The Learner Profile

- Knowledgable
- Principled
- Risk-takers
- Balanced
- Communicators
- Reflective
- Caring
- Thinkers
- Open-minded
- Inquirers
Diploma Program Core Components

- 150 Hours of study in three of the six areas (Standard Level Course ~SL)
- 240 Hours of study in three of the six areas (Higher Level Course ~HL)
- Qualifying scores on required internal assessments during the course as well as on externally moderated assessments at the end of each SL and HL course.
Additional Components

Creativity, Activity, Service

The Extended Essay

Theory of Knowledge
College Readiness & Retention

• 92% of the DP candidates graduating in 2005 enrolled in U.S. postsecondary institutions anytime between May 2005 and November 2011

• The rate of first-year retention of DP students enrolled at four-year institutions was 98%, while the national rate was 75% (NCHEMS, 2012)

• Overall, 74% of the DP candidates graduated within four years, while the national rate was 38% in 2004

All research studies available at http://www.ibo.org/research/index.cfm
University of California Study

- DP students generally earned higher grade point averages (GPAs) and graduated at higher rates than matched comparison group students and UC students overall.

- Performance in the theory of knowledge (TOK) and extended essay were especially correlated with college GPA.

**Figure 2:** UC GPA: IB students vs UC students overall. Sample: 1,547 US high school students who participated in the DP and subsequently enrolled in the University of California (UC) system between 2000 and 2002.
## College Recognition

<table>
<thead>
<tr>
<th>University or college</th>
<th>IB students acceptance rate</th>
<th>Total population acceptance rate</th>
<th>IB students vs total population</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Florida</td>
<td>82%</td>
<td>42%</td>
<td>+40%</td>
</tr>
<tr>
<td>Florida State University</td>
<td>92%</td>
<td>60%</td>
<td>+32%</td>
</tr>
<tr>
<td>Brown University</td>
<td>18%</td>
<td>9%</td>
<td>+9%</td>
</tr>
<tr>
<td>Stanford University</td>
<td>15%</td>
<td>7%</td>
<td>+8%</td>
</tr>
<tr>
<td>Columbia University</td>
<td>13%</td>
<td>9%</td>
<td>+4%</td>
</tr>
<tr>
<td>University of California - Berkeley</td>
<td>58%</td>
<td>26%</td>
<td>+32%</td>
</tr>
<tr>
<td>Harvard University</td>
<td>10%</td>
<td>7%</td>
<td>+3%</td>
</tr>
<tr>
<td>New York University</td>
<td>57%</td>
<td>30%</td>
<td>+27%</td>
</tr>
<tr>
<td>University of Michigan - Ann Arbor</td>
<td>71%</td>
<td>51%</td>
<td>+20%</td>
</tr>
<tr>
<td>University of Miami</td>
<td>72%</td>
<td>30%</td>
<td>+42%</td>
</tr>
</tbody>
</table>

Source: IBDP Graduate Destinations Survey 2011/12 conducted by i-graduate International Insight
## College Recognition

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</tr>
</thead>
<tbody>
<tr>
<td>Cornell University</td>
<td>31%</td>
<td>18%</td>
<td>+13%</td>
</tr>
<tr>
<td>Duke University</td>
<td>28%</td>
<td>16%</td>
<td>+12%</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>24%</td>
<td>14%</td>
<td>+10%</td>
</tr>
<tr>
<td>Yale University</td>
<td>18%</td>
<td>7%</td>
<td>+11%</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>90%</td>
<td>47%</td>
<td>+43%</td>
</tr>
<tr>
<td>Boston University</td>
<td>70%</td>
<td>58%</td>
<td>+12%</td>
</tr>
<tr>
<td>University of California - Los Angeles</td>
<td>48%</td>
<td>23%</td>
<td>+25%</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>64%</td>
<td>32%</td>
<td>+32%</td>
</tr>
<tr>
<td>UNC Chapel Hill</td>
<td>63%</td>
<td>32%</td>
<td>+31%</td>
</tr>
<tr>
<td>Princeton University</td>
<td>16%</td>
<td>8%</td>
<td>+8%</td>
</tr>
</tbody>
</table>

Source: IBDP Graduate Destinations Survey 2011/12 conducted by i-graduate International Insight
University of Michigan Diploma Candidate ~ 20 Credits
** Grants additional admission points for Diploma students **

HL Science Course with a passing score of 4:
4-5 Credits of Biology, 5-8 Credits of Chemistry, or 5-10 Credits of Physics
(based on score in Bio, Chem, or Physics)

HL English Course with a passing score of 5:
3-6 Credits Literature Department (based on score)

HL Language B with a passing score of 4:
8 Credits of French, 7 Credits of German or Spanish

HL History with a passing score of 5:
4 Credits of History

HL Psychology with passing score of 5:
8 Credits of Psychology

HL Visual Arts with passing score of 5:
4 Credits of Art
Michigan State University Diploma Candidate ~ 30 Credits

HL Science Course with a passing score of 5:
8 Credits of Biology, 5-8 Credits of Chemistry (based on score),
8 Credits of Physics

HL English Course with a passing score of 5:
4-8 Credits WRA150 & GCU (based on score)

HL Language B with a passing score of 5:
8 Credits (Any IB HL Language)

HL History with a passing score of 5:
8 Credits HST GCU

HL Psychology with passing score of 5:
3 Credits of PSY GCU

HL Visual Arts with passing score of 5:
6-9 Credits of STA GCU (based on score)
Western Michigan University Diploma Candidate ~20 Credits
** IB Diploma students treated as 2nd year status for admissions **

HL Science Course with a passing score of 5:
4 Credits of Biology, 4 Credits of Chemistry, or 10 Credits of Physics

HL English Course with a passing score of 5:
4 – 8 Credits of ENGL 1050, ENGL 1100 (based on score)

HL Language B with a passing score of 5:
8 Credits of French, 4 Credits of Spanish

HL History with a passing score of 5:
3 Credits HIST 2000

HL Psychology with passing score of 5:
3 Credits PSY 1000
IB Organization Information for Universities and Governments

http://www.ibo.org/informationfor/universitiesandgovernments/

Full listing of IB Recognition at College/University

http://www.ibo.org/recognition/
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