



**IB in College Admissions: a
mechanism for ensuring success
in higher education**



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Vancouver Office



IBNA offices in New York and Vancouver

IBCA: Curriculum & Assessment Centre, Cardiff, Wales

IBLA office in Buenos Aires

IBO headquarters & IBAEM regional office, Geneva

IBAP office in Singapore



Number of programmes, by region

	<i>IBAEM</i>	<i>IBAP</i>	<i>IBLA</i>	<i>IBNA</i>	<i>Total Program</i>
<i>PYP</i>	80	76	43	79	278
<i>MYP</i>	89	90	31	282	492
<i>DP</i>	467	177	177	631	992
	636	343	251	992	2222



The International Baccalaureate Diploma

- Pre-university Diploma
- Based on an integrated curriculum
- International admissions credential
- Utilizes international standards
- Infused with “globalism” to prepare students to live, compete and lead in an increasingly interdependent world



How a School becomes an IB World School

Authorization process: Program standards

- Alignment between educational beliefs & values of the School and the IBO
- Support for program
- Curriculum and assessment
- Resources
- Student support

Evaluation Process: Five Year Review

- Careful consideration of delivery of the DP
- Gathering of evidence on standards and practices
- Discussions with key constituents in the school



Why Consider The IB 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**

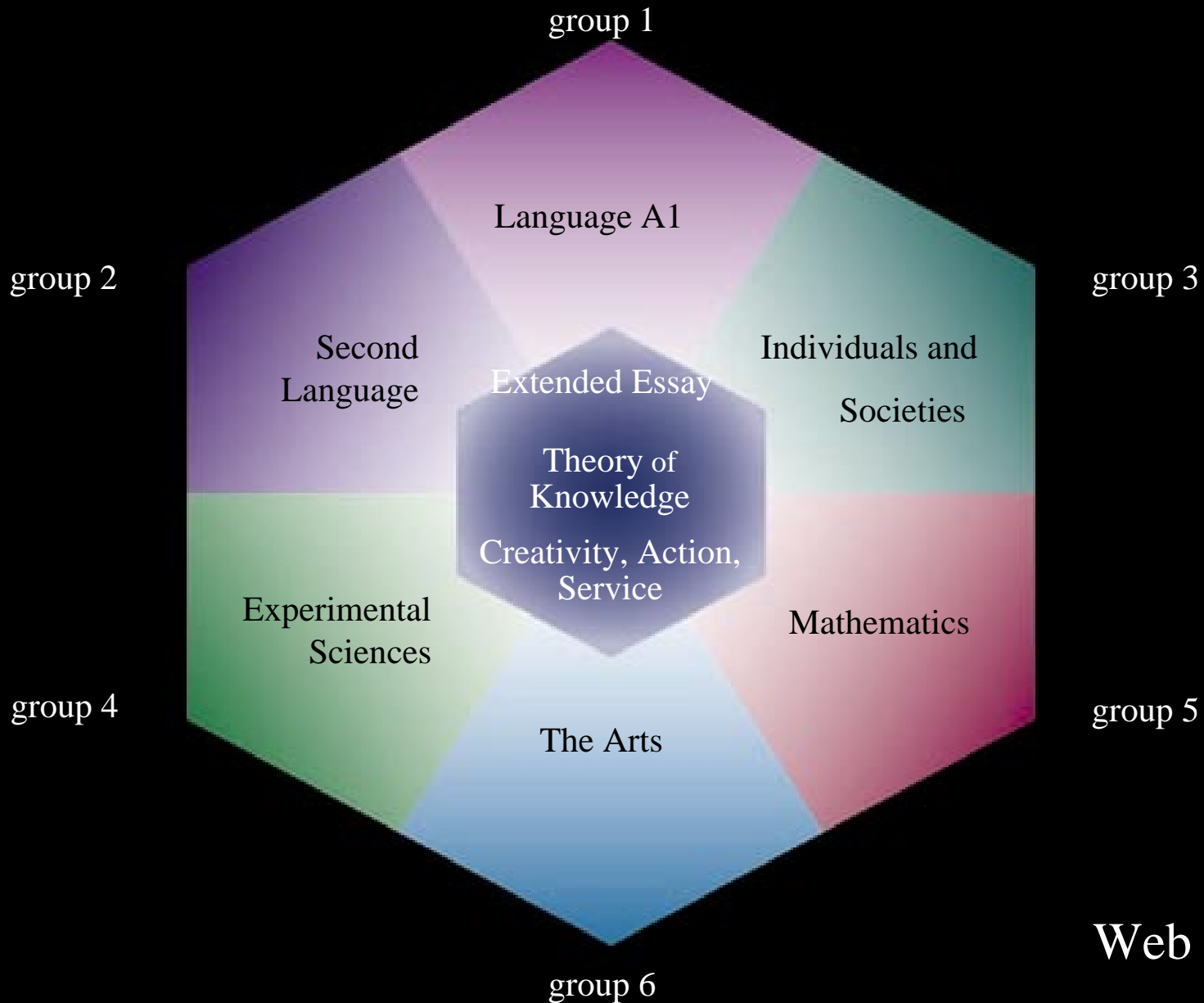
To experience the **richness of experience and perspective**
that IB Diploma students will bring to your campus



What does the IB Diploma Curriculum offer?

- 📖 Traditional, broad **liberal arts curriculum** enriched by three core components
- 📖 **Concurrency of learning** over 2 years
 - Depth (3 Higher Level)
 - Breadth (3 Standard Level)
- 📖 Rigorous, continuous, **criterion referenced assessment** over 2 years
 - » Internal Assessment
 - » External Assessment
- 📖 Knowledge and skill development necessary for academic and social **success in the post-secondary** setting

THE CURRICULUM





THE CENTER OF THE HEXAGON

Theory of Knowledge (TOK)

- Critical reflection on knowledge & experience
 - » Awareness of subjective & ideological biases
 - » Analysis of evidence expressed in rational argument
- Connection & consilience between disciplines

Creativity, Action and Service (CAS)

Through experiential learning

- Work collaboratively with others
- Share energy and special talents with others
- Develop awareness of self and concern for others

Extended Essay (EE)- 4000 words

- 1st opportunity for independent research
- Standard: university research & writing expectation

Underlying philosophy

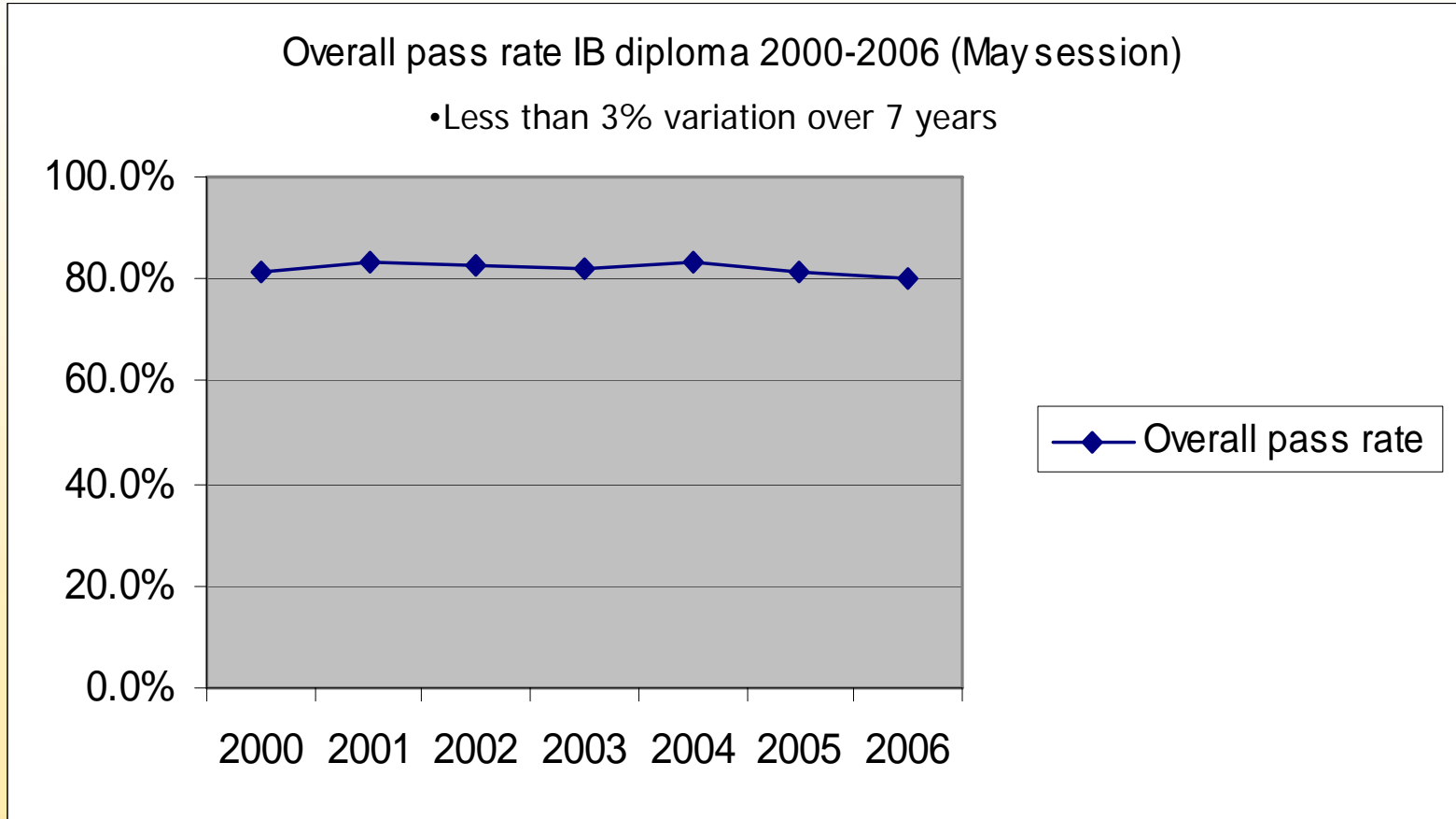
To give students an opportunity to demonstrate what they know, rather than find out what they don't know

How is this accomplished?

- Both Internal and External assessment using established grading criteria
- Assessment is criterion referenced
- Assessment varies across the disciplines
- Multiple methods of assessment used for each course
- Various skills tested across disciplines
- Balance between independent and teacher supervised work



Consistency, reliability of exam results





Possible IB Diploma programmes

1

Higher Level

English A1

Visual Arts

History of Europe

Standard Level

Biology

Math Studies

French B

2

Higher Level

Physics

Economics

Mathematics

Standard Level

English A1

Chemistry

Mandarin B



How does one earn the IB Diploma?

- Take six courses, one from each group (or substitute Groups 2-5 for Group 6)
- Take the six exams
- Complete TOK, CAS and EE
- Complete all IB assessments
- Accumulate at least 24 points on the exams
 - (additional points possible through TOK & EE)

Who are IB Diploma Students?



The IB Learner Profile

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective



Research on the impact of IB programs

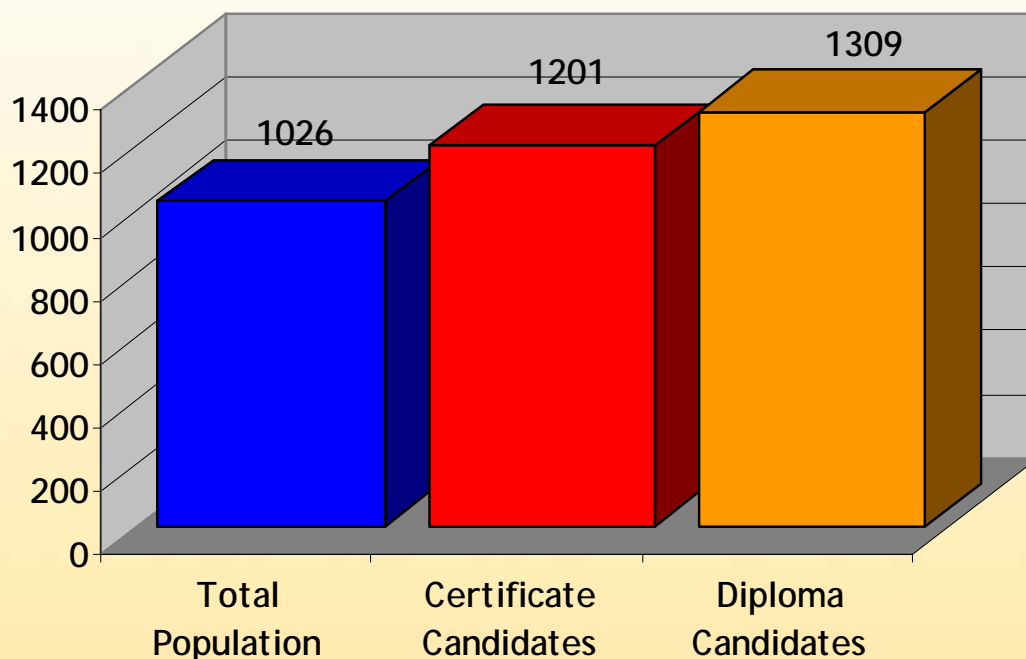
Studies conducted on the performance of IB students, the standards of the IB program and the effect of the implementation of the program on a school show that:

- ✓ IB Diploma students have higher acceptance rates to colleges
- ✓ IB Diploma students perform better in post-secondary education than their peers

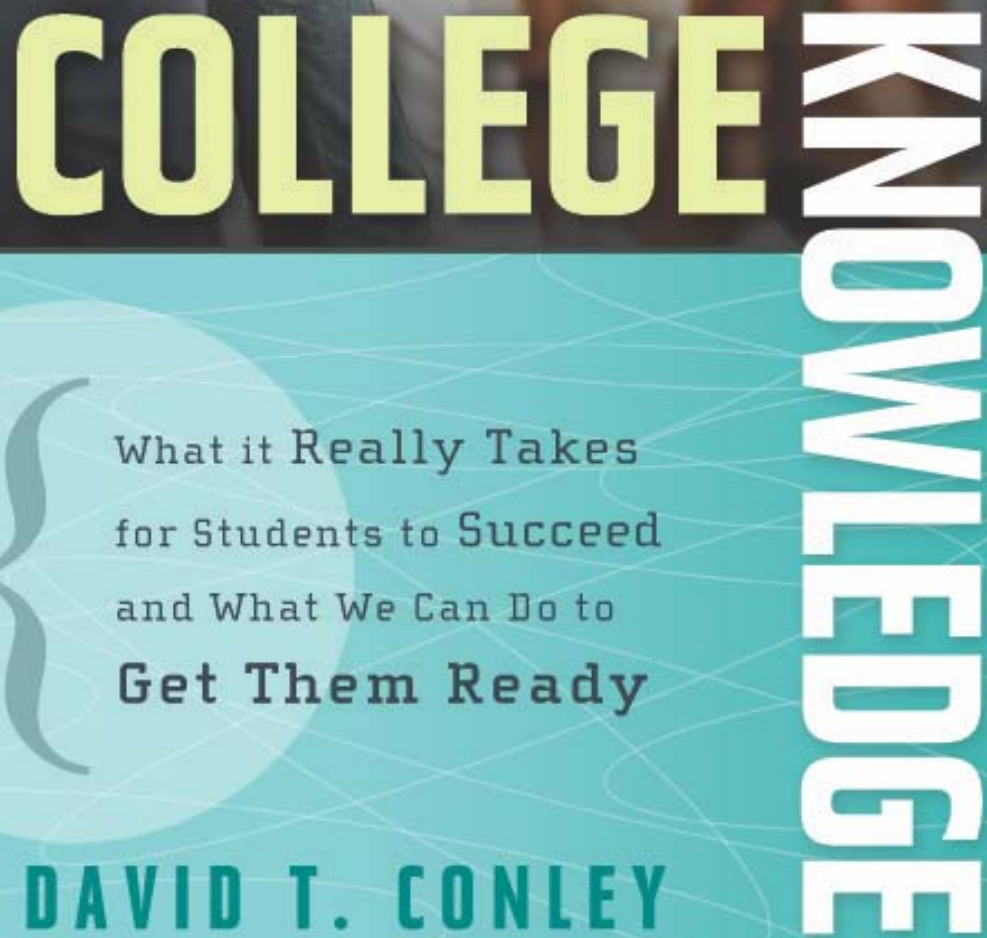


IB Diploma students have higher acceptance rates to colleges

IB conducted surveys in 2002 and 2003 of students on their acceptance rates to various colleges and universities and their scores on the SAT, ACT and AP exams. IBNA received responses from 6,392 candidates from 131 schools in 29 states to our 2003 survey.



- The mean score of 1274 was significantly higher than the average score of the total population in 2003. Diploma candidates' mean score was even higher than the mean score obtained by Certificate candidates.



COLLEGE KNOWLEDGE

What it Really Takes
for Students to Succeed
and What We Can Do to
Get Them Ready

DAVID T. CONLEY

- Incorporates key research on college success
- Outlines what high schools can do to make more students ready for entry-level college courses



“Recognizing the Obvious”

“IB is uniquely positioned to offer two key elements for college success:

- An intellectually coherent preparation program that develops key habits of the mind in the context of rigorous content knowledge
- An assessment system that is external from the school and directly tied to the curriculum
- More detailed, sustained evidence of college readiness along both foundational and content knowledge dimensions”

David T. Conley, Ph.D.

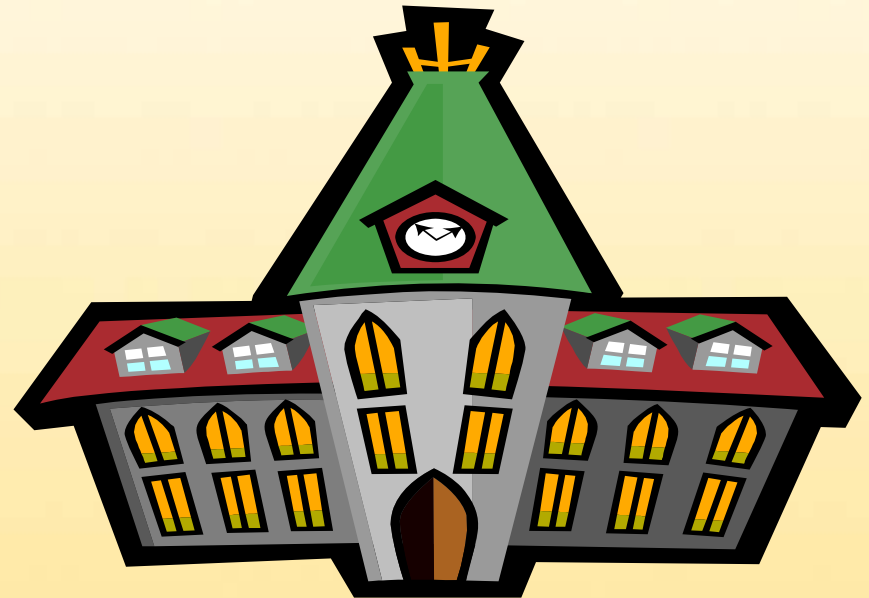


How does one earn the IB Diploma?

- Take **six courses**, one from each group (or substitute Groups 2-5 for Group 6)
- Take the **six exams**
- Complete **TOK, CAS and EE**
- Complete **all IB assessments**
- Accumulate at least **24 points on the exams**
 - (Bonus points possible through TOK, CAS, EE)

**The International Baccalaureate
Diploma as a
predictor of academic success
in college**

How can the IB Diploma assist both the institution and the student in the context of these challenges?



College & University Recognition Task Force

Members are primary admission personnel of prominent US & Canadian colleges and universities.

To examine the potential of the IB Diploma as an instrument to assess an applicant's readiness for a challenging collegiate experience.



Because of the breadth and depth of the IB Diploma Programme, including its exceptional assessment of academic performance, the holder of an IB diploma will have demonstrated the academic strength and readiness for a rigorous university experience.



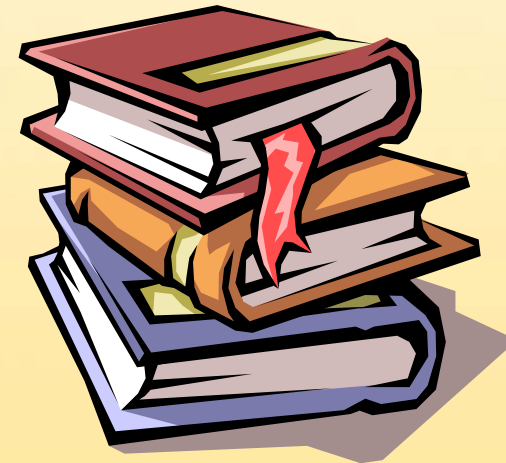
Admissions Assumptions

What can you assume 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

Grade Point Average

- Challenging academic courses
- All core subject groups
- Academic enrichment and experiential learning in grade 11 and 12 at least & perhaps in prior years
- Comprehensive assessment
- "Senioritis" laid to rest!





High school percentile rank

- IB students will be among the best
- Less need to interpret weighted grade policies
- Percentile rank becomes much less important

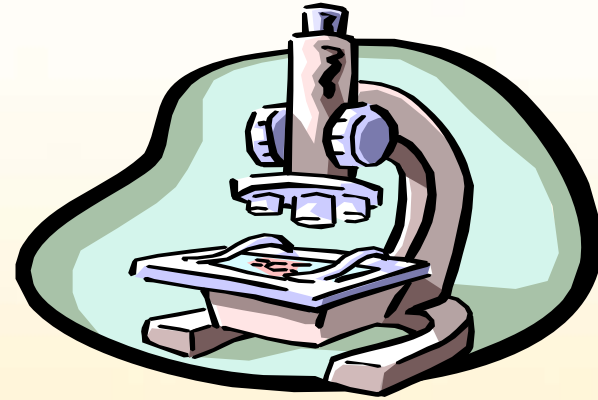


External validation

- Enables university to place less emphasis on entrance exams
- Carefully developed & administered exams
- Exemplary exam integrity and security
see Diploma Programme Assessment, Principles and Practice
- Criterion referenced
- International validation of student progress



Research skills



- Emphasis on process, writing clarity and validation of findings



Academic risk-taking

Participation demonstrates that the student accepts, rather than avoids, rigorous academic challenges.



- Develops oral presentation skills
- Mandatory oral assessments
- Skills to shape opinions into logical discourse



Extracurricular (CAS)



- Creativity
- Action
- Service





Recruitment : why the IB Diploma ?

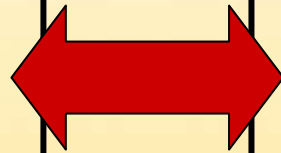
- Attract students of the highest **academic preparation**, who know how **to think** and **to learn**
- Eliminate concerns about **grade inflation**
- Know that provincial/state **standards** are being met and exceeded through **effective teaching and learning**
- Benefit from the **richness of experience and perspective** that IB Diploma students bring to your campus

Admission Challenges

To acknowledge :

good fit

Desire
to view
potential
applicants
holistically



Goals - Knowledge - Skills
+
Personal Growth

- *espoused by IB Diploma curriculum*
- *gained by IB students*

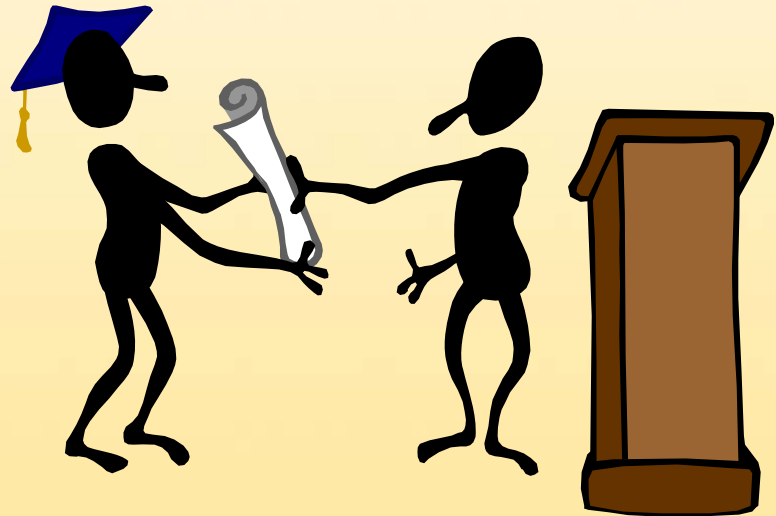
Admission Challenges

- Revise current recognition policy based on **faculty review of individual course content**, including Standard Level.
- Find creative ways to acknowledge and reward the disciplined work **IB Diploma students** have demonstrated over a two year engagement (there is no such thing as 'senioritis' for them) with six academic subjects.



Recognizing IB Students

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





IB Recognition Policies

Typical

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

Exemplary

- Recognition and reward for Diploma
- Credit for high scores at Standard Level
- Active recruitment of Diploma candidates
- Scholarships



Things to look for....

- More policy summaries, by state and/or region
- Web based fair for IB Diploma Candidates
- Definition of IB Standards
 - For reference to state standards
 - For reference to college readiness
 - Content
 - Foundational Skills for college readiness



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Thank You !