

Regional teams



Projects

- 2011 Global DP Graduates Destinations Survey
- New Recognition Communications Material
- Alumni Network – Robbye Good
- 2012 Global Student Conference – Paul Sanders
- IB coordinator survey - report
- IB alumni survey - report
- Looking ahead

2011 IB DP Graduate Destinations Survey

- Work with i-graduate, a U.K.-based research consultancy

Country	Survey launch/close
U.S.	May 18/ Jun 24
Canada	May 23/ Jun 24
Mexico	Jun 8/ Jul 8
India	Jul 18/ Aug 30
U.K.	Aug 15/ Sep 9
Spain	Sep 15/ Oct 17
Australia	Jan 09/ Jan 31

Goals of the Survey

- To establish which universities receive the highest number of applications and the acceptance rates of DP students.
- Evaluate and investigate test performance of participants in standardized assessments, equivalent national tests/examinations* required, etc.
- Evaluate and investigate GPA or ranking of DP participants
- Assess recognition of DP participants by scholarship competitions.
- Assess the main factors in students' decision to participate in the Diploma Programme.
- Examine the differences between target sub groups based on
 - whether Diploma or Certificate student
 - Nationality
 - other demographic factors (such as ethnicity, race) which will be incorporated and adapted as appropriate to the cultural context of the individual countries

Methodology / Schedule

- Work with i-graduate to develop survey with country contacts, data protection issues, linking data, etc
- Announcement to all eligible authorized DP schools to register for the survey
- Survey launched
 - Schools provide i-graduate with students' email addresses*
 - i-graduate provided schools with school specific survey link
 - Coordinators emailed or provided students the link to complete at home
 - Coordinators set up times in a computer lab for students to complete
- Survey closed – cleanup and analysis

Country specific working groups



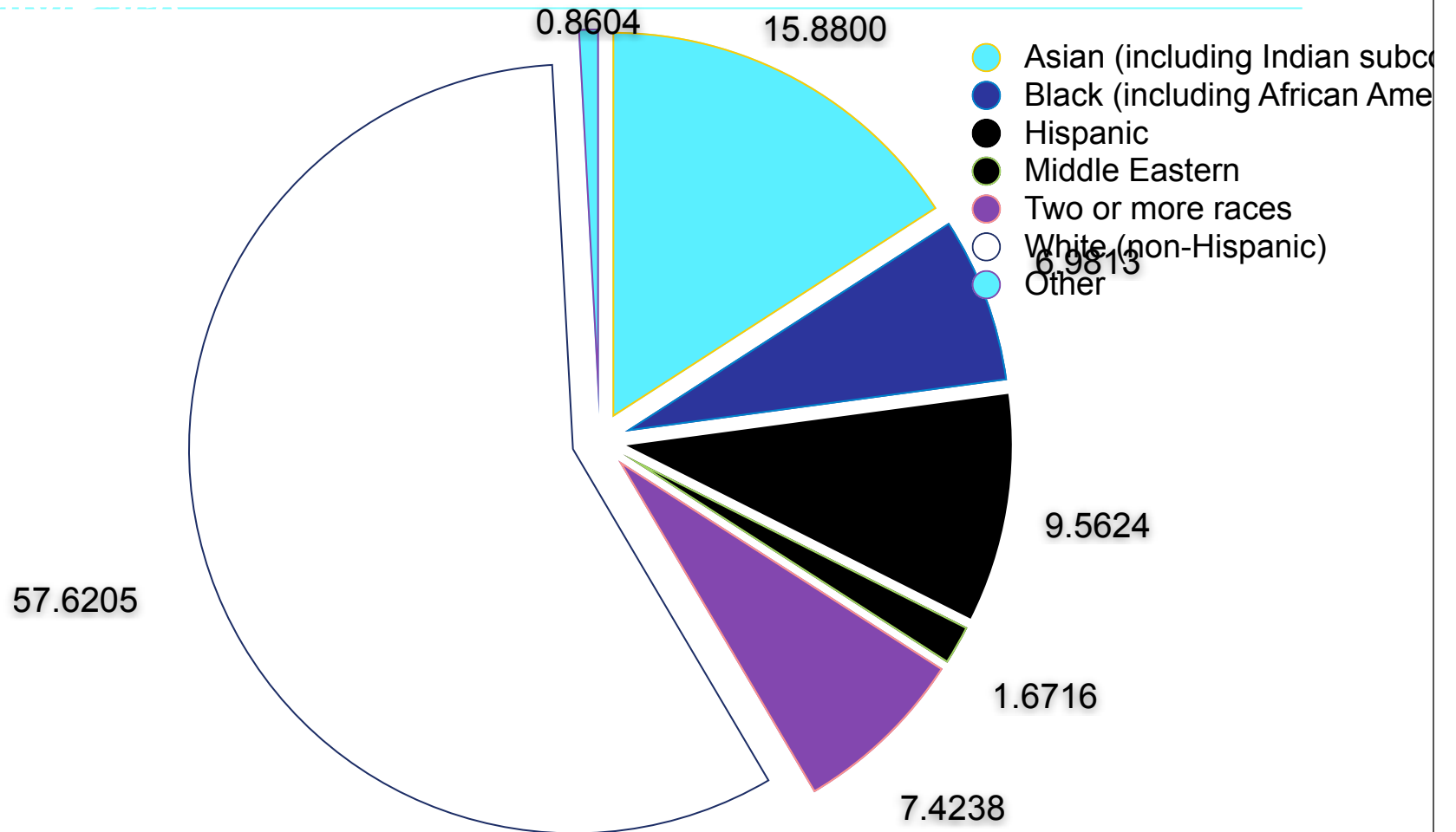
Survey questions include

- Please list the universities/colleges (ordered by preference) to which you applied and state the results of your application.
- Is the university/college you will be attending a top choice of yours?
- Did you receive a scholarship from the university, community, government or other organization?
- What were the results of the other qualifications or assessments you did take?
- Which of the following helped your FINAL DECISION to ATTEND an institution?
- Do you think the IB Diploma Programme has prepared you well for your future studies?

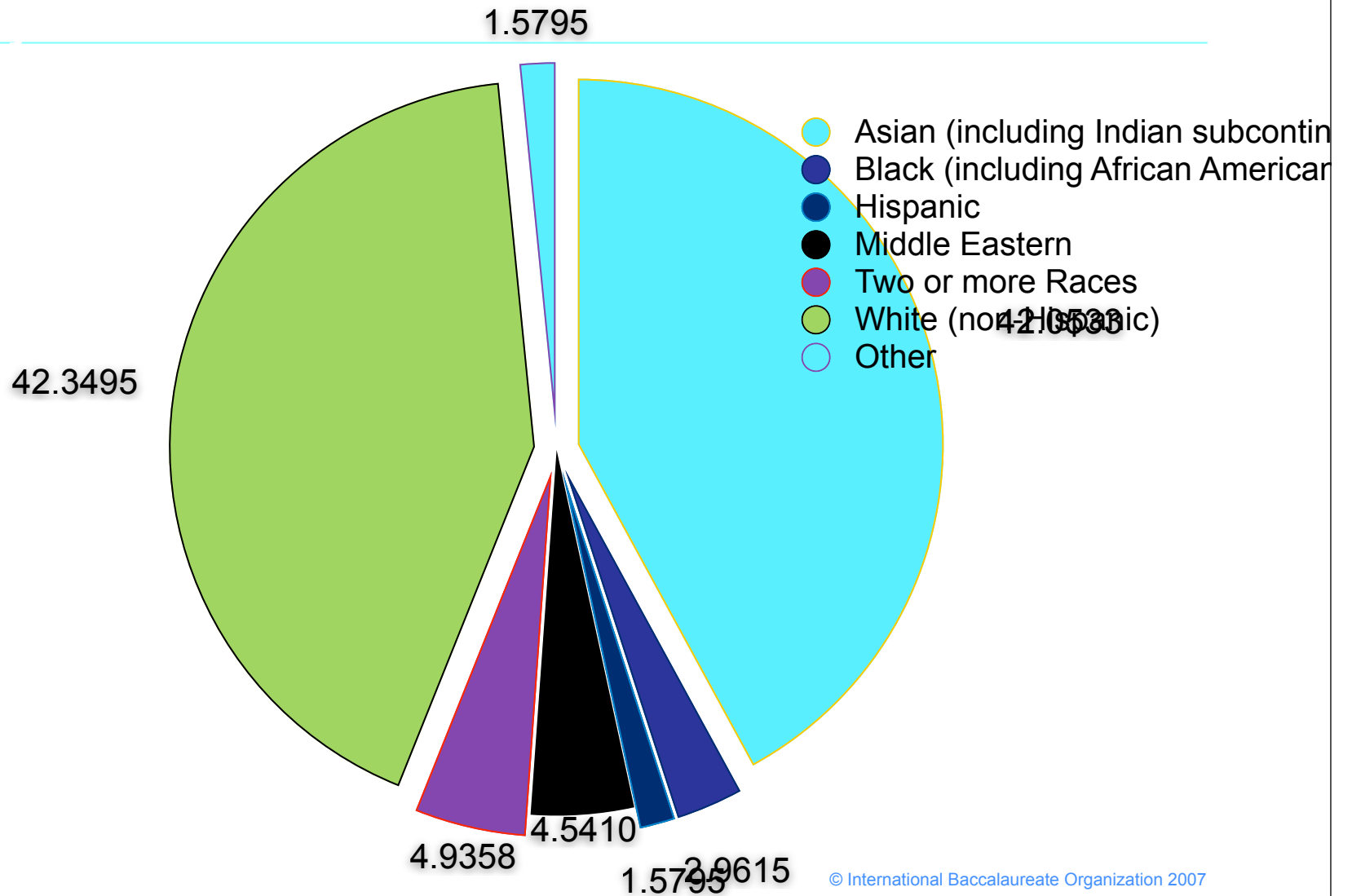
Response Rate

Country	# of schools registered	# of schools	School Response Rate	# of students participated
Canada	73	130	56.15%	1013
India	26	42	61.90%	In progress
Mexico	28	49	57.14%	~400
Spain	27	42	64.29%	
U.K.	50	100	50.00%	
U.S.	307	634	48.42%	4068
Grand Total	511	997	51.25%	So far 5500

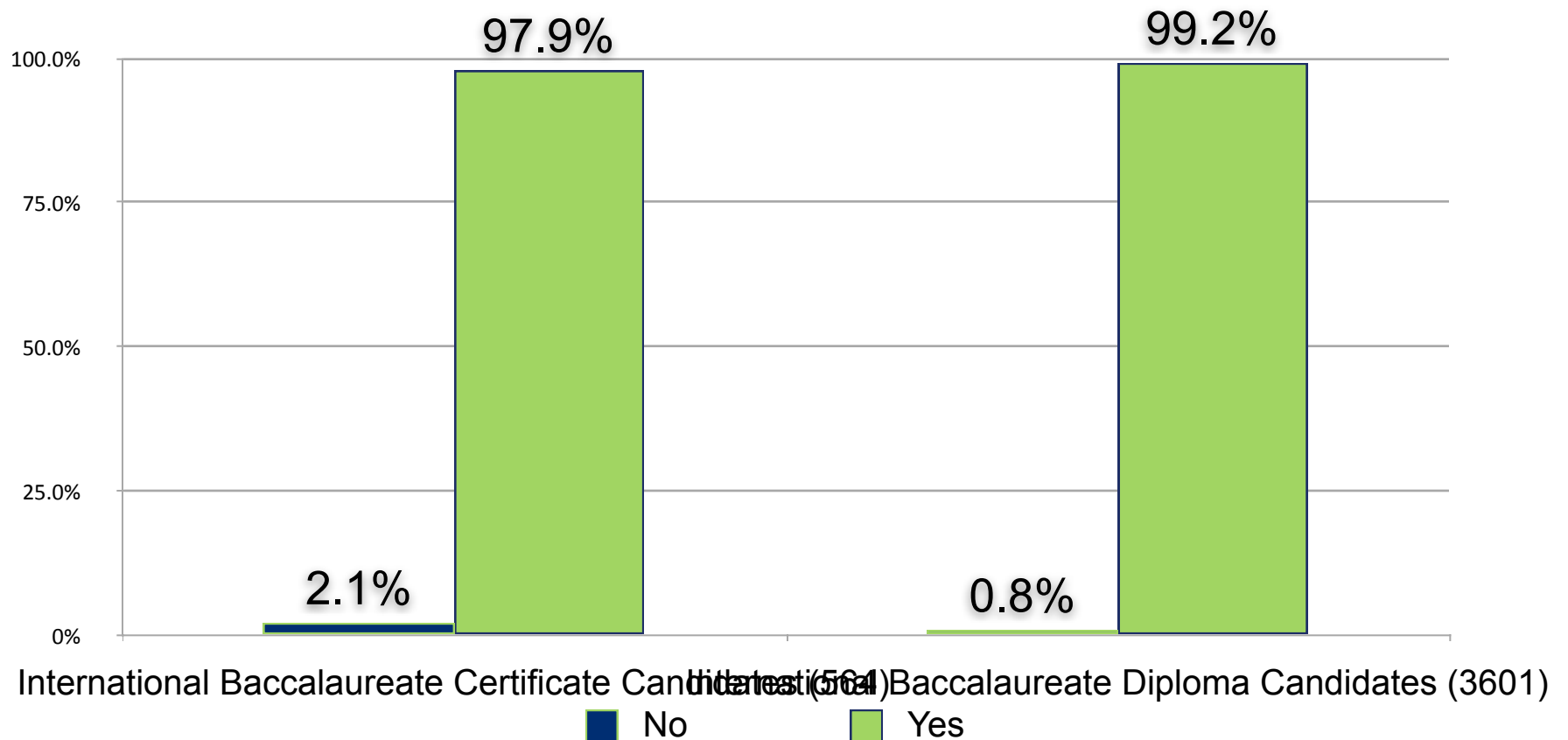
U.S. – Breakdown by ethnicities



Canada – Breakdown by ethnicities

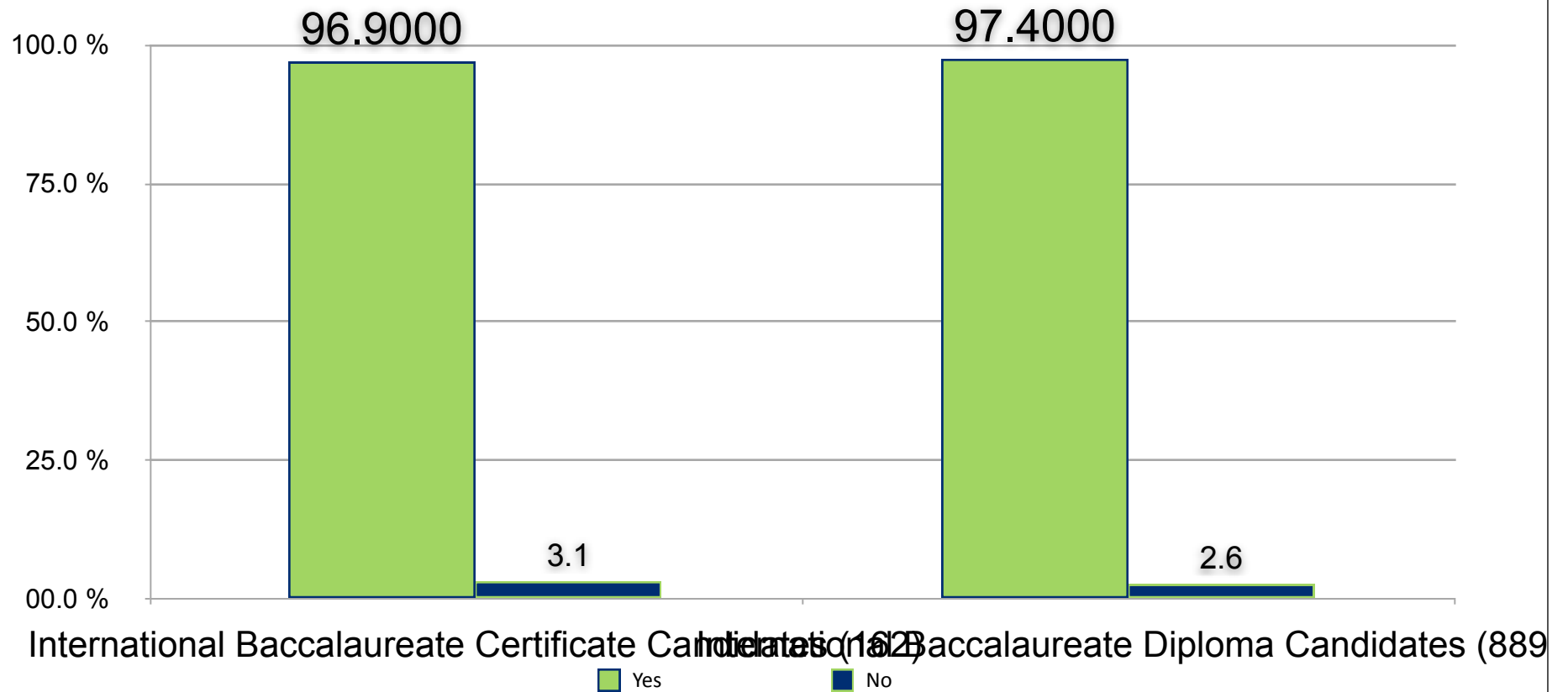


U.S. - % of students attending university/college upon completion of DP Programme



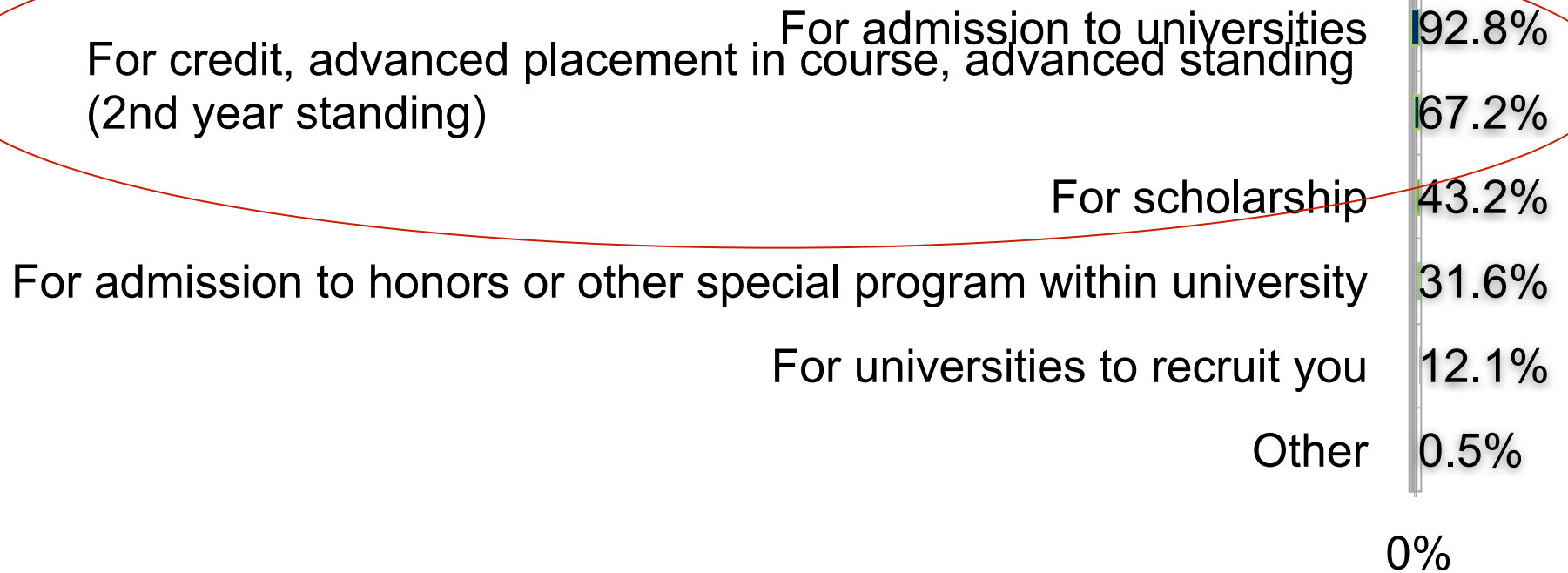
U.S. students surveyed applied to ~860 universities

Canada - % of students attending university/college upon completion of DP Programme

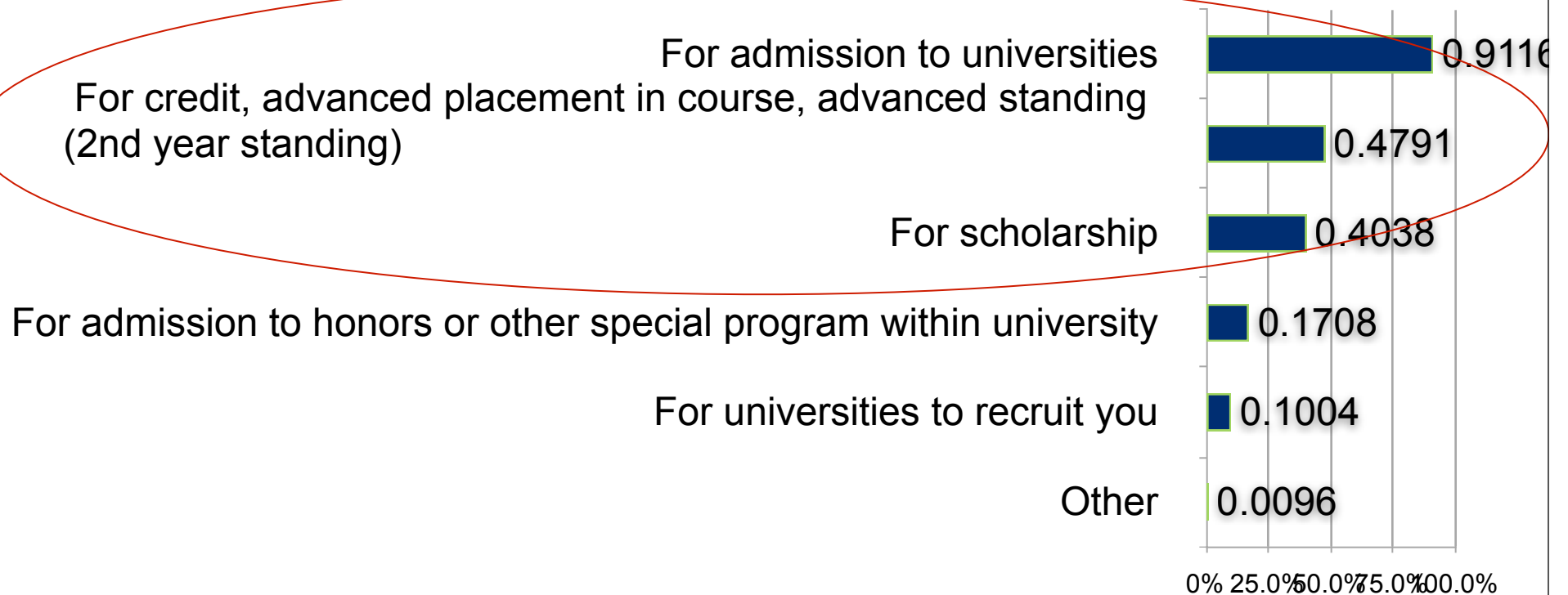


Canadian students surveyed applied to ~330 universities

U.S. students' usage of IB Diploma participation in their college application



Canadian students' usage of IB Diploma participation in college application

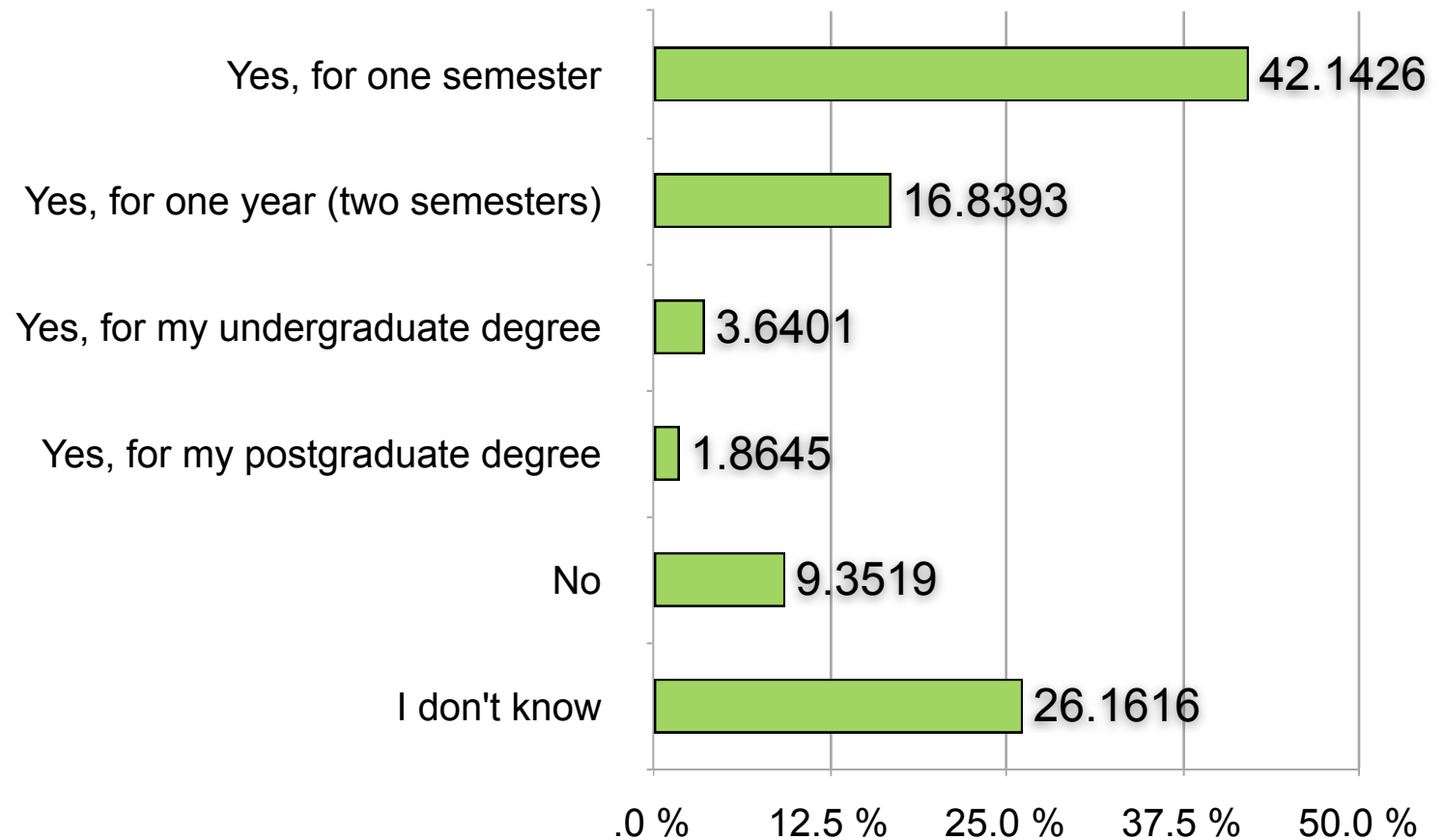


U.S. Students' Class Rank



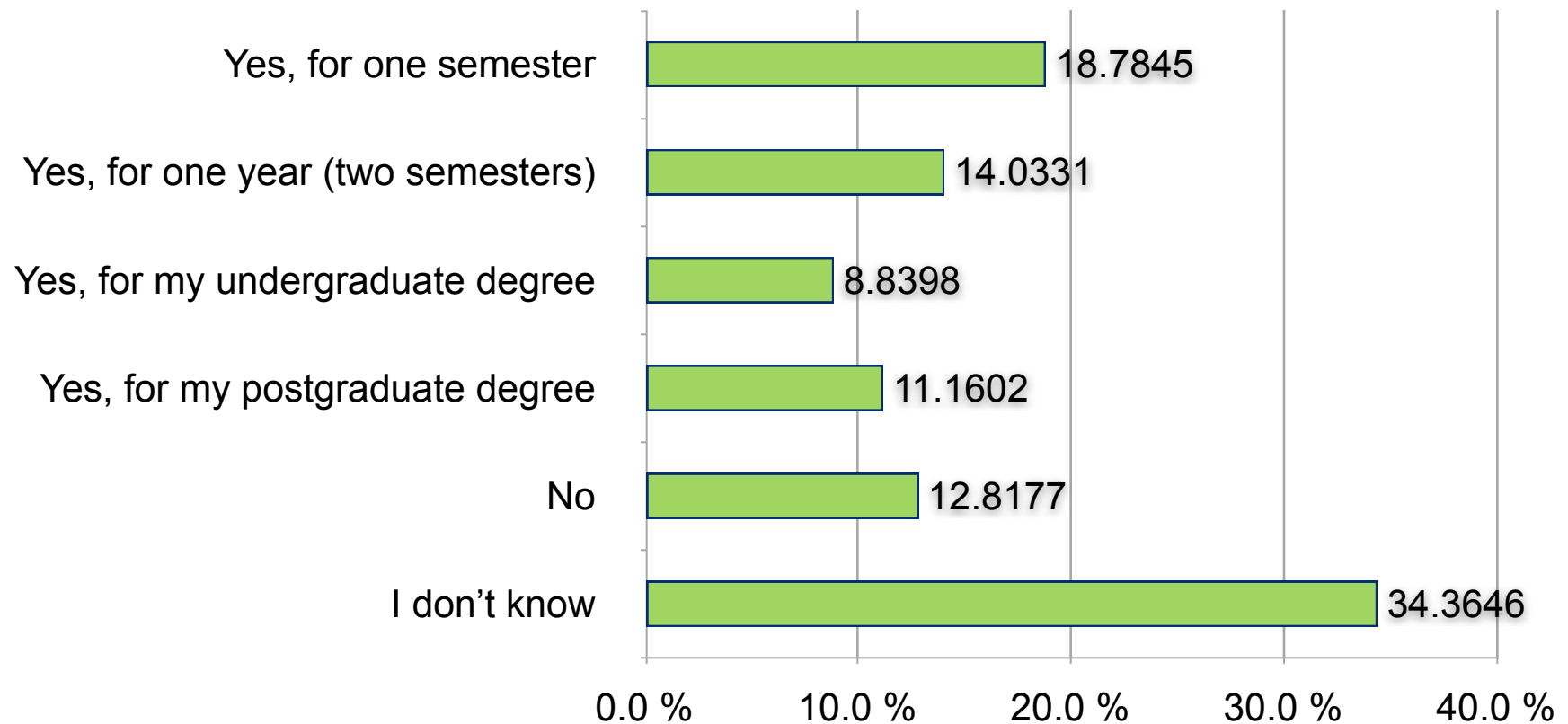
U.S.: Intention to study abroad

63.4% of U.S. students intend to study abroad



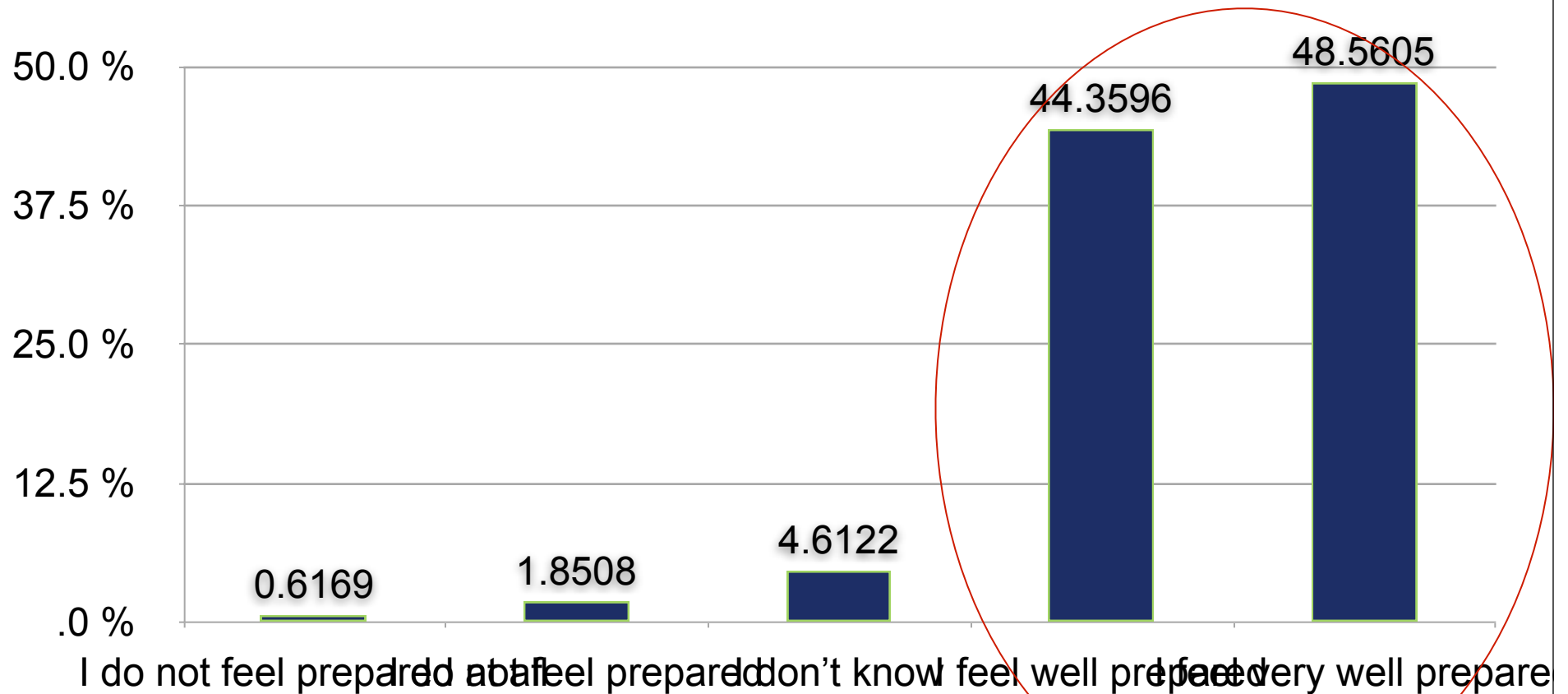
Canada: Intention to study abroad

52.8% of Canadian students intend to study abroad



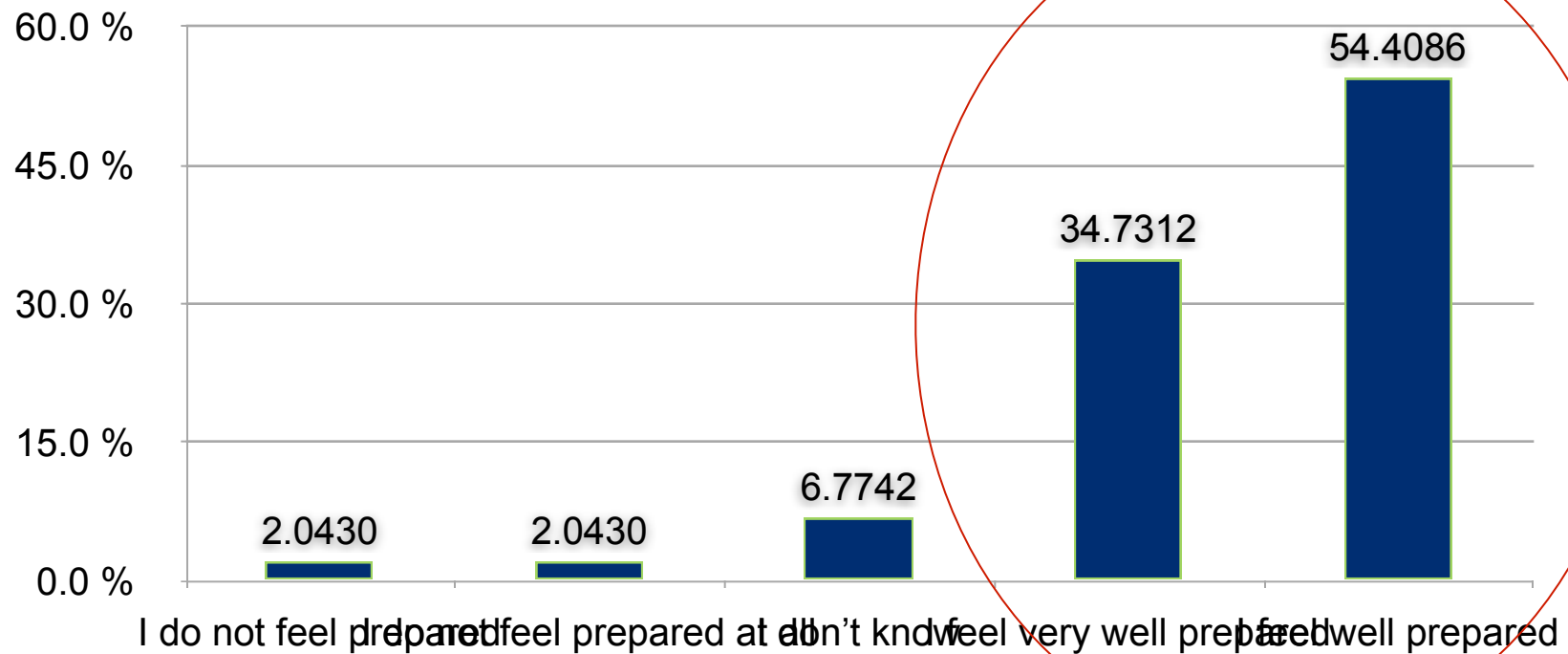
U.S.: Preparation for future studies

93% of U.S. students feel well or very well prepared



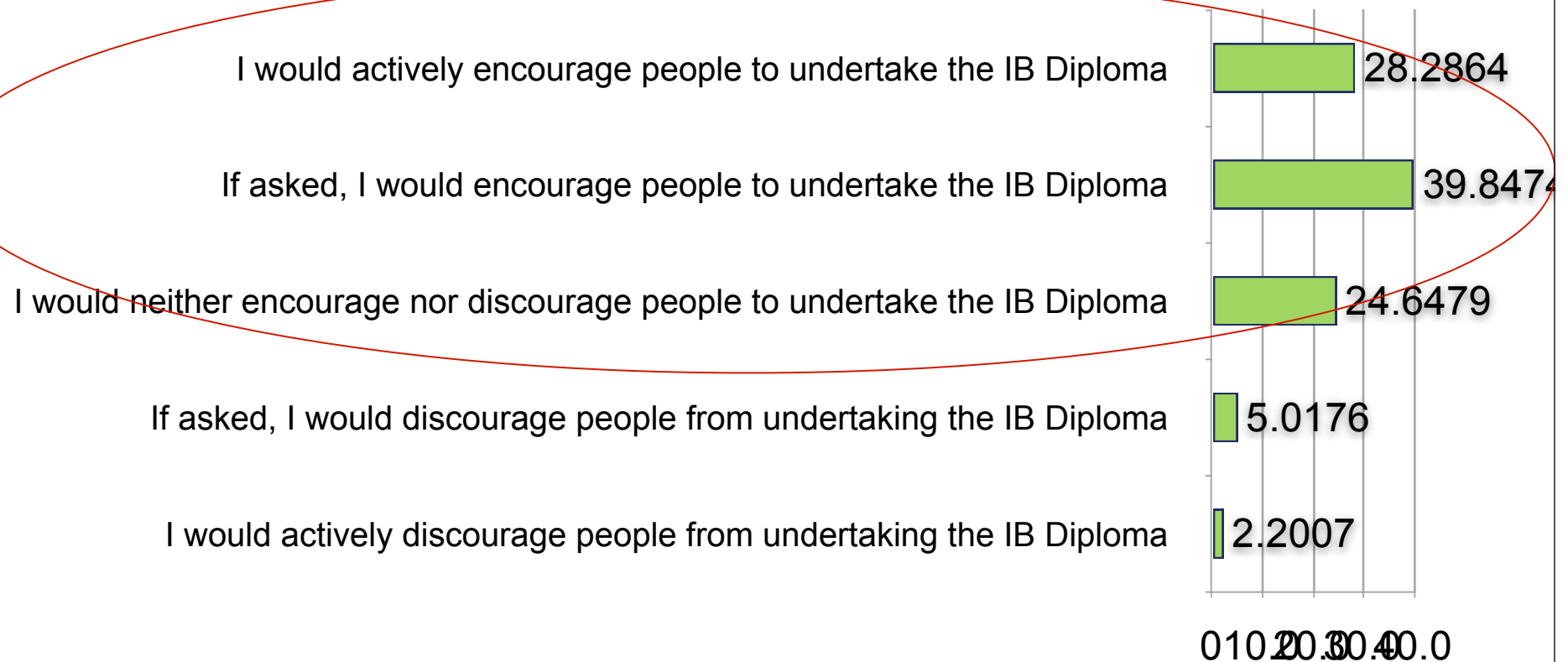
Canada: Preparation for future studies

89.1% of Canadian students feel well or very well prepared



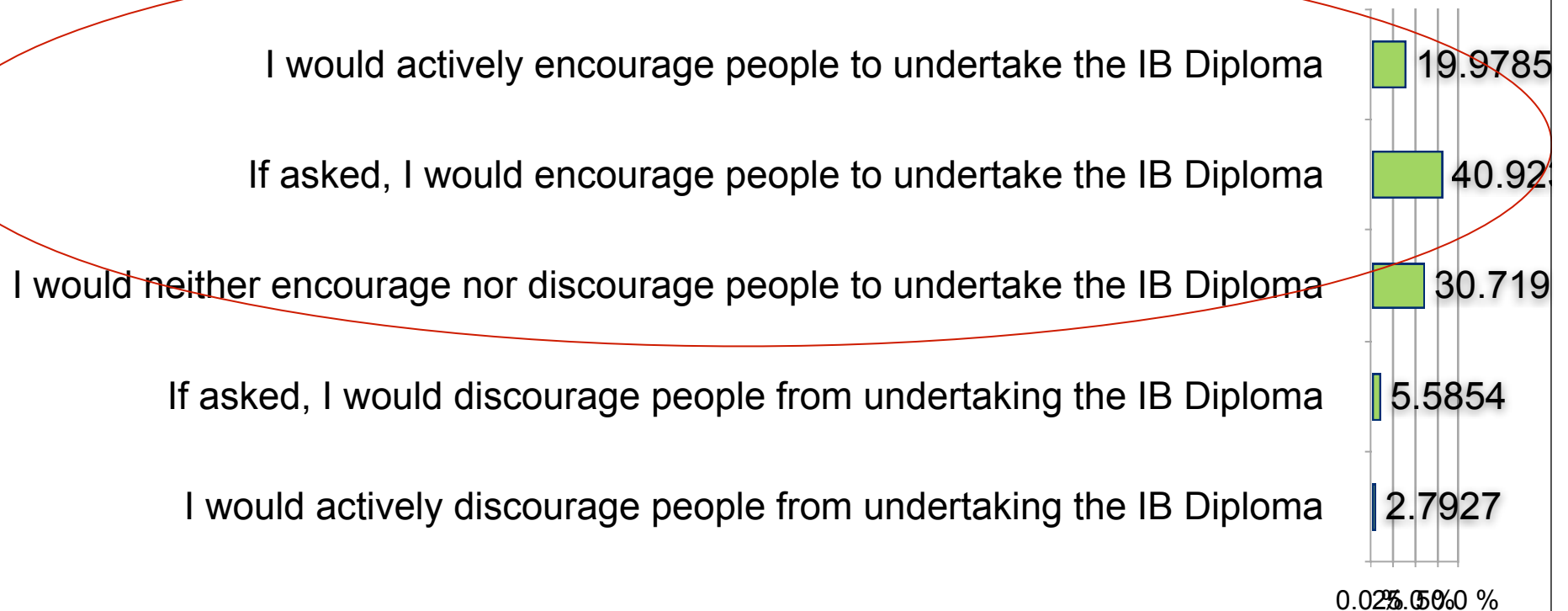
U.S.: Recommendation to future students

92.7% of U.S. students would not discourage future students



Canada: Recommendation to future students

91.6% of Canadian students would not discourage future students



Other findings

- % of students attending their top choice university
U.S.: **83.7%** Canada: **87.3%**
- % of students receiving a scholarship
U.S.: **61%** Canada: **60.8%**
- % of students who plan to stay active during university years
U.S.:
Yes - **81.6%**
I don't know: 15.7%
No: 2.7%
Canada:
Yes: **82%**
I don't know: 14.4%
No: 3.5%

University Admissions Findings – U.S.

Institution	# of students applied	# of students accepted	IB student acceptance rate	General rate
Brown University	218	38	17.4%	8.7%
Columbia University	221	30	13.6%	6.9%
Cornell University	190	60	31.6%	18.0%
Dartmouth College	88	15	17.0%	9.7%
Duke University	187	53	28.3%	12.6%
Harvard University	218	21	9.6%	6.2%
Princeton University	168	29	17.3%	8.4%
Rice University	102	39	38.2%	18.6%
Stanford University	229	35	15.3%	7.1%
University of Pennsylvania	190	47	24.7%	12.3%
University of Texas - Austin	139	102	73.4%	47%*
University of Florida	354	291	82.2%	42%*

Mid-Atlantic University Admissions Findings

Institution	# of IB students applied	# of IB students accepted	IB students acceptance rate	General Rate
George Washington University	71	46	64.8%	32.0%
Georgetown University	115	34	29.6%	18.0%
Johns Hopkins University	106	34	32.1%	18.3%
University of Delaware	65	52	80.0%	57%*
University of Maryland–College Park	176	155	88.1%	42%*
University of Virginia	179	117	65.4%	32.3%

Preliminary Findings - Canada

University/College	Application	Denied	Accepted *	Percentage
McGill University	251	61	190	75.7%
The University of British Columbia	269	37	232	86.2%
University of Alberta	156	1	155	99.4%
University of Calgary	30	1	29	96.7%

**Questions?
Comments?**

New Recognition Communication Material

- www.ibo.org/recognition
- Announcement sent to all IB coordinators, heads of schools, IB associations, education organizations, universities, government ministries
- Video testimonials
 - Compilation of Alumni: 3 Full Clips of Alumni
 - 5 Full Clips of University Admissions Officers
- Written material
 - Recognition brochures
 - Developing a Model Policy

What do we want to convey?

- **IB Diploma Programme** – International, Academically challenging, Develops Higher Order Cognitive Skills, Relevant for 21st Century
- **IB Students** - Well-rounded, High Achievers, Social Contributors, “Local Globalists”, Employment Ready
- **IB Curriculum** – Meets national standards, Strong standards applied consistently throughout the world
- **IB “Model” Policy** – Equivalency with other systems, Ideal components, How to Implement
- **Call to Action** – Review and improve policy to recruit more IB students

How to Use Material



Resources for developing and improving university recognition for the IB Diploma Programme

The International Baccalaureate (IB) has a range of supporting materials to convey both the value of the IB Diploma Programme and the exceptional qualities of its students. This guide describes the materials available to explain the IB Diploma Programme to universities to encourage better recognition of the IB.

What do universities need to know about the IB Diploma Programme?

To respond to varying levels of understanding about the IB and its programmes, we offer a toolkit of communications resources that can be used to explain the IB Diploma Programme, the unique qualities of IB Diploma Programme students, and the factors to consider in the development of a statement or policy recognizing the IB.

The toolkit includes several key resources that provide an overview of the important aspects of the programme for universities.

To learn the essentials of the IB Diploma Programme, see our brochure *IB students bring a passion for learning to your campus: The IB Diploma Programme and higher education institutions*.



Understanding the IB Diploma Programme scores offers useful guidance on the IB assessments as a global qualification for higher education.



Resources for developing and improving university recognition for the IB Diploma Programme
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View the testimonials of three IB Diploma Programme students as they reflect on how they benefited from their experiences in the Diploma Programme and how the programme prepared them for university in the *IB Diploma Programme alumni videos*, available online at www.ibo.org/recognition.



Tools to aid and inform the review and development of an IB recognition policy

Universities can increase their recruitment of IB Diploma Programme students by updating their IB recognition policy statement. To learn more about the steps to take and questions to consider in developing an IB policy, see the overview brochure *Establish an IB policy that recognizes achievement within the IB Diploma Programme*.



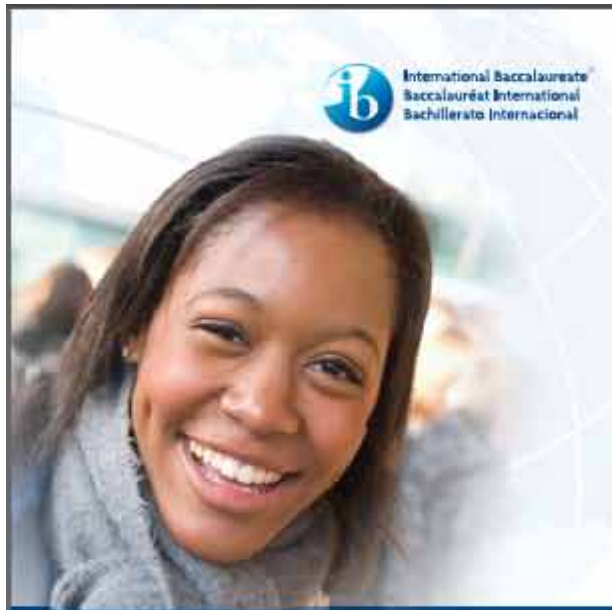
As higher education institutions respond to the growth of the IB Diploma Programme, the IB can assist in establishing appropriate policies to benefit enrollment. Use the guide *Seizing an IB policy that works for your institution and your students* to learn more about developing or improving recognition for the IB Diploma Programme.



Contact the IB to learn more.
Email: recognition@ibo.org
University and college admissions resources
www.ibo.org/recognition

Resources for developing and improving university recognition for the IB Diploma Programme
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Recognition Brochure



IB students bring a passion for learning to your campus

The IB Diploma Programme and higher education institutions

www.ibo.org



"IB is well known to us as excellent preparation. Success in an IB programme correlates well with success at Harvard. We are pleased to see the credential of the IB Diploma Programme on the transcript."

Marlyn McGrath Lewis, assistant dean of admissions,
Harvard University, USA

The same high standards of quality anywhere in the world

IB assessments are known for strong reliability and validity in scoring, resulting in consistent IB diploma pass rates for the past 40 years. Whether the school is in Alexandria, USA, or Alexandria, Egypt, the standards and assessments are uniform. Both external and internal assessments are used to evaluate students and factor into a student's final grade.

The IB has educated nearly 1 million students since it was founded more than 40 years ago, earning a reputation for quality education, high standards, consistent and rigorous assessment and leadership in international education.



Why do universities value IB students?

IB students are prepared for academic success.

- IB students are more likely than others to enroll in and graduate from selective higher education institutions.*
- Based on their experiences, IB students possess a broader range of skills that enhance their ability to adapt and contribute to university life.
- IB students demonstrate a level of emotional and intellectual maturity for managing the demands of challenging coursework and make meaningful contributions.
- They have extensive experience doing independent research and presenting what they have learned through presentations, papers and other projects.
- They think critically and draw on diverse perspectives that reflect an international outlook.
- Participation in the IB Diploma Programme shows that students have excelled in multiple and diverse academic challenges and is a strong predictor for success in university.*

"We very much value the learning that IB students have had through their Diploma Programme. I have personally seen, over the years that I have been in charge of admissions at HKU, that they do not just have an understanding of their subject areas, but, much more importantly, typically show levels of communication, thinking skills and all-around knowledge that equip them very well for tertiary education and beyond."

Professor John A. Sprink, senior advisor to the vice-chancellor,
University of Hong Kong, Hong Kong

*All analyses of data collected from the National Student Clearinghouse (NSC) for students who were members in May 2000 and May 2001 and Integrated Postsecondary Education Data System (IPEDS) of National Center for Education Statistics. Research reports available at www.ibo.org/research/programmeimpact.

One-Pager Pieces



Assessment Profile



"Our experience is that IB diploma graduates are incredibly well prepared for university success. The program's international flavour, academic rigour and emphasis on inquiry based learning means that IB Diploma students enter university with a global outlook, an excellent work ethic and the critical thinking skills to ensure they achieve."

Margaret Fairman,
director, Office of Prospective Students and Scholarships,
University of Queensland, Australia

Understanding the IB Diploma Programme scores

An international standard for more than 40 years

For over 40 years, the International Baccalaureate (IB) has been the leader in international education and in providing high-quality and rigorous assessments to students in nearly 140 countries. The IB's unique assessment model ensures a high level of validity and reliability that has resulted in consistent IB diploma pass rates with no grade inflation over time.

IB assessments are designed to emphasize the development of higher-order cognitive skills. They are criterion-related and focus on students' ability to think analytically and critically, to integrate and apply their learning, to work collaboratively and to communicate what they have learned in writing and orally. The assessments use varied tasks that evaluate students' abilities in these areas and may include the following types in a standard level or higher level course:

- oral
- multiple choice
- short answer
- portfolio
- essay
- exhibition
- performance
- independent research

Most subjects have at least three or four separate assessment components, including both internal and external assessments. Internal assessments are administered and marked by IB teachers. The IB teachers' marking is then moderated by the IB. External assessments are standardized throughout the world with all students sitting for their written examinations over a three-week period in either May or November.

The balance between internal and external assessment ensures that all objectives of the course are adequately and appropriately assessed.

"Diploma Programme students are well-rounded, multifaceted, multiskilled and have studied in depth. They have good time-management skills. They score higher than students in other national systems, and the IB score is worldwide the same measure."

Hrillina Lock, undergraduate admissions manager, London School of Economics, UK

Nearly 6,500 trained examiners worldwide are involved in different stages of the assessment process, including the development, marking and moderation of assessments. The moderation process ensures accuracy and allows the IB to monitor the work of examiners.

Learner



The IB Learner Profile:

A singular capacity for invigorating campus life

Informed by the International Baccalaureate (IB) mission to develop active, compassionate and lifelong learners, the IB programmes foster a distinctive set of attributes. These qualities—embodied in the IB learner profile—prepare IB students to make exceptional contributions on campus.

Inquirers. They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

University faculties regularly note IB students' passion for discovery.

Knowledgeable. They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

IB students are extraordinarily well prepared for the academic requirements of university coursework.

Thinkers. They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking "why?"

Communicators. They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

IB students regularly deliver stimulating presentations and give excellence in group assignments.

Principled. They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

IB students are infused with the academic integrity that is a fundamental value of universities and colleges.

Research Brochure



IB Diploma Programme: A strong predictor of success in university

Recent research on the performance of students in the IB Diploma Programme

By 2014, more than 1 million International Baccalaureate (IB) students will have participated in the IB Diploma Programme, and more than 120,000 Diploma Programme students will be entering university each year. IB students represent a broad range of nationalities from nearly 140 countries and reflect diverse experiences and perspectives, which they apply to their learning in the Diploma Programme. These experiences, in combination with the emphasis on international-mindedness and academic rigour of the Diploma Programme, provide students with a unique set of skills, attitudes and perspectives for success in university and life in the 21st century.

www.ibo.org

"IB students are terrific learners. They're inquisitive and don't just question what they're learning, but why."

Martha Piper, former president,
University of British Columbia, Canada

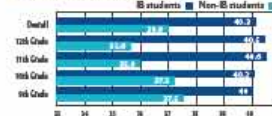


The University of British Columbia also conducted an extensive study of the performance of IB students during their first year. Based on the research, performance on the IB diploma, as measured by the score, was a strong predictor of success at the University of British Columbia, where students with scores in the 27-30 point range perform the same as straight-A students out of Canadian provinces' high school curriculum.

IB students are more engaged learners

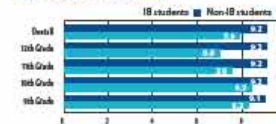
In 2009, the High School Survey of Student Engagement (HSSSE) by Indiana University's Center for Evaluation and Education Policy surveyed some 40,000 high school students across three broad dimensions of student engagement: academic, social/behavioural and emotional. Responding to questions about the amount of time spent studying, engagement in classroom discussions and the types of academic tasks they do inside and outside the classroom, IB students showed significantly higher levels of academic engagement compared to students within the same school and to those in the larger survey population.

Levels of academic engagement



Source: High School Student Engagement Among IB and Non-IB Students in the United States: A Comparison Study, a report by International Baccalaureate, and analysis of 2009 HSSSE Results, Center for Evaluation and Education Policy, Indiana University.

Levels of social engagement



Source: High School Student Engagement Among IB and Non-IB Students in the United States: A Comparison Study, a report by International Baccalaureate, and analysis of 2009 HSSSE Results, Center for Evaluation and Education Policy, Indiana University.

Through the focus on challenging academic content and the key cognitive strategies in the Diploma Programme, IB diploma students are able to demonstrate the ability to think critically and to apply concepts across disciplines and subjects. In university courses, they show intellectual initiative, emotional maturity and self-management skills, qualities that lead them to stand out from their peers.

"We're looking for students who are engagers—students who are maximizing opportunities in and out of the classroom. What's very unique about IB is that through its curriculum it allows students to be able to satisfy the requirements of the types of students that we're looking for."

Dr Kedra Ishop, vice provost and director of admissions, University of Texas at Austin, USA

Access Brochure



Increasing access for diverse schools and students

The IB Diploma Programme, for students aged 16 to 19, offers students an academically challenging and balanced education with courses in six different subject groups in addition to three core elements—theory of knowledge, extended essay and creativity, action, service.

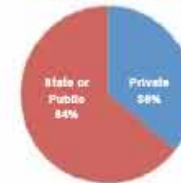
For more than 40 years the IB has built a reputation for high-quality, challenging programmes of education. The Diploma Programme is founded on a philosophy of building tolerance and understanding among internationally minded students of different cultures and backgrounds.

Through the mission—“to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world”—IB is committed to meeting the education needs of a diverse community of schools and to improving access to high quality education for students around the world.

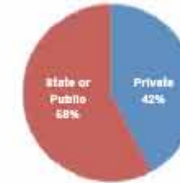
www.ibo.org

Nearly 60% of these IB programmes and 65% of IB students are in public or state-funded schools.

Diploma Programme candidates in state or public schools



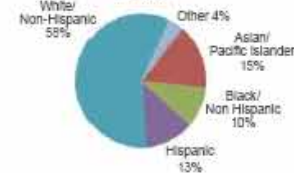
IB World schools



The IB offers educational excellence to historically underserved students.

Increasing access to educational opportunities for all students is a strategic priority for the IB. Within the United States (US), almost one-third of the schools offering the Diploma Programme are Title I eligible, serving a significant proportion of low-income students, and about one-sixth of IB students registering for examinations qualify for the federal free and reduced price lunch program, which subsidizes meals for students whose family income is at or near the poverty line. More than 40% of the IB Diploma Programme students in the US are non-white or Hispanic.

Race/ethnicity of IB Diploma Programme candidates in the US May 2009



Eligibility for free and reduced price lunch IB Diploma Programme candidates in the US May 2009



The IB Diploma Programme is “transformative” for underserved students.

“The IB is without a doubt better than other curricula available to high-needs students, and it’s more than just skills. It gives students a college experience with support, and that keeps high-needs students from being overwhelmed when they do go to college.”

—IB district coordinator, interviewed for the Diploma Gap Study

In 2008, the Bill & Melinda Gates Foundation funded a study by McKinsey & Company that revealed the IB’s unique benefits for underserved students. Focusing on the “diploma gap”—the underrepresentation of low-income and minority students in the Diploma Programme—McKinsey analysed quantitative data on participation and performance and collected qualitative data from interviews with students, teachers and education researchers.

The McKinsey study concluded, “The Diploma Programme stands out among other high school curricula available today in the US public education system because it offers a rigorous, aligned, integrated instructional system that is both appropriate and valuable for students of average skill proficiency, and transformative for minority and low-income, i.e., ‘high-needs,’ students.” (*Understanding and Closing the IB Diploma Gap for High-Needs Students in the United States*, McKinsey & Company, September 2008)

Curriculum Briefs



22 subjects, including the core requirements

Core requirements: Extended essay, theory of knowledge and creativity, action, service subject brief



The IB Diploma Programme, for students aged 16 to 19, is an academically challenging and balanced programme of education that prepares students for success at university and life beyond. Students take courses in six different subject groups, maintaining both breadth and depth of study. In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—is compulsory and central to the philosophy of the programme.

About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

The IB subject brief illustrates the key components of the core requirements in the IB Diploma Programme.

- I. Extended essay
- II. Theory of knowledge
- III. Creativity, action, service

The IB core elements of extended essay, theory of knowledge and creativity, action, service are described below.

I. Extended essay

The extended essay of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest, usually one of the student's six Diploma Programme subjects, and acquaints them with the independent research and writing skills expected at university. It is intended to promote high-level research and writing skills, intellectual discovery and creativity—resulting in approximately 40 hours of work. It provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

This leads to a major piece of formally presented, structured writing of no more than 4,000 words, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject. It is recommended that students follow the completion of the written essay with a short, concluding interview—*viva voce*—with the supervisor. In countries where normally interviews are required prior to acceptance for employment or for a place at university, the extended essay has proved to be a valuable stimulus for discussion.

Extended essay assessment

Students are expected to demonstrate the ability to do the following:

- plan and pursue a research project with intellectual initiative and insight
- gather and interpret material from sources appropriate to the research question
- structure a reasoned argument in response to the research question on the basis of the material gathered
- present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways
- use the terminology and language appropriate to the subject with skill and understanding
- apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research.

The extended essay contributes to the overall diploma score through the award of points in conjunction with

theory of knowledge. A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge.

II. Theory of knowledge

The interdisciplinary theory of knowledge course is designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives.

The theory of knowledge course is in part intended to encourage students to reflect on the huge cultural shifts worldwide around the digital revolution and the information economy. The extent and impact of the changes vary greatly in different parts of the world, but everywhere their implications for knowledge are profound. Theory of knowledge encourages critical thinking about knowledge itself and aims to help young people make sense of what they encounter. Its core content focuses on questions such as the following:

- What counts as knowledge?
- How does it grow?
- What are its limits?
- Who owns knowledge?
- What is the value of knowledge?
- What are the implications of having, or not having, knowledge?

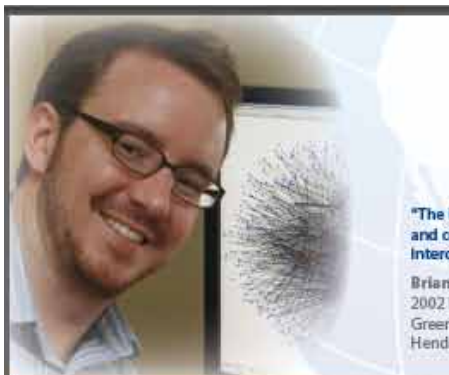
Theory of knowledge activities and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen to and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Connections may be made between knowledge encountered in different Diploma Programme subjects, in creativity, action, service experience or in extended essay research; distinctions between different kinds of knowledge may be clarified.

The aims of the theory of knowledge course are to:

- develop a fascination with the richness of knowledge as a human endeavour, and an understanding of the empowerment that follows from reflecting upon it
- develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed, by communities and individuals

- Core
- HL Biology
- HL Chemistry
- HL Economics
- HL History
- HL Language A
- HL Language B
- HL Mathematics
- HL Music
- HL Psychology
- HL Physics
- SL Biology
- SL Chemistry
- SL Economics
- SL History
- SL Language A
- SL Language B
- SL Mathematics Studies
- SL Mathematics
- SL Music
- SL Psychology
- SL Physics

Alumni Testimonials



"The IB and online communities...
Brian Keegan
2002 IB Diploma Programme graduate
Green Hills School
Hendrix, Oregon, USA

Brian Keegan discovered the power of motivated learning through the IB Diploma Programme student—an interest that has led him to explore online communities. After earning two bachelor of science degrees, technology and society at the Massachusetts Institute of Technology, he is now pursuing a master's degree in communication at Northwestern University School of Communication.

For Brian, the IB Diploma Programme's unique elements—the extended essay, theory of knowledge and group 4, in particular—fueled his deep interest in how people coordinate, collaborate, adapt and connect across the social media landscape to complete complex tasks. "The Group 4 project introduced us to the difficulties of planning and executing a project as a team: conflicting schedules, visions, personalities and interpretations all had to be negotiated and communicated," he says.

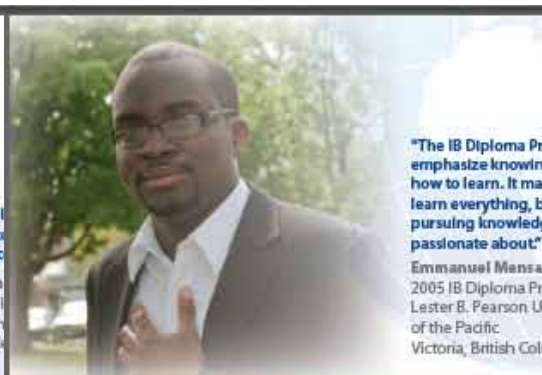
The IB also helped Brian see the connections among coursework, areas of study and people that are evident in his work today. "I think the combination of both the extended essay and the theory of knowledge, in addition to the common requirements, demanded that IB students engage more deeply and interdisciplinarily with our work than other students whose goals ended with a test at the end of the year," he says.

After mastering the challenges of the IB Diploma Programme, Brian was ready for the competitive university admissions process. "I was certainly better

prepare and present myself as a student," he says. "Today, I use the IB Computer Science course as a model for my work. The IB interest set of standards is a great example of how to integrate different disciplines and create a cohesive learning experience."



To learn more about how IB prepares students for university and life beyond, go to www.ibo.org/cognition



"The IB Diploma Programme emphasizes knowing how to learn. It made me learn everything, but pursuing knowledge passionately about it."
Emmanuel Mensah
2005 IB Diploma Programme graduate
Lester B. Pearson University of the Pacific
Victoria, British Columbia, Canada

A 2005 IB Diploma Programme graduate who earned a bachelor of arts in cum laude, from Dartmouth College in 2009, Emmanuel Mensah is now a master of business administration and a doctor of medicine—simultaneously at Harvard University.

Although Emmanuel always knew he wanted to study medicine, he embarked on a double major in biology and mathematics in university after taking IB mathematics courses that revealed his enthusiasm for the subject. "I love the fact that there were options for us, at such a young age, to explore how far we hope to go in any field," he says. Today, as he studies for his MBA and MD, Emmanuel aims to become involved in computational biology to help bridge his interests in business, medicine and mathematics.

A string of honors attests to his diverse accomplishments: Dickerson Prize for writing; W.E.B. DuBois Academic Award; Flanny B. Cardozo Prize for academic enthusiasm and genuine concern for the community; The Grace and James S. Parkes 1920 Prize for exemplifying kindness, good fellowship and respect; Davis 100 Projects for Peace Fellowship; and National Palmer Award for dedication to service and bringing a vision into action—to name a few.

Such accolades merely scratch the surface of Emmanuel's myriad capabilities. As he notes, "The most amazing aspect of the IB Diploma Programme was that its requirements went beyond the scope of the classroom—and so do his pursuits. He has worked as a financial analyst, a laboratory research assistant, a media technician and a researcher on international governance. He has produced videos of flora and

fauna on Racerocks Island, Dartmouth College Work performed the South African Roots of Rhythmic French, Italian, English and Spanish. The IB also set Emmanuel as an ambassador with what he calls "service CAS projects" and middle schools to students. He continued the International diversity peer program on a campus of inclusivity, he says. Emmanuel's cultural outreach potential of youth to their own country, spurring his Leadership Alliance. The exodus of intellectuals to networking, leadership members. For Emmanuel, "My IB experience opened global scale. I no longer see community as a physical pacesetter in fighting for those who do not have a voice."



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"Precisely because of my experiences from the IB, I'm not afraid to explore academic areas outside of my comfort zone. Instead, I find that fusion of different fields raises learning to a much more exciting level."
Joan Li
2007 IB Diploma Programme graduate
MLC School
Sydney, New South Wales, Australia

Forging her own career path and taking a chance on blending different academic fields are not daunting to Joan Li, a 2007 IB Diploma Programme graduate and *Dux Litterarum* (valedictorian). She is pursuing a dual degree from the Wharton School and College of Arts and Sciences at the University of Pennsylvania to combine her love of economics and biology.

"I learned very early on in the IB that some of the most rewarding academic experiences come from interdisciplinary learning; making connections between different academic fields and finding the golden intersection," Joan says. "My extended essay looked at the shortage of physicians in rural Australia, initially integrating my interests from my IB biology and economics classes. This led me to enroll in Penn's Vagelos Life Sciences and Management Program, a dual-degree programme that allows students to explore and fuse these two fields."

The IB Diploma Programme, particularly the research skills gained through the extended essay, prepared Joan well for the demands of university coursework. "The extended essay was the first time that I had experienced such a large-scale research project from beginning to end," she says. "It was incredible being able to apply coursework to real-life situations, and the experience has motivated me to pursue more research opportunities at Penn."

The IB's theory of knowledge (TOK) course had a major impact as well. "After I started university, I realized how TOK feeds into every academic field and even in daily life. It has taught me not to be 'skeptical', but to be 'analytical'."

When Joan entered university, she was amazed at the similarities in the content of her courses to the content in her IB classes. "My IB biology higher level class covered almost all of the topics covered in my introductory biology class at Penn, and even some of the topics in my upper-level biology classes," she says. "My IB economics class, even though I took it more than two years ago, helped me survive a challenging core finance class at Wharton."

Joan looks for opportunities to contribute to improvements in her local community, working with a student-run organization called the Social Impact Consulting Group that provides pro bono business services to local non-profit organizations. "I love it because it allows me to apply skills and knowledge I've gained in my classes to real-life situations, while making a positive social impact on the community around Penn." IB students like Joan Li are eager to engage in the life of the university and also find opportunities to contribute to the broader community.

"The IB completely opened my mind, sparked my interests and pushed me to realize and expand my potential. The high standards and high demands were definitely challenging, but also unbelievably motivating."



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Model Policy



Establish an IB policy that recognizes achievement within the IB Diploma Programme

A strong IB policy is an effective way to attract IB students from all over the world.

www.ibo.org

Setting an IB policy that works for your institution and your students in the United States

For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.

The IB Diploma Programme, for students aged 18 to 19, is an academically challenging and balanced programme of education that prepares students for success at university and life beyond. Students take courses in six different subject groups, maintaining both breadth and depth of study. In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

As higher education institutions in the United States (US) respond to the growth of the IB, having a clear policy regarding entry requirements for IB Diploma Programme students will help to promote your university and provide clear guidance to IB students interested in applying. The process for creating an IB policy varies by institution, and the IB is eager to assist you in establishing an appropriate policy that will benefit your enrollment and the students interested in attending your institution.

We have prepared this simple guide to help you summarize or improve IB policies at your institution.

IB policies generally have several components:

- an admissions statement that encourages IB students to apply
- details on the admissions requirements regarding subject prerequisites and minimum scores for entry to various courses and language proficiency
- special considerations for IB students, including scholarships or other opportunities
- awarding credit and advanced placement
- additional information relevant to the student's application for admission.

The following table describes these components in detail and provides some suggested wording for your policy.

Policy components	Suggested wording
I. Admissions statement IB students need to know that your institution and its faculty understand what the IB qualifications means and that you seek and value what these students can bring to your campus. A statement on your admissions website is a good place to start.	[Your university] values the International Baccalaureate (IB) Diploma Programme and its engaging and challenging curriculum that encourages critical thinking, intercultural understanding and respect. We welcome applications from IB students.
II. Admissions requirements Alternative pathways For IB students who do not achieve the required IB diploma scores or do not receive the full diploma, your institution may be able to offer an alternative pathway by allowing them to apply using their scores on the individual assessments or by presenting their IB assessments in combination with additional qualifications.	All IB diploma students are encouraged to apply to [your university]. The IB diploma or certificates in individual IB subjects will be used for admissions decisions.
English proficiency One of the distinctive components of the IB curriculum is the requirement for students to learn two languages. IB students who have studied outside of the United States and may be non-native English speakers can demonstrate a high degree of proficiency, evidenced by their score on the higher level or standard level IB English language examinations.	English is the official language of instruction at [your university]. All prospective students must demonstrate English language competency prior to admission. IB applicants to [your university] must satisfy this requirement by attaining a minimum score of [insert IB grade] in the Diploma Programme higher level or a minimum score of [insert IB grade] in the standard level English language examinations. There is no need for students who have taken these IB Diploma Programme English courses to take other qualifications such as IELTS or TOEFL.

What we want universities admissions to say

- University of Hong Kong:

HKU welcomes IB diploma holders, and believes that students who earn the IB diploma are extremely well prepared for university studies in Hong Kong.

- University of British Columbia

The International Baccalaureate Organization and UBC share a common vision – that global perspectives are key to education.... At UBC, we are committed to helping IB students find the best way to qualify for admission, scholarships, and first year credit. We understand the IB program and we value the experience you've had as an IB student.

Vision for IB alumni network

The IB alumni network aims to foster an international community of lifelong learners who embrace intercultural understanding and cross-border collaboration while actively promoting the IB mission of a better world through education.

Social Media Platforms



IB alumni network blog –
blogs.ibo.org/alumni/



IB Fan Page on Facebook –
www.facebook.com/IBO.org



IB Twitter feed –
twitter.com/iborganization



LinkedIn group for the International
Baccalaureate and subgroup for IB alumni

If you have any additional questions or comments,
please email:
alumni.relations@ibo.org

IB Coordinator Survey

- 1013 responses
- ~90% of respondents report that IB Diploma students were often or always admitted to their preferred university.
- ~80% of respondents believe that a student's participation in the IB Diploma does help them to gain admission to their preferred college or university
- Positive view of university admissions policies for IB graduates, along with policies regarding the IB Diploma and HL courses.
- Half of those surveyed consider policies regarding SL courses and IB core requirements to be poor.

Alumni Survey

- 521 full responses from alumni who took their IB Diploma exams at schools in 59 different countries.
- Alumni are generally satisfied with admissions policies for IB students, but they are more critical of credit policies and scholarships for IB students.
- Only 1/3 of students felt that universities were knowledgeable of IB and offered strong recognition for their IB diploma.
- 76% were admitted to their preferred university
- 85% of DP alumni surveyed say they would be extremely or very likely to take the Diploma Programme again.
- Students' primary motivators for doing IB:
 - Academic challenge (87%)
 - University preparation (86%)
 - University admissions (66%)
 - University credit (49%)

Looking ahead

- Expansion of communication material
 - Latin American testimonials
 - Model policy: Peru, Ecuador
- Official release of IB Coordinator Survey and IB Alumni Survey reports
- Communication on Group 5 changes
- Update of country and university data on the website
- Communication regarding Global Student Conference

- Questions?
- Comments?
- Email us at [recognition @ibo.org](mailto:recognition@ibo.org)

