CURT

in support of university recognition of the IB
CURT: A Key External stakeholder relationship

Governments
Universities
Professional Associations
CURT: College & University Task Force
Associations of IB World Schools
CURT: College and university task force

Created to promote discussion between IB Americas and the universities and colleges in North America

Core goal

• To develop strategies, projects, and other initiatives that further IB’s research and recognition goals
CURT: membership

Skidmore College
University of British Columbia
Swarthmore College
Saint Mary’s University, Halifax, NS
Utah State University
University of Texas at Austin
Université de Sherbrooke
University of Chicago
University of the West Indies
Oregon State University
Brown University
Utah State University
University of Wisconsin, Madison
DePaul University
Linkages to stakeholders through CURT members

CURT

Universities
- Train recruiters
- Train admission
- Educate faculty
- Support policy development

Professional Associations
- Provide access and advocacy to
  - AACRAO
  - AACRAO: SEM
  - ARUCC
  - CIS: Higher Ed Ctte
  - NACAC
  - NCHC

Governments
- System-wide policy development support

AIBWS
- Facilitate HS/Univ faculty discussion, by subject
- Educate parents/students
- Support policy development
CURT Work: Research

- Focus in need for the IB to provide sound research in the following areas as a means of validating to universities the stated strengths about IB:
  - Post-secondary performance
    - First year
  - Graduation rates
    - Including Cumulative GPA’s
  - Retention rates
  - Data on underrepresented populations in each of the above
CURT Work: Government, University & Schools

Through introduction to David Conley, University of Oregon, by a CURT member, a solution was found to generate critical research in support of the IB has been undertaken. Results include:

• Articulation of IB Diploma subject standards
• Alignment of these standards against the AAU requested study (by EPIC) to determine skills expected to ensure success of students in post-secondary education (KSUS)
• Alignment of IB Diploma standards with State and provincial standards
CURT Work: Profession support & training

- “Admissions Assumptions” document for university admissions personnel and school use to outline what skills the IB Diploma students bring with them as the result of their participation in the IB Diploma Programme. (documented updated)

- Two Chapters in The College Admissions Office’s Guide, a seminal text designed to keep the admissions profession current within the field.
CURT Work: Schools support

- CURT Statement et Déclaration du CURT

A policy statement (in response to the university’s frequently expressed frustration that the schools inability to adequately identify IB students and courses on their transcripts) supporting the rigor of the IB curriculum and the IB Diploma and urging proper identification of these students.
 CURT Work: Schools support

Universities consider the IB Diploma to be one of the most demanding secondary school curricula, offering ideal preparation for post-secondary studies. A student's participation in IB courses is, therefore, a very important consideration in admission decisions. It is to a student's distinct advantage to have completed IB courses, but especially so if the student is completing the IB Diploma. If the student is to benefit during the admission process, it is essential for universities to have the applicant's status as either an IB Diploma or Certificate student identified on the high school transcript.
CURT Work: Student & University Support

AACRAO/IBA Student Registry

- Lead Generation Tool
- Objectives:
  - To provide pool of superbly qualified prospective students
  - To provide high school counselors with add’l tools for placement of IB Diploma students
  - To elevate the visibility of the IB Diploma
  - To provide a valuable service from AACRAO for admissions members
CURT Work: Student & University Support

CIS/IBA International College and University Fairs for US IB Diploma students

- For students in the 11th and 12th grade who are currently studying in the IB Diploma programme, as well as for your 10th grade students who aspire to the IB Diploma programme.

- Offers an ideal opportunity for IB Diploma programme students to meet with CIS member colleges and universities from the US and around the world as part of their college search process.
CURT Work: Student & University Support

National Council of Honors Colleges (NCHC)

The Charge: IB and honors – a perfect fit?

NCHC desire to target the IB Diploma candidate as having the skills, content knowledge and world-view that make them a good fit for Honors college programs.
To ensure guidance and support to colleges and universities in North America and the Caribbean that encourage development of advantageous IB Diploma recognition related polices and practices reflecting an ideal that includes reference to:

- Recruitment
- Admission
- Academic placement
- Transfer credit
- Scholarship awards
- Other considerations
CURT Work: Professional Assns

Goal
To build relationships with national and regional professional associations that lead to greater awareness, understanding, and support of the IB by their members, furthering IB’s strategic recognition goals

Action
Make and/or facilitate presentations at meetings and conferences
Global IB diploma recipients

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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

- UNITED STATES; 55.1%
- CANADA; 18.7%
- U.K.; 8.6%
- AUSTRALIA; 3.4%
- Other; 14.3%
The Transcript Request

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## Top Universities by Transcript Requests

<table>
<thead>
<tr>
<th>Country</th>
<th>University</th>
<th>Policy Summary</th>
<th>2008 Requests*</th>
</tr>
</thead>
<tbody>
<tr>
<td>CANADA</td>
<td>University of British Columbia</td>
<td>Admission, placement, credit, scholarships</td>
<td>1,321</td>
</tr>
<tr>
<td>USA</td>
<td>University of Florida</td>
<td>Placement, credit (DP and Certificates), Scholarships</td>
<td>1,229</td>
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<tr>
<td>CANADA</td>
<td>University of Toronto</td>
<td>Admission, Scholarship, Credit</td>
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<td>University of Alberta</td>
<td>Admission, Grade Conversion, Credit, Placement, Scholarships</td>
<td>943</td>
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<td>Admission, Credit (Diploma and Certificates)</td>
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<td>Admission, Credit (DP and Certificates)</td>
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<td>CANADA</td>
<td>University of Waterloo</td>
<td>Admission, Credit (HL only)</td>
<td>424</td>
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<tr>
<td>USA</td>
<td>University of Central Florida</td>
<td>Placement, credit (DP and Certificates), Scholarships</td>
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<td>USA</td>
<td>University of Washington - Seattle</td>
<td>Credit (HL only)</td>
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</table>
Where Diploma candidates are going

- University of British Columbia 1321
- University of Florida 1229
- University of Toronto 1094
- University of Alberta 943
- McGill University 934
- Queen’s University 497
- University of Waterloo 424
- Florida State University 409
- University of Washington 398
- University of Central Florida 409
- Virginia Polytechnic Institute 379
- University of Virginia 366
- University of Western Ontario 364
- Univ. of California – Berkeley 362
- University of North Carolina 339
- Simon Fraser University 316
- University of Colorado 300
- University of South Florida 279
- George Mason University 266
- New York University 256

- University of Texas Austin 256
- Boston University 244
- University of California LA 241
- Virginia Commonwealth U 241
- University of Michigan 229
- University of Calgary 228
- McMaster University 224
- Univ. of Southern California 219
- Univ. of California San Diego 208
- James Madison University 203
- UC Irvine 192
- University of Wisconsin 192
- University of Pennsylvania 190
- Cornell University 184
- University of Georgia 183
- University of South Carolina 182
- York University 182
- University of California Davis 178
- University of Miami 172
- University of Ottawa 170
Challenges

For post-secondary institutions:

- Application volumes are rising
- Increased selectivity
- Desire to increase diversity both internationally and domestically
- Difficulty devising reasonable calibration devices to differentiate applicants from one another
How to Recognize IB Students

- Recruitment
- Admission
- Credit: general or specific
- Placement
- Scholarship
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?
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
## Summary policies: Canada and 19 US states

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<thead>
<tr>
<th>University</th>
<th>Admission</th>
<th>Diploma Credit and Placement</th>
<th>Awards</th>
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Current Status

Number of Institutions with Policies posted on IB website: 1153

- Canada 104
- Caribbean 2
- USA 1047

- Trend in USA is higher level 4 to 5, mostly 5, course to course credit. Diploma policies are gaining ground quickly.
# Current Status

<table>
<thead>
<tr>
<th>Number of AAU the 62 research institutions with policies</th>
<th>with Diploma policy</th>
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<tr>
<td>Canada</td>
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<tr>
<td>USA</td>
<td>60</td>
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</table>

- Of the 60 US AAU members
  - 36 are Public institutions
  - 24 are Private institutions
Current Status

Institutions in states with system-wide or state-wide policies generally have the large public universities with strong IB policies.

Linking the IB with Higher Education systems is important.
Linking the IB with Higher Ed systems

- 15 States currently have state IB programme policies:
  - California  Oklahoma
  - Colorado  South Carolina
  - Florida  South Dakota
  - Georgia  Texas
  - Kentucky  Utah
  - Minnesota  Wisconsin
  - North Carolina  Wyoming
  - North Dakota

Each awards system-wide admission recognition/college course credit for IB. Most (8) provide scholarship/tuition waivers for IB students/weighted GPA for IB Courses, and (6) IB diploma/courses recognized as option for high school core curriculum requirements.
Linking the IB with Higher Ed systems

5 states are currently developing state policies:

- Arizona
- Indiana
- Kentucky
- Oregon
- Tennessee
## Linking the IB with Higher Ed systems

5 states are currently developing/or in discussion about a state policy or revising a current one:

<table>
<thead>
<tr>
<th>Developing:</th>
<th>Discussing:</th>
<th>Revising:</th>
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<tbody>
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<td>• Arizona</td>
<td>Michigan</td>
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<td>• Minnesota</td>
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</table>
Scholarship Trend downward...

Scholarships available to IB students:
January 2006 to September 2008

- Canada
- USA

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<table>
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<tr>
<th>American International University</th>
<th>Savannah College of Art and Design (Atlanta)</th>
</tr>
</thead>
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<tr>
<td>American Universality of Paris</td>
<td>Savannah College of Art and Design (Savannah)</td>
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<tr>
<td>Babson College</td>
<td>Southern Methodist University</td>
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<tr>
<td>Bentley University</td>
<td>St. Mary’s College of Maryland</td>
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<td>College of Idaho</td>
<td>St. Mary’s College (San Antonio)</td>
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<td>Defiance College</td>
<td>Stetson University</td>
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<tr>
<td>Drury University</td>
<td>Texas Technological University</td>
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<tr>
<td>Florida Atlantic U: Wilkes Honors College</td>
<td>University of Dubuque</td>
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<td>Florida Gulf Coast University</td>
<td>University of Florida</td>
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<tr>
<td>High Point University</td>
<td>University of Nebraska (Lincoln)</td>
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<td>Illinois Institute of Technology</td>
<td>University of North Florida</td>
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<td>Montana State University (Bozeman)</td>
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*As of October 2009*