



IB Diploma Recognition

The current picture

IB Americas

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Regional Development

Vancouver Office

Toronto, January 11 2010



THE IBO Mission Statement

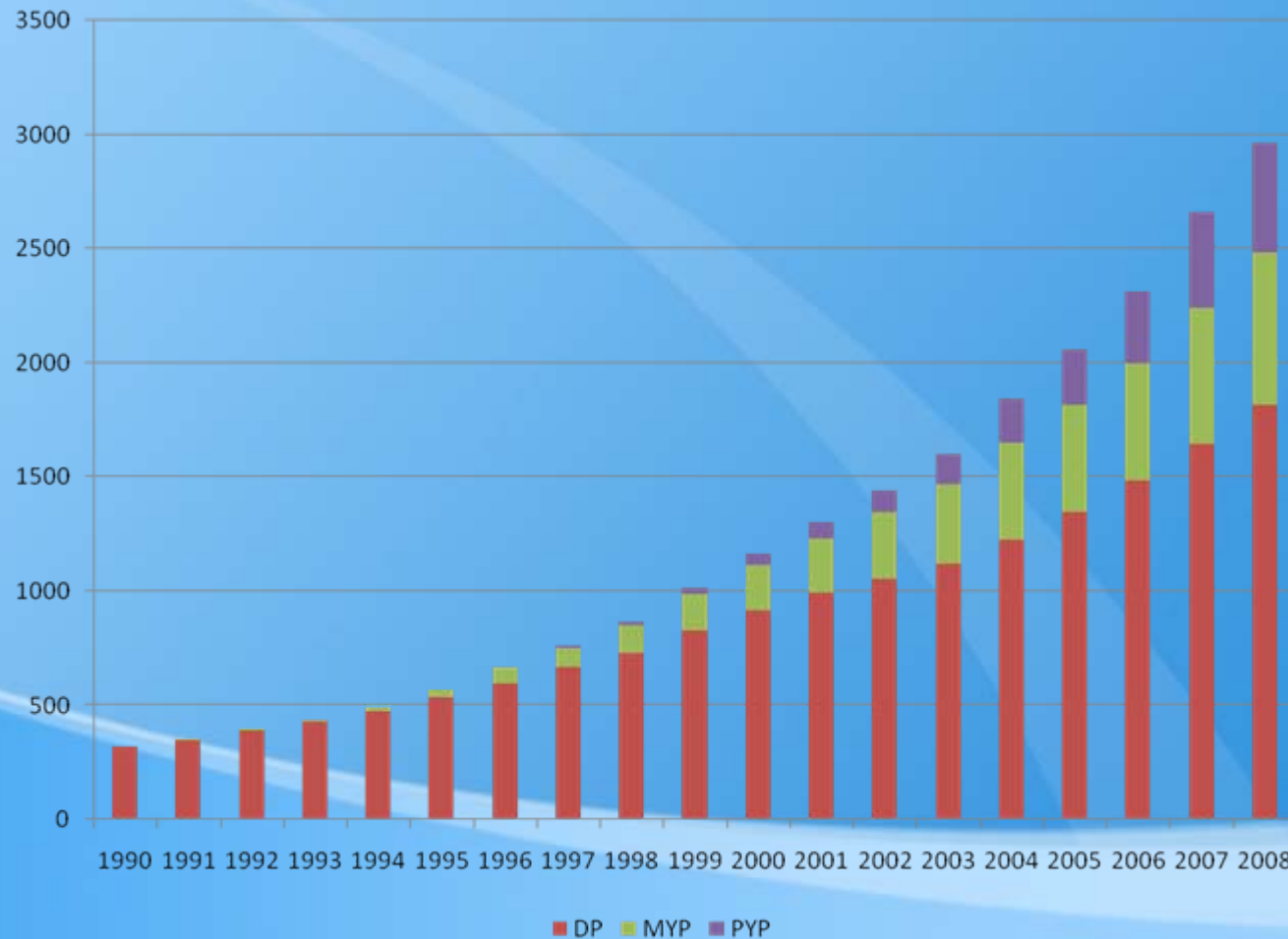
The International Baccalaureate Organization aims to develop **inquiring, knowledgeable and caring** young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of **international education and rigorous assessment**.

These programmes encourage students across the world to become **active, compassionate and lifelong learners** who understand that other people, with their differences, can also be right.



IB programme growth



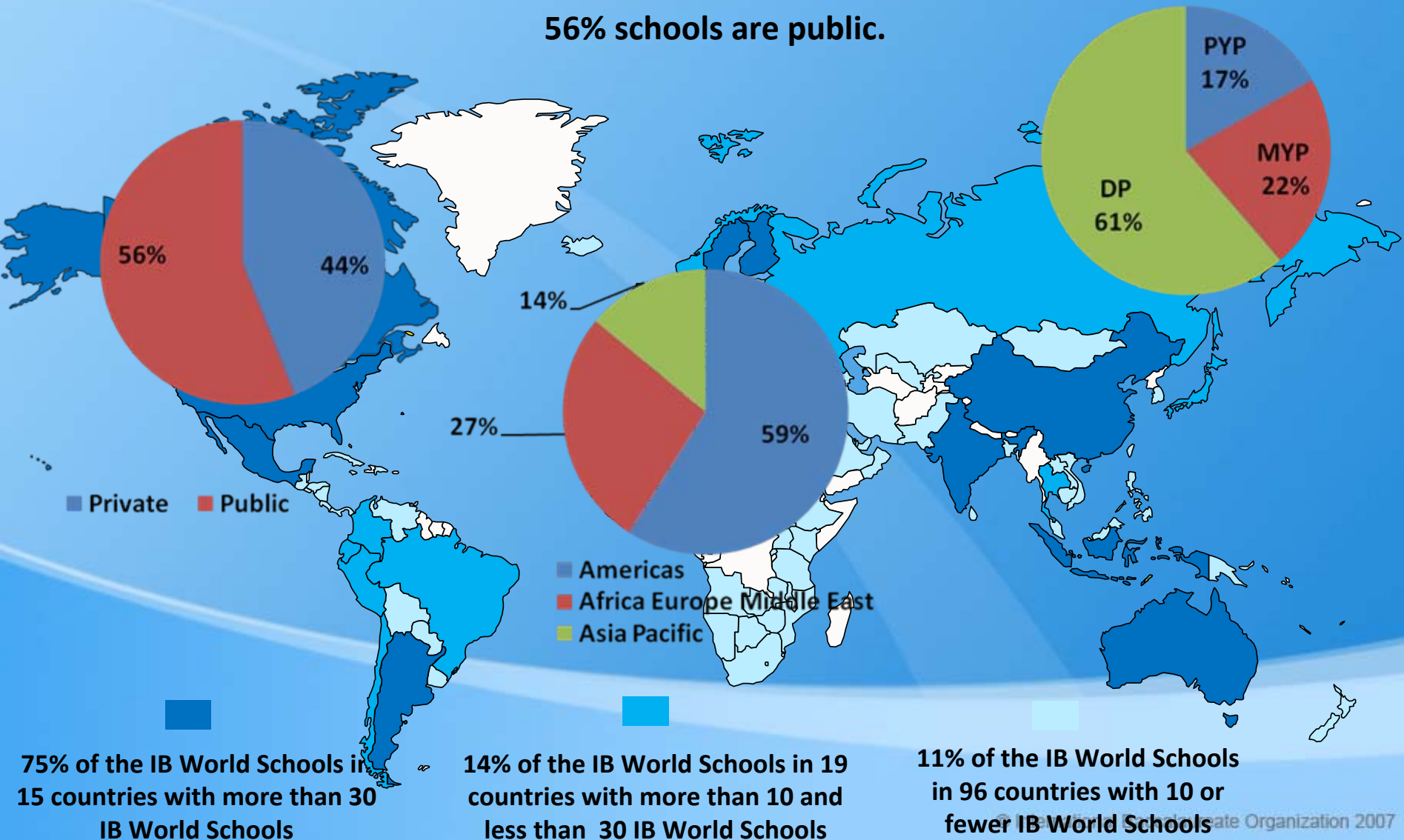
IB authorized 401 programmes in 2008
- roughly equal to the total number of programs authorized in 1993.

Programme	5 Yr CAGR
PYP	27.75%
MYP	12.65%
DIPLOMA	10.43%
Total	12.98%

Countries with IB World Schools



2,816 IB Schools
138 countries.
56% schools are public.

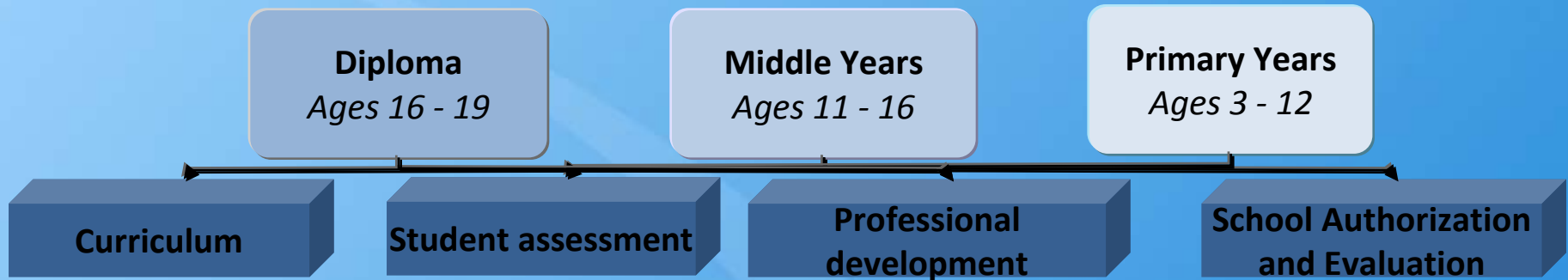


IB schools by the numbers

- IB schools worldwide: 2824
- IB schools in the Canada: 290 (1071 in the US)
- DP programmes in Canada: 132 (MYP 138, PYP 51)
- IB schools in Ontario: 62 (multiple programmes in some)
- PYP: 11
- MYP: 14
- DP: 48
- Candidate schools in Ontario
- PYP:
- MYP:
- DP:

The Continuum

The three IB programs each contain four core elements:



- require study across a broad range of subjects drawing on content from educational cultures across the world
- gives special emphasis to language acquisition and development
- encourage learning across disciplines
- focus on developing the skills of learning and encourage positive attitudes towards learning
- include, to a varying extent, the study of individual subjects and of transdisciplinary areas
- provide students with opportunities for individual and collaborative planning and research
- include a community service component requiring action and reflection.

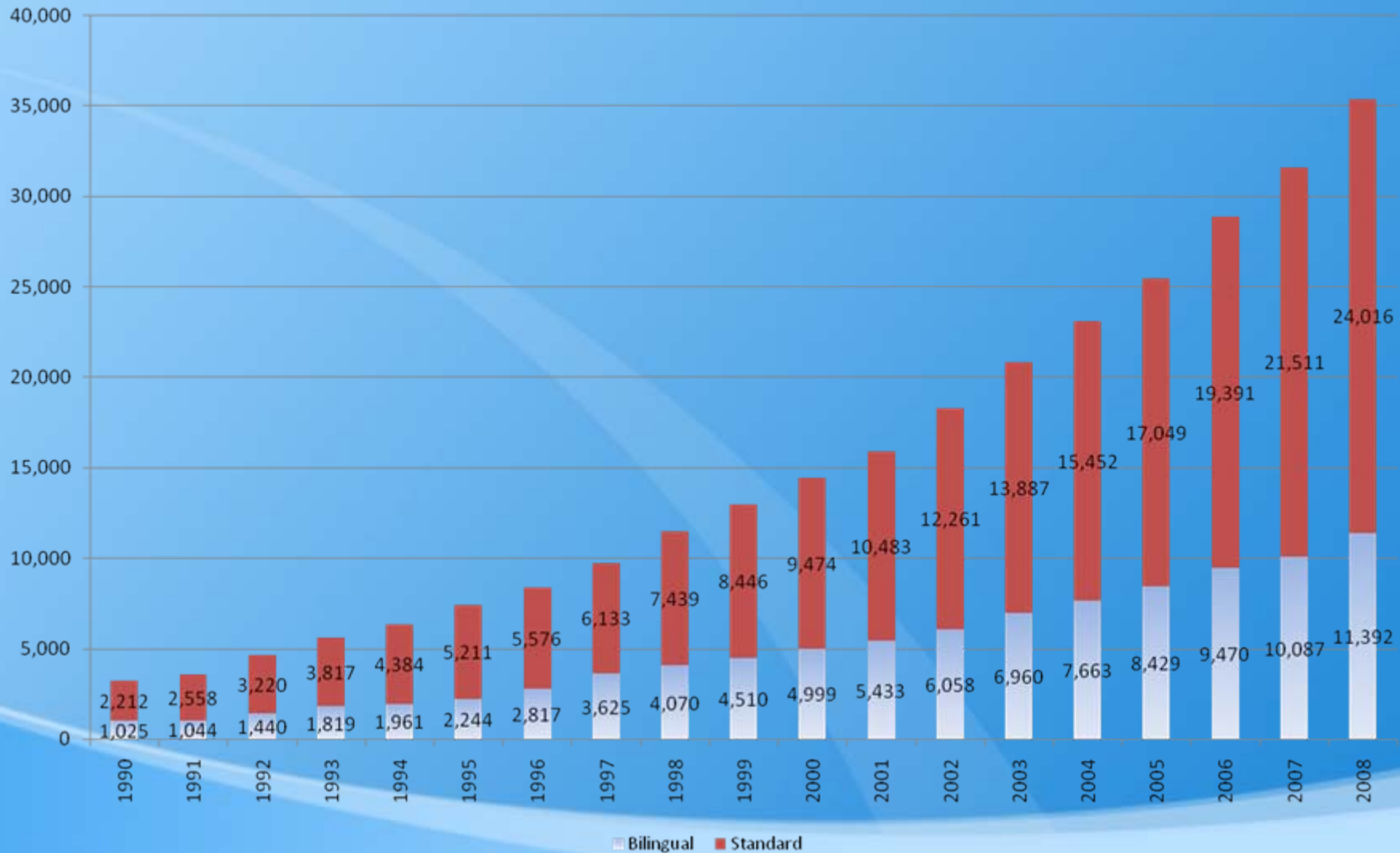


Some Facts

Global IB diploma recipients

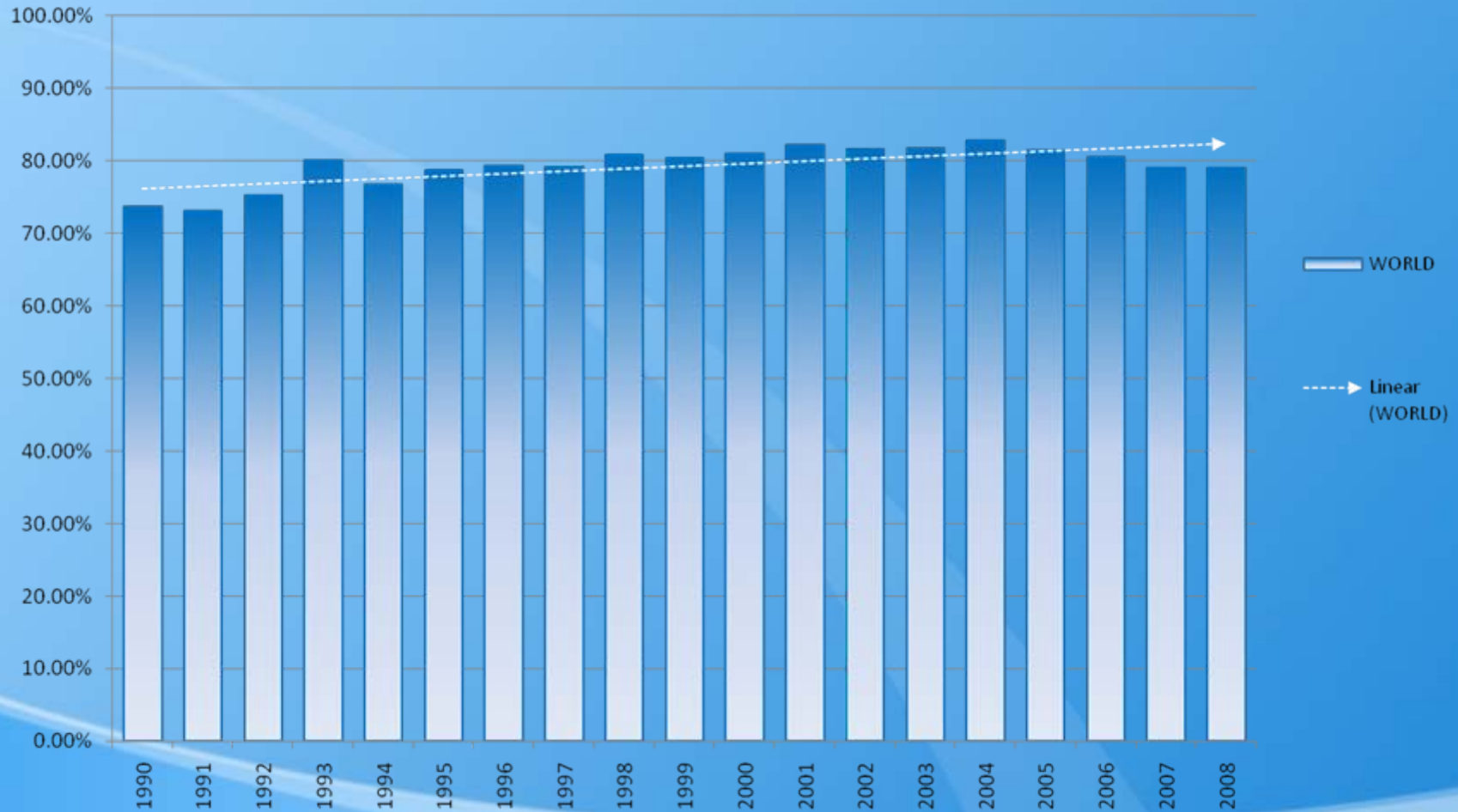


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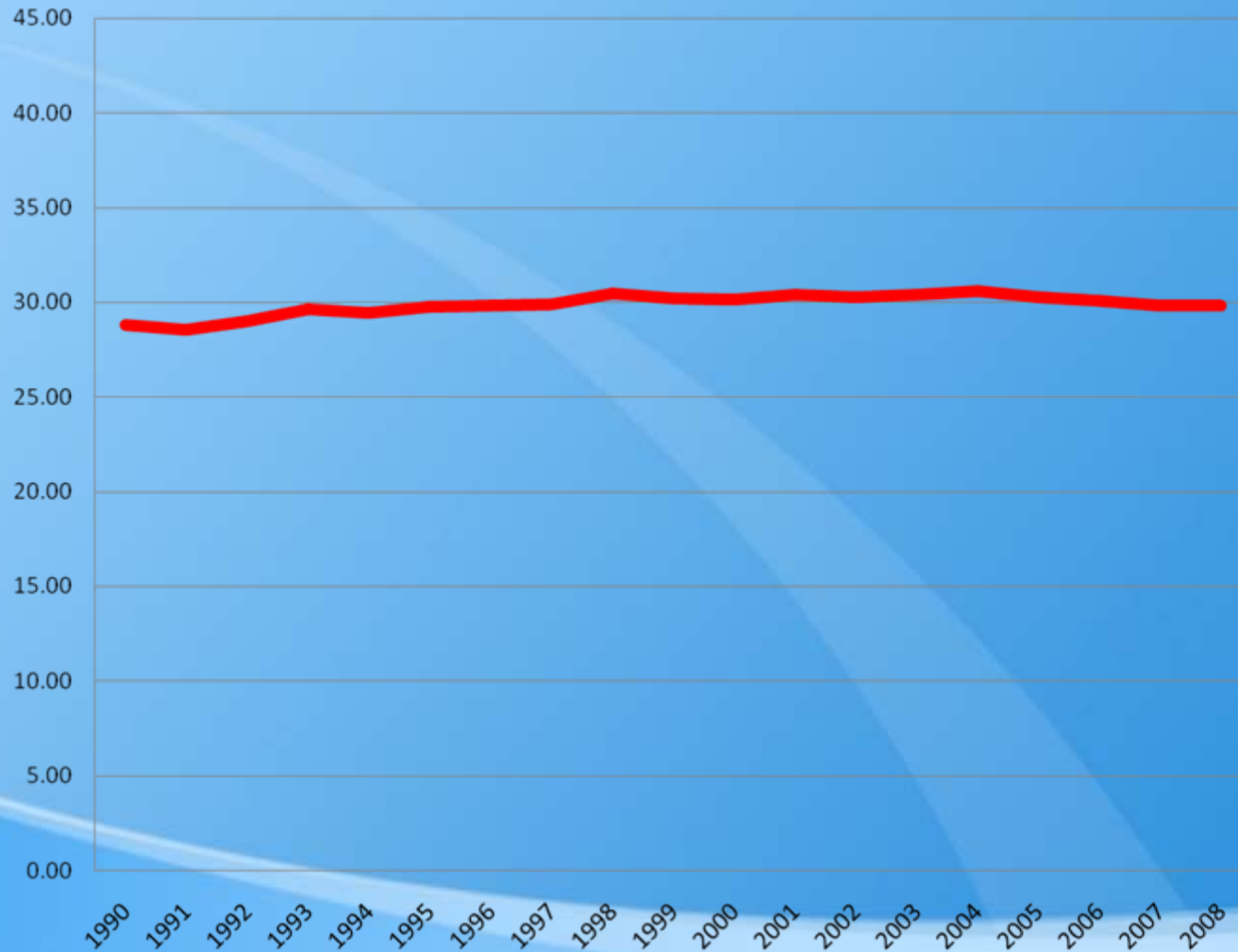


Global pass rate





Average global diploma score





2008 Global DP score distribution

n= 45,000

Pass rate: 79.15%

Average (passing) score: 31.85

7.8% of passes earned 40+

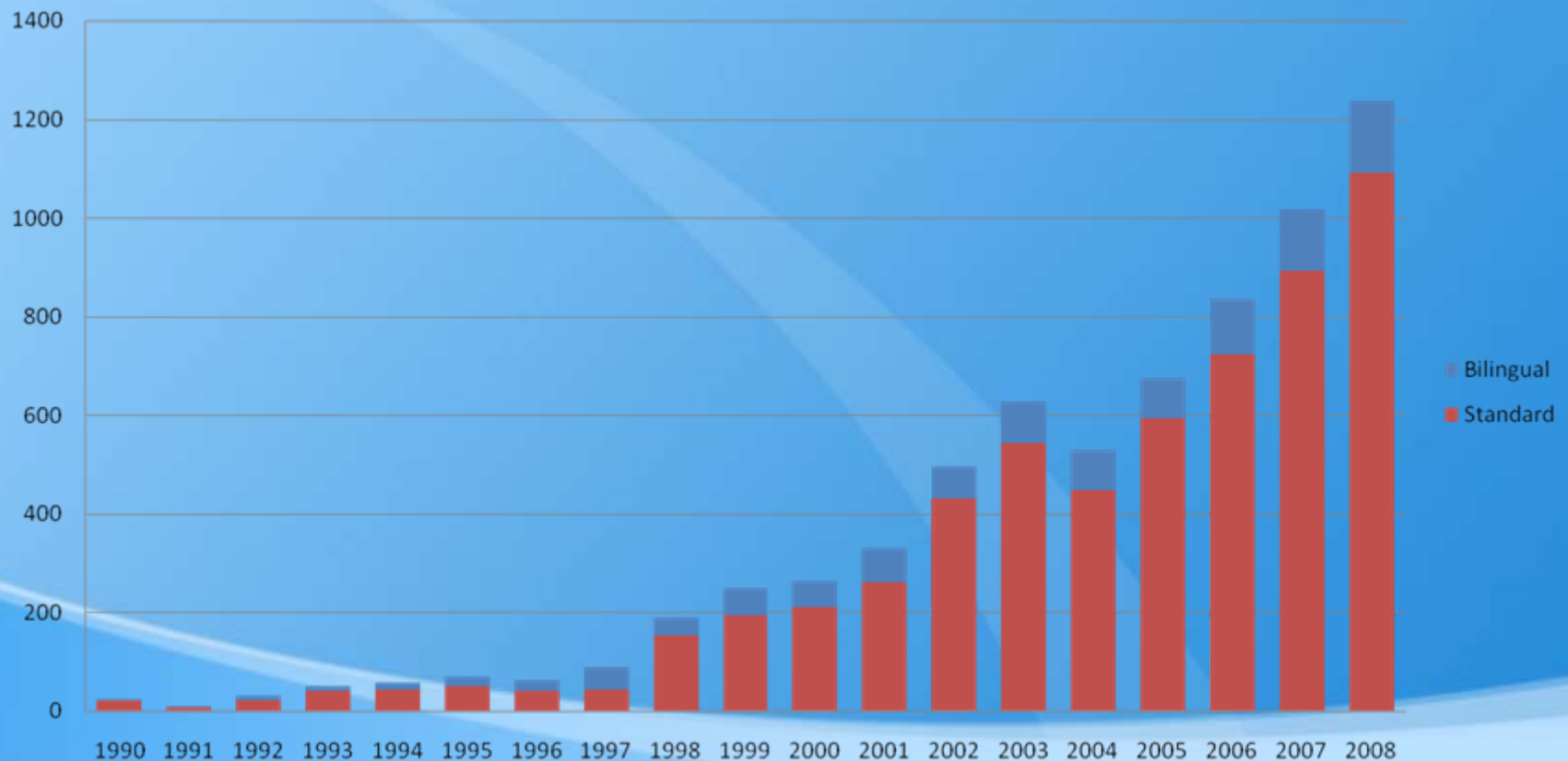
Number of candidates





Ontario

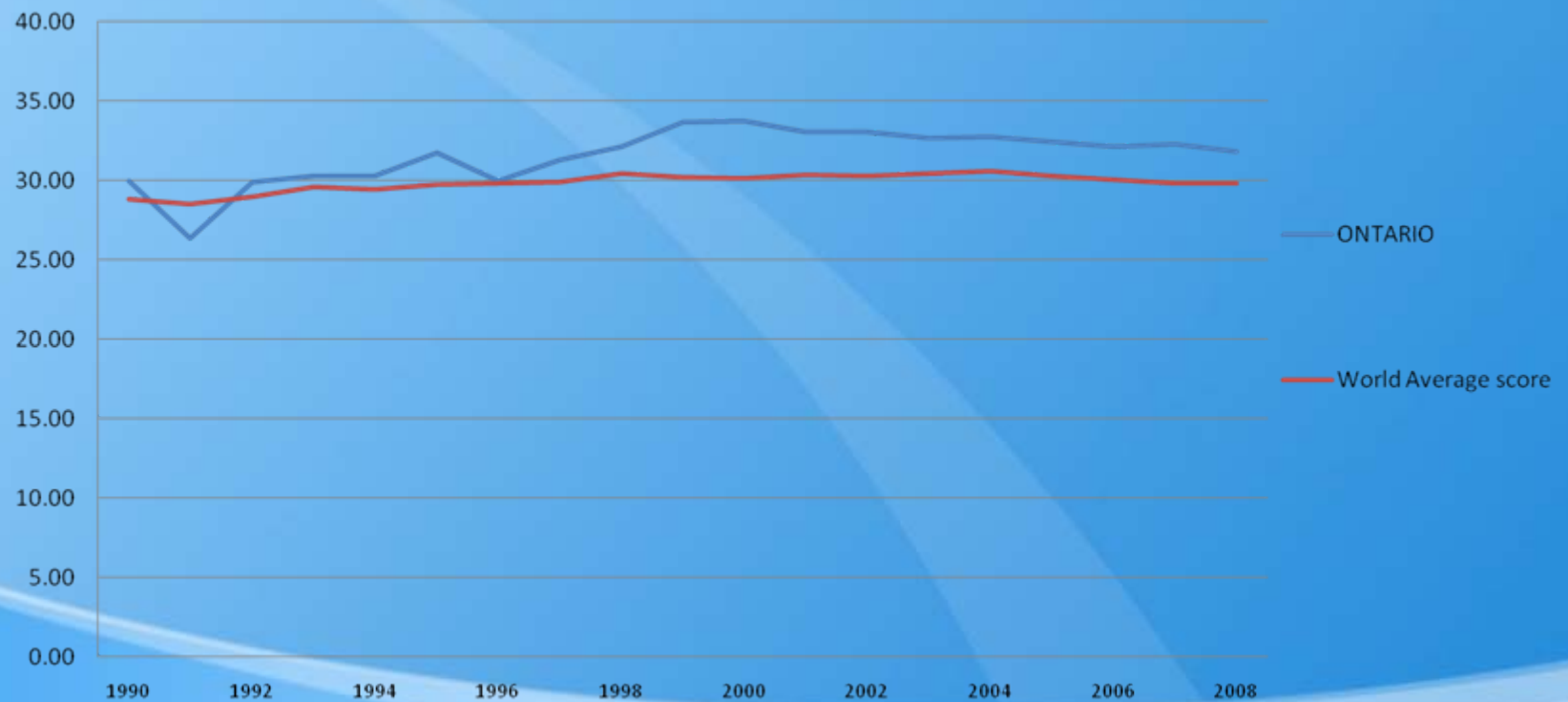
Diploma Pass Volume





Ontario

Diploma Average Score





Ontario

Diploma Pass Rate





Transition to University

Goal

Students completing the DP will have multiple options for further advanced study, and their IB experience and the strength of preparation it offers will be recognized by universities.

Priorities

- Recruitment, admissions and placement processes
- Favorable higher education policies by governments
- Scholarships, credit, advanced standing.



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Research support



What we know:

- Levels of engagement of IB students
- IB students in postsecondary education
- IB programs and student participation and success
- IB standards and alignment



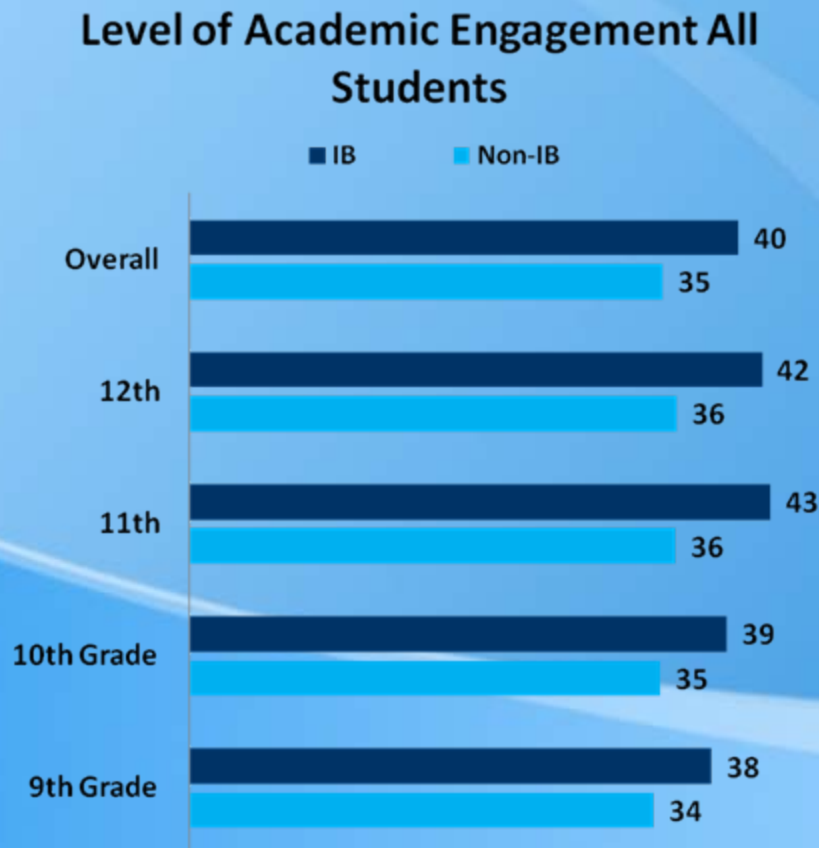
Student Engagement



IB Students and Engagement in Learning

Data from the 2008 High School Survey of Student Engagement (HSSSE) by Indiana University's School of Education

Numbers below represent the mean score for student responses to a series of questions relating to the dimension of Academic/Intellectual/Cognitive Engagement on a scale of 0 to 65.



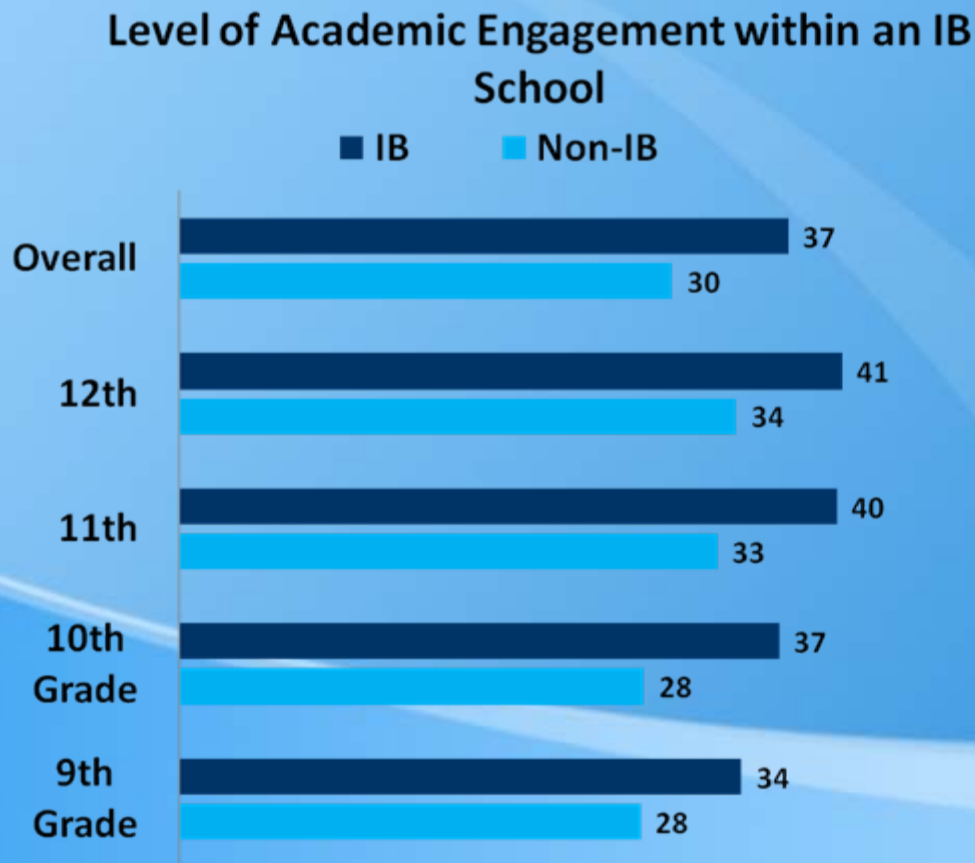
Types of Questions Asked in This Dimension

- Hours spent in a typical week: Reading and studying for class
- Teachers try to engage me in classroom discussions
- How often have you: Worked on a paper or project that required you to do research outside of assigned texts?
- How often have you: Connected ideas or concepts from one class (or subject area) to another?



Academic Engagement of IB Students

Comparison within a school



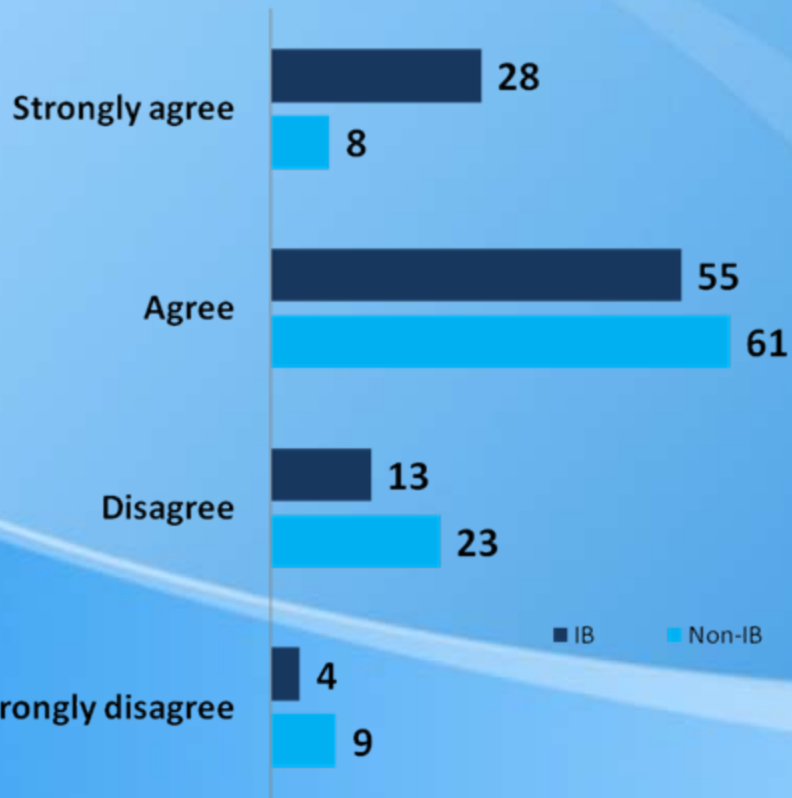
School used in this comparison is nonselective IB program, approximately 200 candidates sit for IB exams.

- 400 students indicated that they take IB classes.
- School offers both AP and IB.
- Approximately 85% of the students are proficient in math and reading.
- 56% of the school population is African-American or Hispanic.
- 20% of the students are low-income.

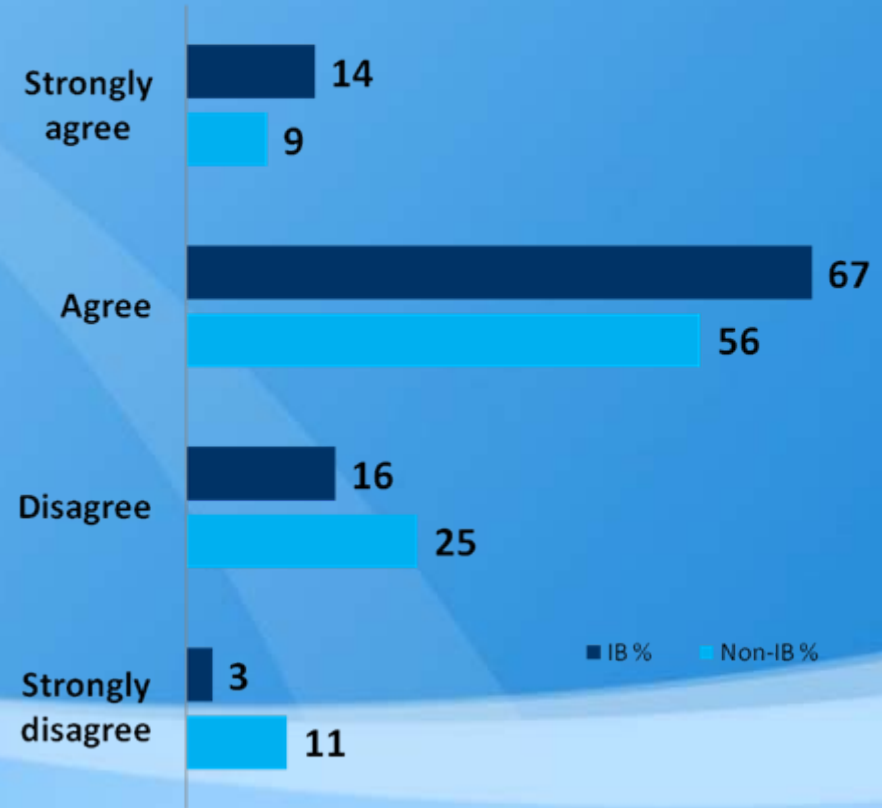


Academic Engagement of IB Students

Percentage of Students indicating their classes are Academically Challenging Within School Comparison



Percentage of Students Indicating They are Engaged in Classroom Discussion Within School Comparison



Source: Data from 2008 HSSSE Survey, Indiana University School of Education

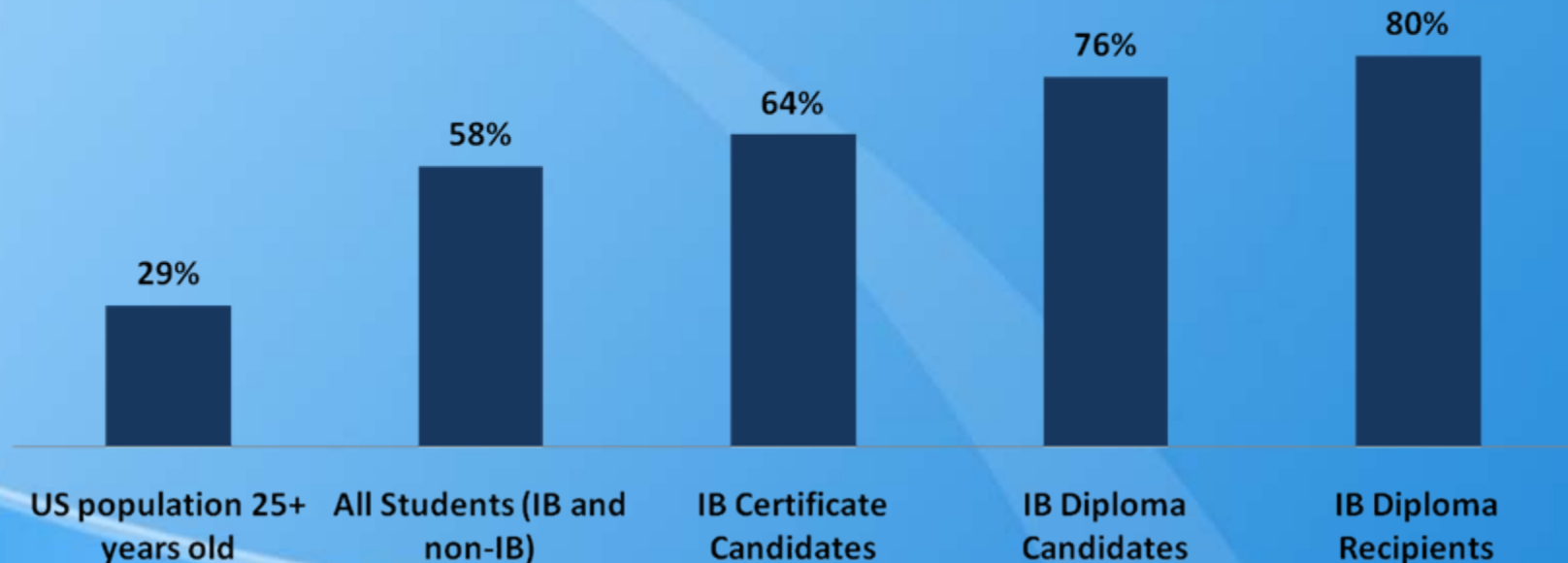


IB Students in University



IB Students in Postsecondary Education

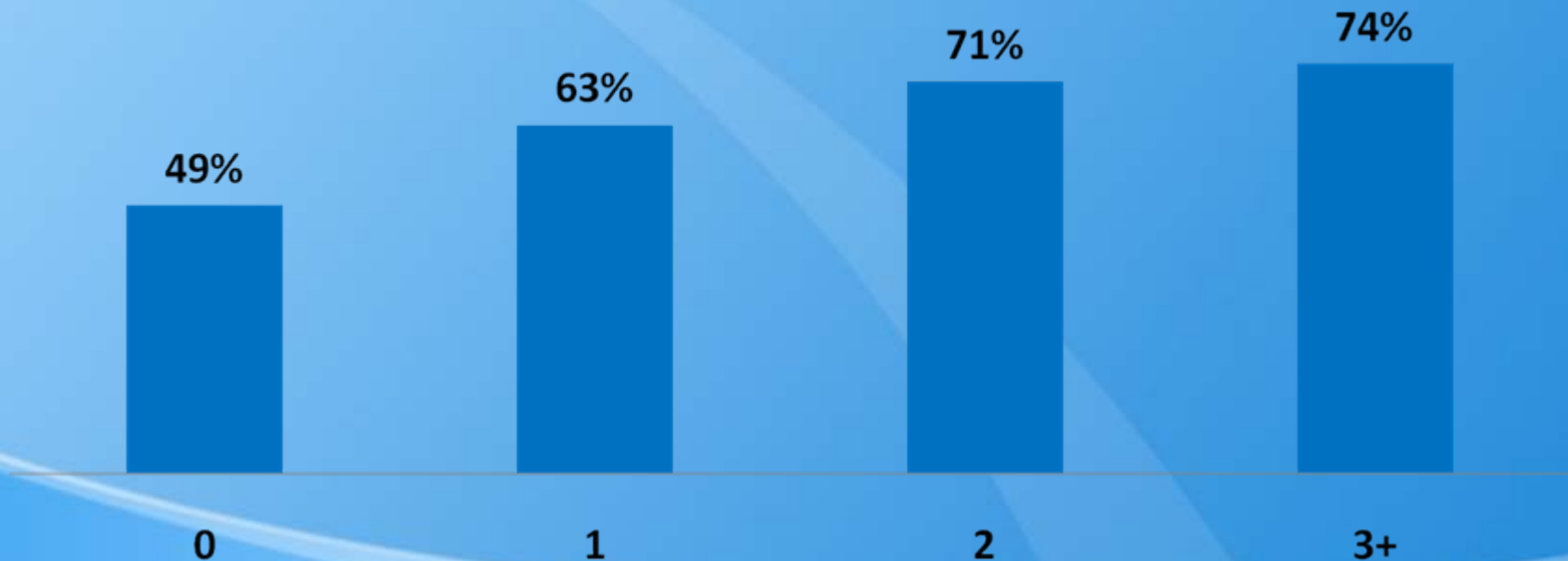
Percentage of Students Graduating from a 4-Year University*
Within 6 Years



**Source: US Census, the Integrated Postsecondary Education Data System (IPEDS) of NCES, and the National Student Clearinghouse*

IB Students in Postsecondary Education

**Graduation Rates for IB students from 4-Year Universities
by Number of Exams Scoring 4 or above***



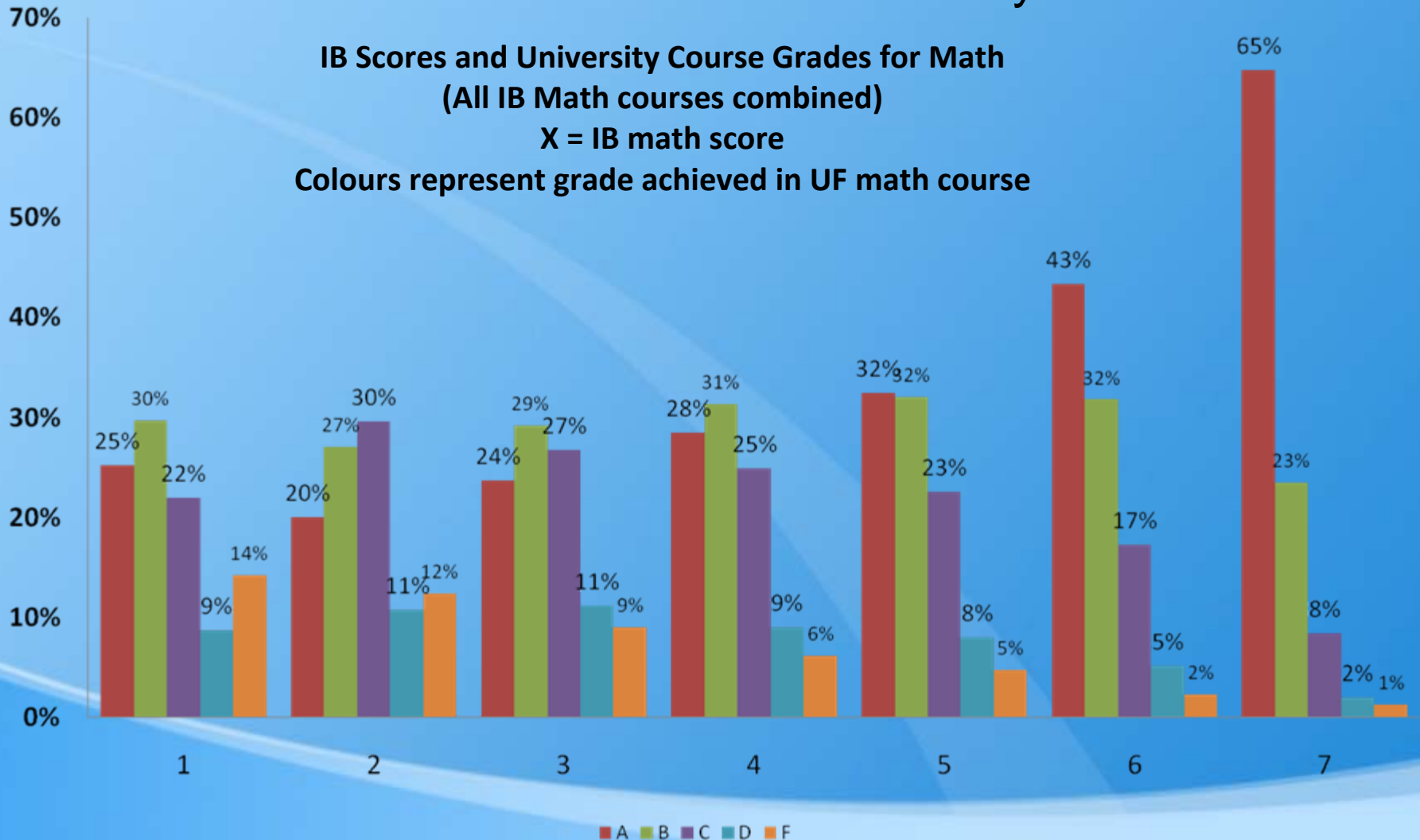
**Source: National Student Clearinghouse data, IB Analysis*

Data on IB students in the UF system

IB Scores and University Course Grades for Math
(All IB Math courses combined)

X = IB math score

Colours represent grade achieved in UF math course



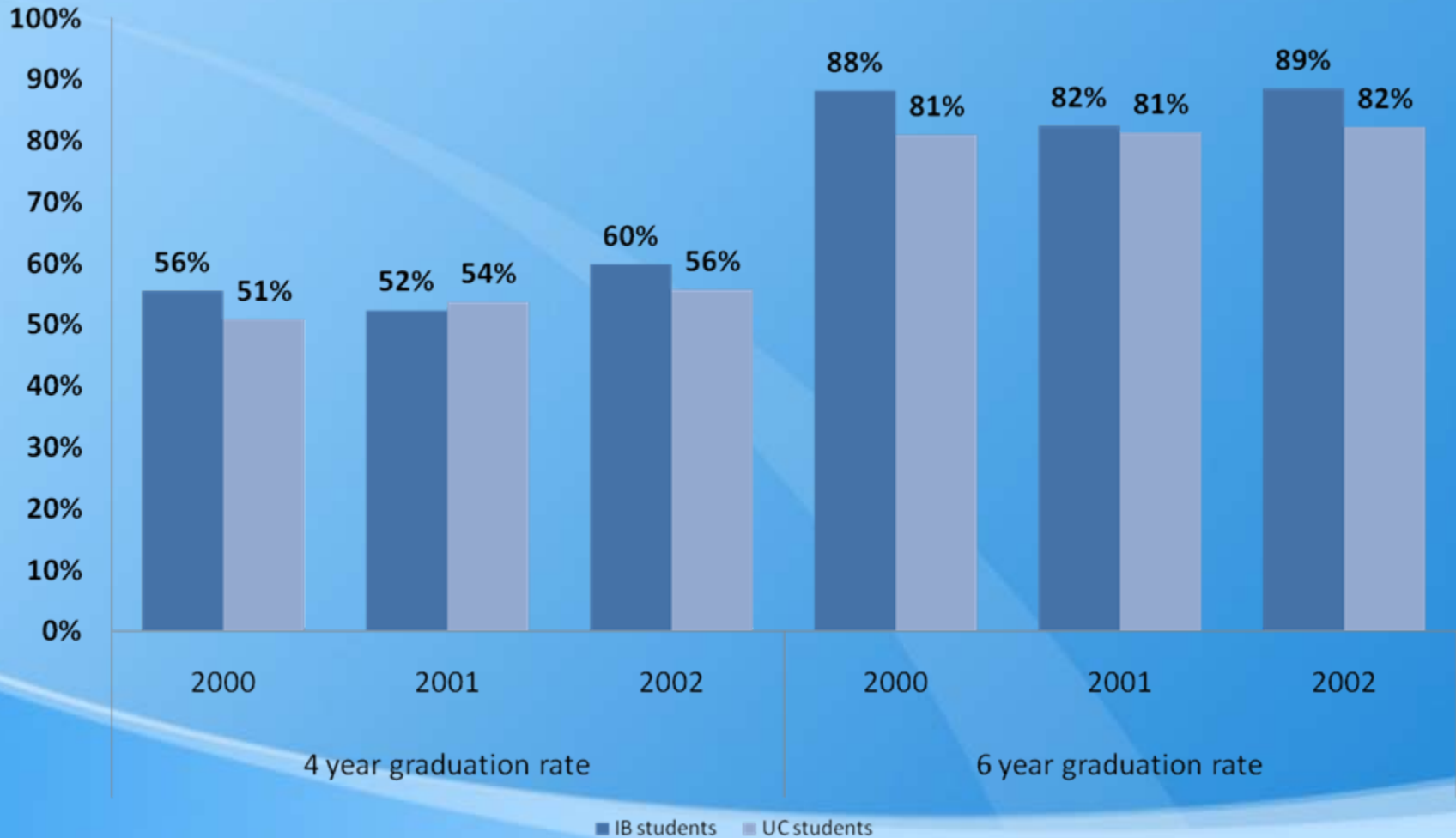
Data represents more than 20,000 IB candidates in the UF system from 1995 to 2007.

Data on UC Students



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4 – Year and 6 – Year Graduation Rates of IB and non-IB Students in the UC System

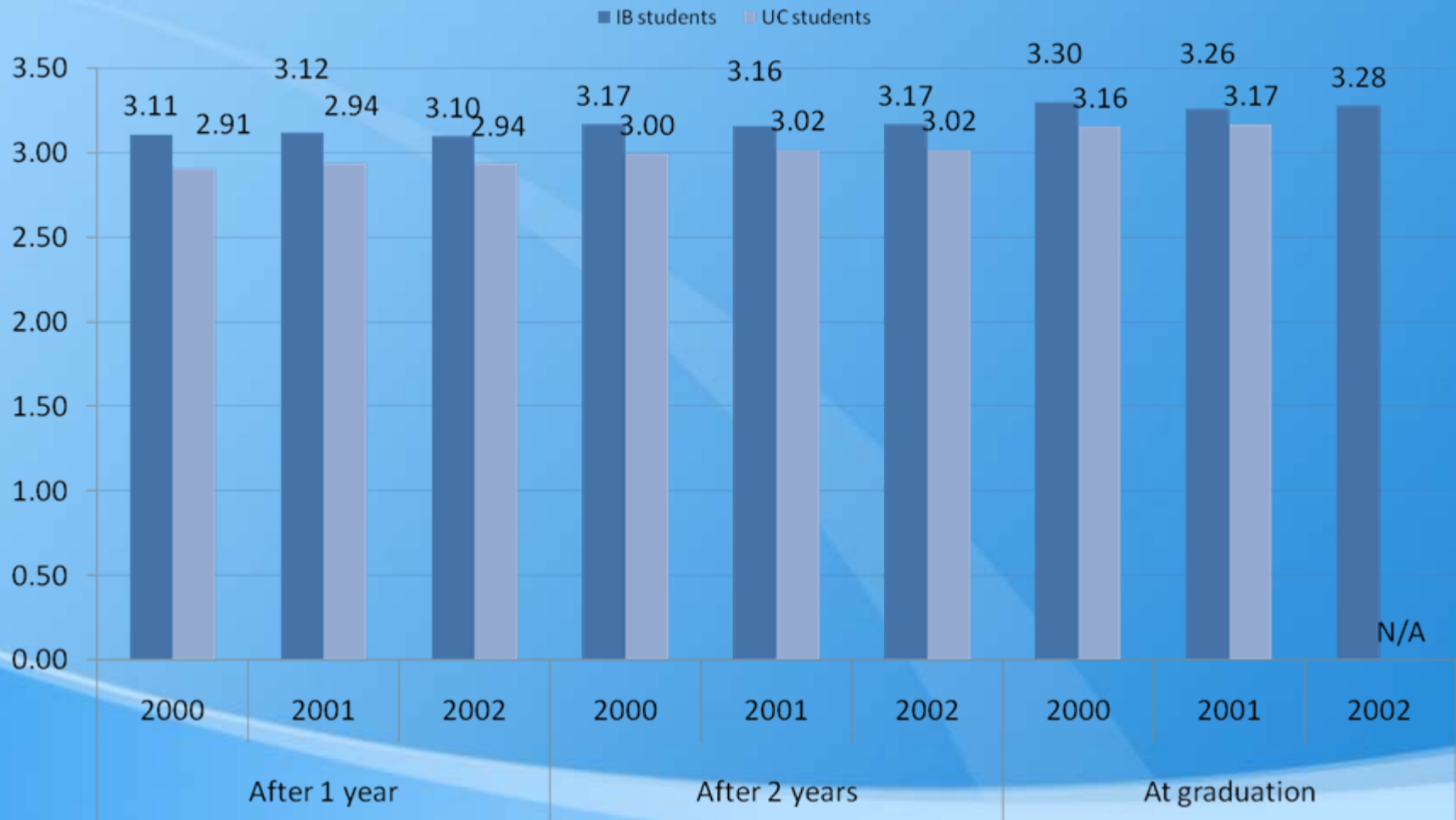


*Data obtained from UCOP on approximately 1,500 students entering the UC system in 2001 and 2002.



Data on UC Students*

UC GPA: IB students vs UC students overall





Oregon State 5-year IB and non-IB graduation rate

New FR Cohorts Fall Terms 1998-2003 High School GPA	Graduation Rate within 5 Years					
	IB Certificate		IB Diploma		Non-IB Students	
	Enrolled Count	Percent Graduated	Enrolled Count	Percent Graduated	Enrolled Count	Percent Graduated
0-3.00	0		0		1152	64%
3.01-4.00+	17	88%	18	89%	10531	76%
TOTAL	17	88%	18	89%	11683	75%



Oregon State cum GPA

New FR Cohorts Fall Terms 1998-2008	OSU Cumulative GPA					
	IB Certificate		IB Diploma		Non-IB Students	
High School GPA	Enrolled Count	Avg. GPA	Enrolled Count	Avg GPA	Enrolled Count	Avg. GPA
0-3.00	3	2.20	0		4030	2.35
3.01-4.00+	163	3.07	121	3.69	27547	2.94
TOTAL	166	3.06	121	3.69	31577	2.87



More Graduation Rates—University of Oregon

New FR cohorts Fall terms 1998 - 2003	Graduation Rate within 5 Years			
	IB Students		Non-IB Students	
	Enrolled Count	Percent Graduated	Enrolled Count	Percent Graduated
High School GPA				
0 - 2.79	4	75 %	720	43 %
2.80 - 2.99	7	86 %	915	49 %
3.00 - 3.19	6	33 %	1,719	53 %
3.20 - 3.39	17	76 %	1,979	57 %
3.40 - 3.59	14	86 %	1,965	65 %
3.60 - 3.79	35	86 %	2,228	72 %
3.80 - 3.99	44	89 %	2,030	80 %
4.00 +	20	90 %	705	84 %
TOTAL	147	84 %	12,261	64 %



Final cum GPA

New FR cohorts Fall terms 1998 - 2008	UO Cumulative GPA			
	IB Students		Non-IB Students	
	Enrolled Count	Weighted Mean	Enrolled Count	Weighted Mean
High School GPA				
0 - 2.79	4	2.93	1,218	2.62
2.80 - 2.99	14	3.01	1,885	2.70
3.00 - 3.19	28	2.94	3,779	2.77
3.20 - 3.39	48	3.11	4,606	2.88
3.40 - 3.59	70	3.14	4,694	2.99
3.60 - 3.79	113	3.42	5,152	3.19
3.80 - 3.99	178	3.58	4,692	3.42
4.00 +	105	3.71	1,959	3.61
TOTAL	560	3.43	27,985	3.07



Standards and Alignment

IB Standards and College Readiness

Alignment Study

- Develop and define academic content standards for the IB Diploma Program
- Align IB's academic content standards with the Knowledge and Skills for University Success (KSUS)
- Align the IB standards with several states

Key Finding

“The results of this study clearly confirm the strong relationship between the IB Programme and standards for college readiness and success. The IB standards demonstrate a very high degree of alignment with the KSUS standards in all subject areas. In addition, many the individual IB standards are at a level more advanced than entry-level college courses. . . In short, students who participate successfully in IB should be well prepared to succeed in entry-level college general education courses and in some cases to have already learned material covered in such courses.”

- David Conley and Terri Ward, Educational Policy Improvement Center, Eugene, Oregon

College-Ready Standards: Knowledge and Skills for University Success Standards

- Three-year national study sponsored by the Association of American Universities
 - Conducted by Center for Educational Policy Research, University of Oregon
 - First such undertaking sponsored by a consortium of American universities
- Sponsored and funded by the Association of American Universities, 17 member institutions, and The Pew Charitable Trusts
 - Endorsed by an additional 11 AAU institutions

Conclusions

The conclusion of the studies undertaken for this project is that students who are exposed to the IB curriculum are learning material that is highly aligned with the expectations of university faculty and that in many cases IB standards exceed those expectations.

(Taken from International Baccalaureate Standards Development and Alignment Project: Final Report, 2009)

Download and Contact Information

For a free copy of the IB Standards and Alignment Report (800+ pages)

Go to:

<http://www.epiconline.org/ib>

For More Information Contact:

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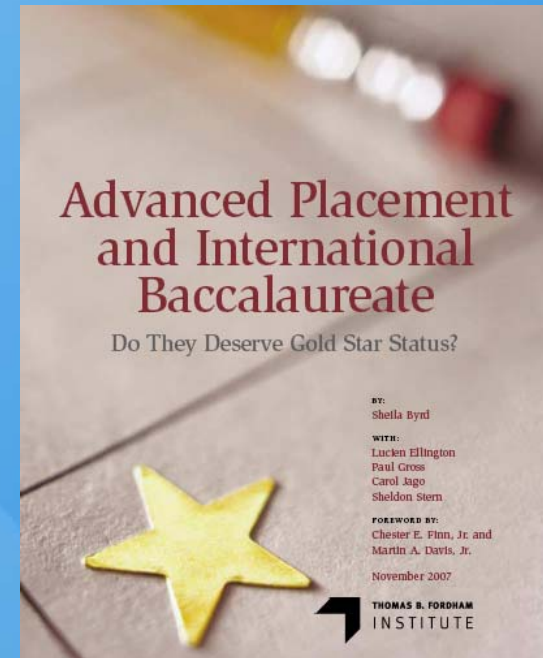
Terri Ward-EPIC (terri_ward@epiconline.org)

IB and State Standards



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- In their report, Chester Finn and Sheila Byrd found that IB program and assessments are “rigorous, fair and intellectually richer than almost any state standard and exam for high school that we’ve seen.”
- In addition, they recommended that policy makers “either make state high school exit requirements and assessments more like” IB or allow “credits to serve as proof that students have met rigorous high school exit expectations.”
- “No Contest: Up Close, Typical State Biology Standards Don't Have the Content or Coherence of the International Baccalaureate”, *American Educator*, Spring 2008 by Paul R. Gross, one of the science curriculum reviewers for the Fordham report.





UBC study regarding anticipated grades

How accurate are the anticipated grades in predicting the final IB diploma score?

How should UBC determine a competitive admission average for IB Diploma students comparable with that used for a BC secondary school applicant?

Summary;

Revised scheme increases the likelihood of admission and scholarship for IB students in the 24 – 29 range and decreases the same at the 31 – 38 range, The revised equivalency places the anticipated IB Diploma score of 29 points at the same level as a straight A admission average (86%). Based upon a study of anticipated grades as a predictor of performance. In fact any IB Diploma student should perform at least as well as a BC secondary student with 79%)

Admissions Assumptions

... about the IB graduate

- Accepts challenges
- Strong academic preparation
- Valid GPA
- Top student
- Consistent performance
- International standing
- Excellent research and writing skills
- Critical thinking skills
- Awareness of holistic nature of learning
- Strong oral presentation skills
- Community engagement
- Reliable recommendations
- Maturity & responsibility



WHY CONSIDER The International Baccalaureate Diploma in RECRUITMENT?

To attract students of the highest **academic preparation**,
who know how **to think** and **to learn**

To put behind you, concerns about **grade inflation**

To know that state **standards** are being met and exceeded
through **effective teaching and learning**

To experience the **richness of experience and perspective**
that IB Diploma students will bring to your campus



Recognizing IB Students

- Admission
- Credit: general or specific
- Placement
- Scholarship
- Recruitment

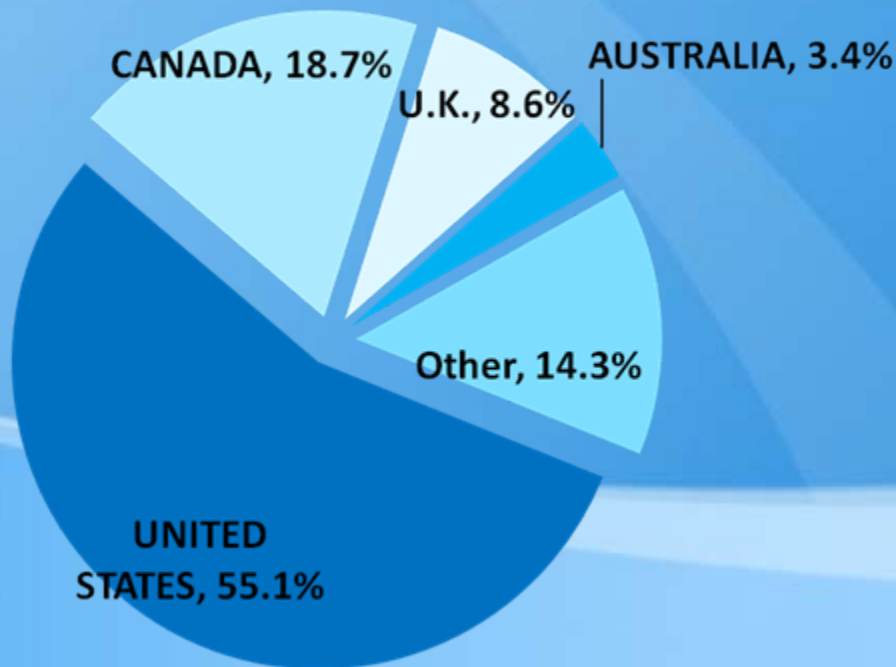


**A look at where IB
students attend
university
and
some IB policies**

University Attendance Patterns

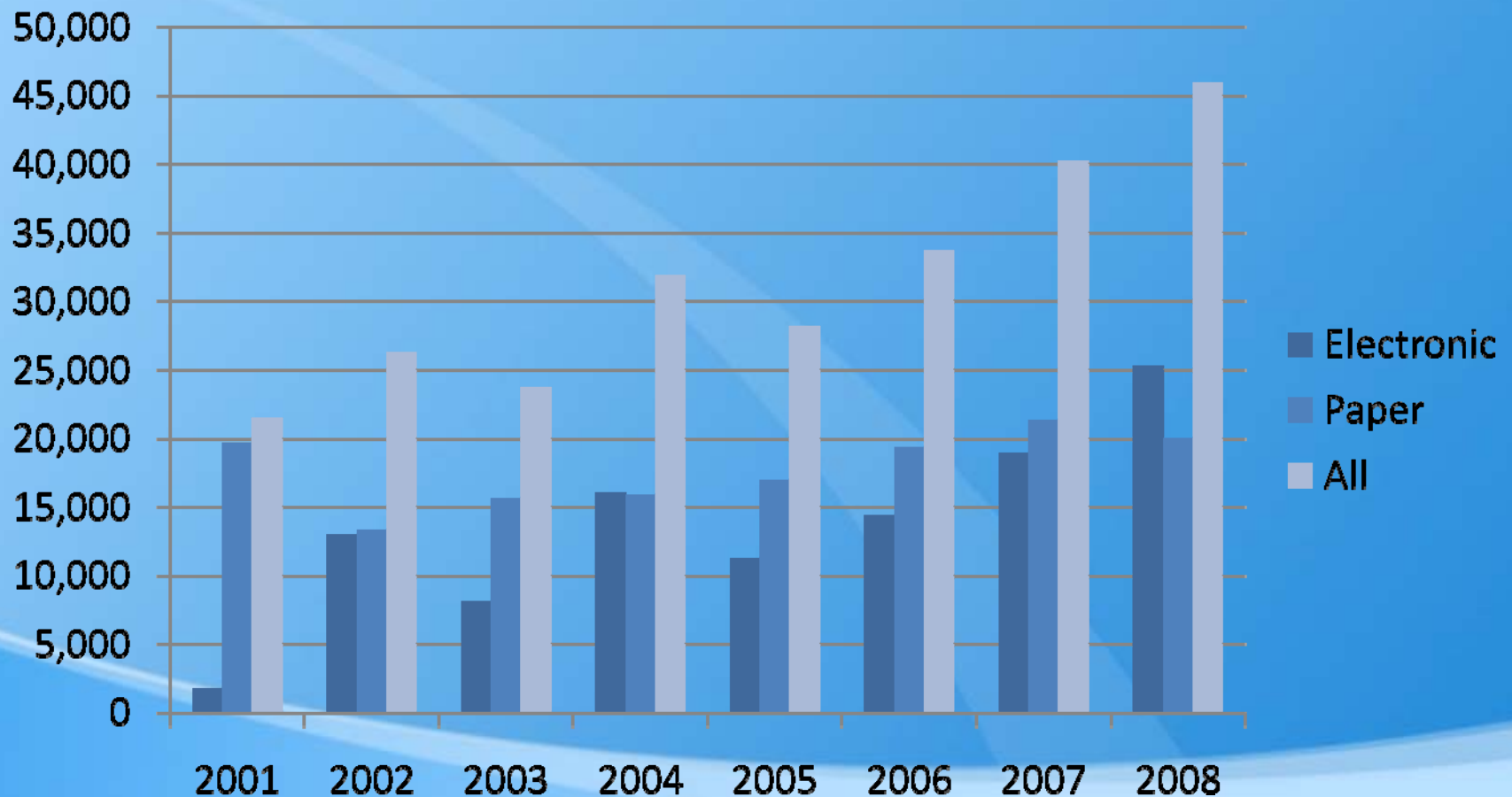
- Approximately 1,600 universities currently have policies to recognize IB.
- Majority of these universities are in the US and Canada.

Percentage of Transcript Requests by Country
May 2007





The Transcript Request





Top Universities by Transcript Requests

Country	University	Policy Summary	2008 Requests*
CANADA	University of British Columbia	Admission, placement, credit, scholarships	1,321
USA	University of Florida	Placement, credit (DP and Certificates), Scholarships	1,229
CANADA	University of Toronto	Admission, Scholarship, Credit	1,094
CANADA	University of Alberta	Admission, Grade Conversion, Credit, Placement, Scholarships	943
CANADA	McGill University	Admission, Credit (Diploma and Certificates)	934
CANADA	Queen's University	Admission, Credit (DP and Certificates)	497
CANADA	University of Waterloo	Admission, Credit (HL only)	424
USA	University of Central Florida	Placement, credit (DP and Certificates), Scholarships	409
USA	Florida State University	Placement, credit (DP and Certificates), Scholarships	408
USA	University of Washington - Seattle	Credit (HL only)	398



Where Diploma candidates are going

• University of British Columbia	1321	• University of Texas Austin	256
• University of Florida	1229	• Boston University	244
• University of Toronto	1094	• University of California LA	241
• University of Alberta	943	• Virginia Commonwealth U	241
• McGill University	934	• University of Michigan	229
• Queen's University	497	• University of Calgary	228
• University of Waterloo	424	• McMaster University	224
• Florida State University	409	• Univ. of Southern California	219
• University of Washington	398	• Univ. of California San Diego	208
• University of Central Florida	409	• James Madison University	203
• Virginia Polytechnic Institute	379	• UC Irvine	192
• University of Virginia	366	• University of Wisconsin	192
• University of Western Ontario	364	• University of Pennsylvania	190
• Univ. of California – Berkeley	362	• Cornell University	184
• University of North Carolina	339	• University of Georgia	183
• Simon Fraser University	316	• University of South Carolina	182
• University of Colorado	300	• York University	182
• University of South Florida	279	• University of California Davis	178
• George Mason University	266	• University of Miami	172
• New York University	256	• University of Ottawa	170

Current Recognition Status

Number of Institutions with Policies posted on
IB website: 1153

- **Canada** **104**
- **Caribbean** **2**
- **USA** **1047**



Policy Development Questions

Admission Considerations

- Is the Diploma accepted for admission?
- Is early admission offered to Diploma candidates/holders in advance of the general applicant pool?
- Is 2nd year/sophomore status possible upon admission for Diploma holders?
- Are TOK/EE additional points considered in admissions decisions?
- Are anticipated and or predicted grades accepted or considered?

Policy Development Questions

Diploma Placement and Credit

- Are students accepted and/or placed at 2nd year/sophomore status with Diploma?
- Are students placed out of introductory courses into second year courses?
- Is credit worked out in conjunction with a placement policy?
- Is there assigned credit for both SL and HL courses with minimum scores based on faculty review of subject detailed syllabus and assessment criteria?
- Is there credit, assigned or unassigned, for Hexagon Core – Theory of Knowledge (TOK) and Extended Essay (EE)?



Policy Development Questions

Certificates

- Is credit and/or placement awarded to IB certificate holders?

Scholarships/Awards

- Are there awards designated specifically for IB Diploma students?

Policy Development Questions

Out of the box considerations

- Access to the honors program
- Early course registration offered to IB Diploma holders
- Dedicated advisors for IB Diploma holders
- Enhanced access to student housing for Diploma holders
- Parking space
- Other, creative, non-cost incentives



IB Recognition Policy ranges

Typical

- Higher Level courses only
- No special recognition for Diploma
- Admissions reps unaware of IB

Exemplary

- Statement of institutional support for Diploma
- Guaranteed admission to the institution
- Sophomore standing
- Award of a designated, renewable scholarship & consideration for others
- Admission to an honors program
- Admission to special, interdisciplinary first year programs
- Designated IB advisor
- Access to research opportunities
- Priority placement in residence halls
- Advisement on study abroad and international internships
- Mentored support with application for awards such as the Fulbright and the Rhodes Scholarship



Canadian Diploma Recognition: Strong Policy

IB Diploma students are being consciously, if not aggressively, recruited by institutions aware of the quality of the skill sets they enter tertiary education with.

For example:

- Acadia University
- Memorial University of Newfoundland
- University of Alberta
- University of British Columbia
- University of Calgary
- University of Victoria
- University of Winnipeg



Canadian Scholarships*

Acadia University
Bishop's University
Brock University
Cape Breton University

Collège universitaire de Saint – Boniface
Concordia University College of Alberta
Dalhousie University
Memorial University of Newfoundland

Mount Allison University
Saint Mary's University – Halifax
Simon Fraser University
St. Thomas University

Trent University
Université de Moncton
Université de Montréal
University of Alberta

University of British Columbia
University of Calgary
University of King's College
University of Manitoba

University of New Brunswick – Fredericton
University of New Brunswick – Saint John
University of Regina
University of Toronto

University of Victoria
University of Waterloo
University of Western Ontario
University of Windsor

University of Winnipeg
Wilfrid Laurier University
York University

**as of 23 November 2009*



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Thank You!