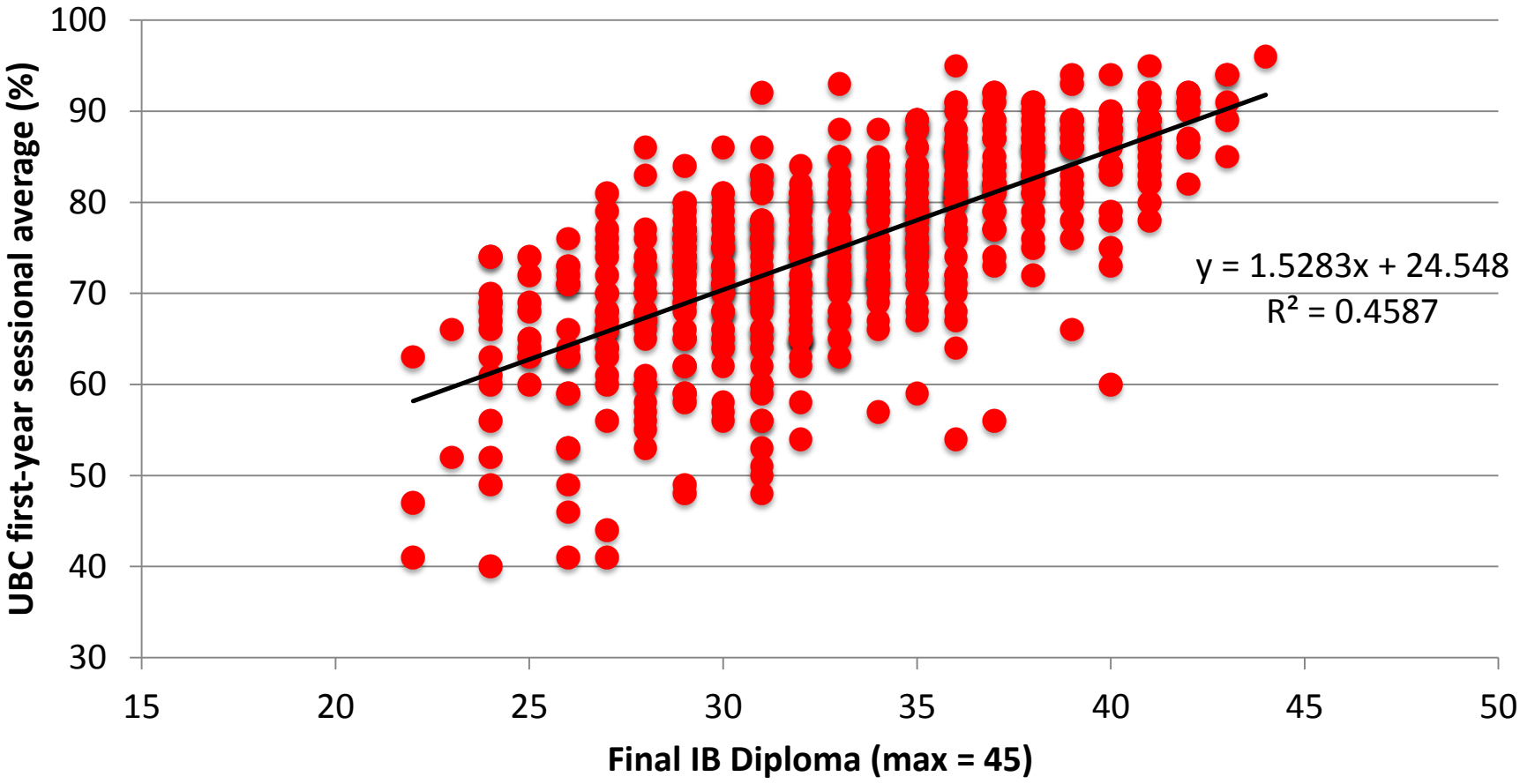
IB World Student Conference at UBC, 2012

Evaluating the IB in the undergraduate admissions process

First-year performance at UBC and final admission averages, BC secondary school students, 2013 and 2014

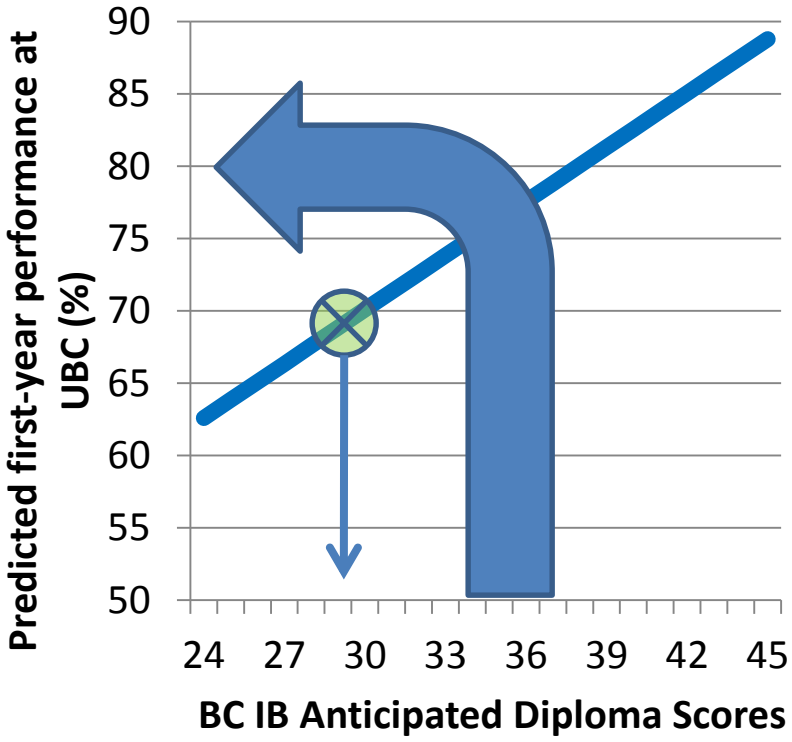


First-year performance at UBC, IB Diploma Students from Canadian Secondary Schools, 2010 and 2011

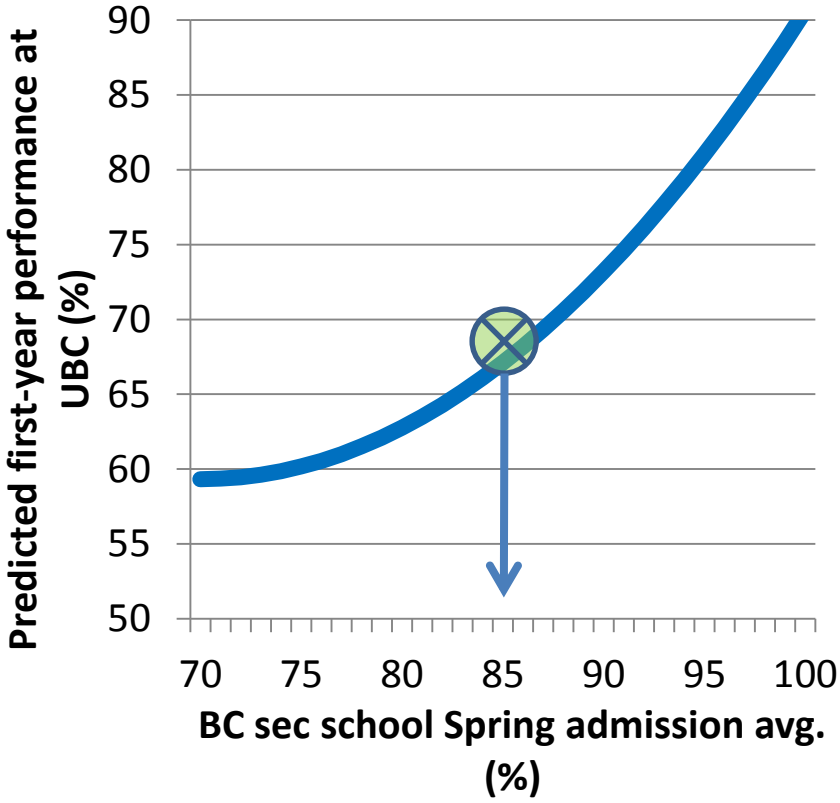


Determining equivalencies in the academic evaluation

Anticipated IB Diploma grades

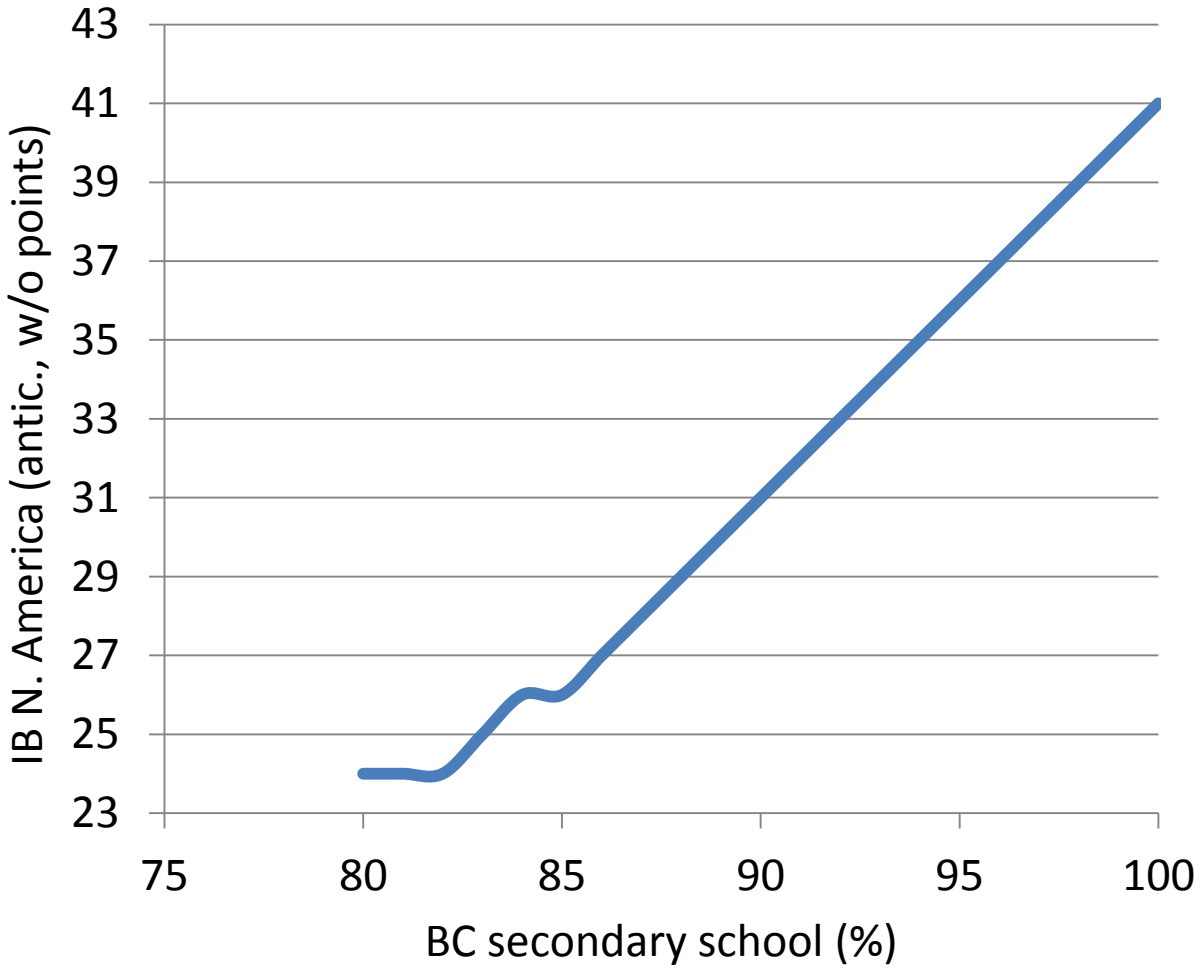


Spring BC 12 admission averages



Determining equivalencies in the academic evaluation

Spring BC 12 admission averages / IB N. America (Antic)



IB Diploma anticipated scores calibrated to BC/Canada secondary school grades

Anticipated IBDP without additional points

BC/Canada Sec. School	B 75% - 79%	B+ 80%- 85%	A 86% - 89%	A+ >=90%
North America IB		24 - 26	27 - 30	>= 31

Final IBDP with additional points

BC/Canada Sec. School	B 75% - 79%	B+ 80%- 85%	A 86% - 89%	A+ >=90%
North America		24 - 27	28 - 30	>= 31

The Core: Extended Essay, Theory of Knowledge, Community Action & Service

True Anticipated Scores Rec'd	% with Add'l Points	
Sec School	**Applicants**	**Registrants only**
BC	97%	96%
Can	96%	94%
China	56%	44%
USA	39%	28%
World	54%	47%
Total	**78%**	**70%**

- *True Anticipated*: Defined as submission of an anticipated diploma point score including six IB courses with or without additional points
- Cannot distinguish between predicted zero and non-reporters
- Conclusion: Consistency can only be achieved without additional points
- Anticipated scores *without* additional points are slightly better predictors of first year success than anticipated scores *with* additional points.

Higher Level IB, Standard Level IB & Yr1 Credit

- UBC gives first year credit based upon performance in Higher Level IB courses (and some Standard Level).
- UBC recognizes the positive impact of Higher Level English and Higher Level Math in the undergraduate admission decision.
- Is skipping ahead into second year courses a concern? No!

Upper Yr courses in Yr1	Can 12 IBDP (2011 & 2012) w/credit	Yr1 Avg at UBC (%)
0	339	74.8
1	101	75.6
2	63	76.2
3	26	77.8
4	12	77.1
5	8	78.8
6	3	88.7
11	1	78.0

Conclusions

- IB students tend to be academically strong, highly engaged first-year students.
- IB diploma is a very strong predictor of first year success.
- The vast majority of IB students perform in first year at the same level as an A- student (in the Canadian system) or better.
- Even with some over-anticipation in anticipated grades, assessments are very reliable.
- IB students with transfer credit succeed when entering directly into upper year classes.

One last thought….

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