IB World School Associations of the Americas
New Perspectives: Our New Homes

AEM Global Centre

AP Global Centre

Americas Global Centre
Diploma Model

IB DIPLOMA PROGRAMME

STUDIES IN LANGUAGE AND LITERATURE

INDIVIDUALS AND SOCIETIES

EXTENDED ESSAY

APPROACHES TO TEACHING

APPROACHES TO LEARNING

CREATIVITY, ACTION, SERVICE

THE ARTS

INTERNATIONAL-MINDEDNESS

THEORY OF KNOWLEDGE

LANGUAGE ACQUISITION

SCIENCES

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IB Diploma Requirements

• Students must take at least three Higher Level (HL) and three Standard Level (SL) courses
• One course from Groups 1-5, and a 6th subject from either Group 6 or any other group
  • Higher Level
    • 240 recommended hours
    • Exams taken in senior year
  • Standard Level
    • 150 recommended hours
    • A maximum of two subjects may be anticipated by Diploma Programme students
• Complete core requirements: EE, CAS, TOK
Summary of Updated Courses

• Last Exams 2012/2013:
  • Language A1 (first language, world literature)– 2012
  • Language A2 (bilingual students)– 2012
  • Further Mathematics SL– 2013

• Updated Courses:
  • Language B (foreign language for experienced students)– 2013
  • Language ab initio (foreign language for beginners)– 2013
  • Economics– 2013
  • Information Technology in a Global Society (ITGS)– 2012
  • Computer Science– 2014
  • Mathematical Studies SL– 2014
  • Mathematics SL– 2014
Summary of New Courses

- **Language A** (literature, OR language and literature; replacing Group 1 & 2 Language A1) – 2013
- **Literature/Text and Performance SL** (Groups 1 and 6) – 2013
- **World Religions SL** (Group 3) – 2013
- **Global Politics** (Group 3) – piloting 2012; mainstream 2016
- **Sports, Exercise and Health Science** (Group 4) – 2013, 2014
- **Dance** (Group 6) – 2013
Ideal IB Policy

- Recognize the full Diploma
- Give credit for Higher Level courses individually
- Give credit for Standard Level courses individually
- Recognition for Theory of Knowledge and/or Extended Essay
- Scholarships available
- Higher placement available
- CAS Recognition
1,238 Americas institutions with published policy statements 67% of global published policy statements 1,041 US institutions with published policy statements or 57% of the global proportion
University Recognition in the U.S. 2012

Legend:
- Yellow: 1-5 Universities
- Orange: 6-10 Universities
- Green: 11-20 Universities
- Light Blue: 21-40 Universities
- Blue: 41-75 Universities
- Purple: 76-100 Universities
### Acceptance Rates for the 20 Most Popular Institutions Among Survey Respondents*

<table>
<thead>
<tr>
<th>University or College</th>
<th>IB Candidate Acceptance Rate</th>
<th>Total Population Acceptance Rate</th>
<th>IB Candidates vs Total Population (percentage points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston University</td>
<td>71%</td>
<td>57.97%</td>
<td>13%</td>
</tr>
<tr>
<td>Brown University</td>
<td>18%</td>
<td>9.34%</td>
<td>9%</td>
</tr>
<tr>
<td>Columbia University</td>
<td>13%</td>
<td>9.54%</td>
<td>3%</td>
</tr>
<tr>
<td>Cornell University</td>
<td>32%</td>
<td>18.36%</td>
<td>14%</td>
</tr>
<tr>
<td>Duke University</td>
<td>28%</td>
<td>16.48%</td>
<td>12%</td>
</tr>
<tr>
<td>Florida State University</td>
<td>92%</td>
<td>59.52%</td>
<td>32%</td>
</tr>
<tr>
<td>Harvard University</td>
<td>9%</td>
<td>7.23%</td>
<td>2%</td>
</tr>
<tr>
<td>New York University</td>
<td>58%</td>
<td>38.10%</td>
<td>20%</td>
</tr>
<tr>
<td>Princeton University</td>
<td>17%</td>
<td>8.80%</td>
<td>8%</td>
</tr>
<tr>
<td>Stanford University</td>
<td>15%</td>
<td>7.31%</td>
<td>8%</td>
</tr>
<tr>
<td>University of California-Berkeley</td>
<td>58%</td>
<td>21.52%</td>
<td>36%</td>
</tr>
<tr>
<td>University of California-Los Angeles</td>
<td>48%</td>
<td>22.69%</td>
<td>25%</td>
</tr>
<tr>
<td>University of Florida</td>
<td>82%</td>
<td>43.22%</td>
<td>39%</td>
</tr>
<tr>
<td>University of Maryland-College Park</td>
<td>88%</td>
<td>44.10%</td>
<td>44%</td>
</tr>
<tr>
<td>University of Miami</td>
<td>72%</td>
<td>39.22%</td>
<td>32%</td>
</tr>
<tr>
<td>University of Michigan-Ann Arbor</td>
<td>71%</td>
<td>50.63%</td>
<td>20%</td>
</tr>
<tr>
<td>University of North Carolina-Chapel Hill</td>
<td>64%</td>
<td>32.47%</td>
<td>31%</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>24%</td>
<td>14.26%</td>
<td>10%</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>64%</td>
<td>32.60%</td>
<td>31%</td>
</tr>
<tr>
<td>Yale University</td>
<td>19%</td>
<td>7.88%</td>
<td>11%</td>
</tr>
</tbody>
</table>

*IB Candidate Acceptance Rate Self Reported
University Relations Manager - IBA

• Hired to promote strong recognition policies for incoming IB students into the US and Canadian higher education system

• Marie Vivas
  • Target universities that receive high volume of IB transcripts
  • Work with university staff on recognition policies
    • Ex. Visiting universities
    • Top 100 Project
  • Outreach to counselors
  • Be the “go to” resource for universities and counselors

• Meghan Gannon
  • Troubleshooting resource for universities
  • Event planning
  • “Catch-All” position

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Higher Education Initiatives

IB Student Registry
• This project aims to create an online IB Registry that will allow IB DP diploma students to enter academic and interest information into a scalable database accessible to universities and colleges.

IB Educator Network (IBEN) University Ambassador Project
• The project seeks to identify and train 15-20 members of the higher education community as IB ambassadors to present at conferences, to meet policy-makers, and to deliver relevant content at DP Recognition workshops.

Improving Services to Stakeholders
• Recognition web pages & searches online for policy statements
• Transcript migration project
• IB Specific College Fairs
• IB World Student Conferences

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Interactive Workshops for Universities

**In-Service Training for New Admissions Staff**
- IB 101
- How are IB courses evaluated and assessed
- Talking points for staff about the IB

**Workshop for Recognition Policy Makers**
- A review of the current policy
- Best practice examples
- Suggestions for innovative approaches to policy
- IB oriented college Fairs
- Research on the effect of the IB programme
- Other IB material

**Workshops for Administrative Staff**
This would include groups such as registrars, financial aid and scholarships, residential life, etc. and would be tailored information to the specific group.

**Workshop for Academic Leadership and/or Faculty**
- Curricular concept
- Academic content and rigor
- Subject review cycle
- Research on the effect of the IB programme

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College Attendance and Persistence: DP Students vs. Control Group

- ** = p-value < 0.01, * = p-value < 0.05, ~ = p-value < 0.10
- Note: Students in this figure graduated between 2003 and 2007. They represent all students who enrolled in the ‘pre-IB’ programme in the 9th grade and then enrolled in the formal 11th grade DP, as well as a set of matched students with similar characteristics.

<table>
<thead>
<tr>
<th>Category</th>
<th>IB Diploma Programme Students</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending a Four-Year College</td>
<td>77.2%**</td>
<td>53.3%</td>
</tr>
<tr>
<td>Attending a More Selective College</td>
<td>57.0%**</td>
<td>38.1%</td>
</tr>
<tr>
<td>Persisting in a Four-Year College for Two Years</td>
<td>80.3%**</td>
<td>71.0%</td>
</tr>
</tbody>
</table>
Diploma Validation Studies (2)

Performance in First College Courses of Florida IB Students

• Key Findings:
  • A positive association was found between scores on an IB subject exam and grades in their first college courses in that subject.
  • Overall, 59% of students who scored a 6 or 7 on an IB exam earned an A in their first college course in that subject.
  • College course choice varied more by performance than level of IB course.
    • Higher-scoring students took more advanced classes.
    • In the three sciences and Spanish, the level of exam didn’t matter much; it did matter in mathematics, English and French.
Diploma Validation Studies (3)

IB Students’ Post-secondary Enrollment and Performance in the US

• Key Findings:

  Enrollment patterns
  • 71% of all IB students enrolled in full-time post-secondary institutions (the US average is 56%).
  • The majority (~70%) attended selective colleges and universities (more so for full diploma candidates).

  Graduation patterns
  • IB students’ four-year and six-year graduation rates (64% and 81% respectively) were higher than the national averages (36% and 57% respectively).
  • The graduation rates were also higher than institutional averages in many cases.
Counselor Initiatives

- Local Counselor Advisory Groups
- Good News Letter
- Counselor Networking Events
- Counselor E-list or Forum
  - Chatter
- Support and Promote Associations’ College Fairs
Resources for Counselors

• **GENERAL INFORMATION**
  • International Baccalaureate Organization public website: [http://www.ibo.org/](http://www.ibo.org/)

• **CONTACTS**
  • IB Answers: [https://ibanswers.ibo.org/](https://ibanswers.ibo.org/)
  • Marie Vivas, IBA University Relations Manager
    • 301.202.3178
    • Marie.Vivas@ibo.org