Founded in 1968, IB is a network of over 4,500 schools in nearly 150 countries, educating over 1.2 million students, K-12.
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect...
...Our programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right....
The IB Learner Profile

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
1.3 million DP Graduates in 140+ countries (number of DP graduates as of May 2015).
DP students in the US who enrolled in post-secondary education immediately after high school **enrolled in and graduated from 4 year institutions at much higher rates than the national average.**

- **95%** of DP cohort
  - Enrollment at 4-year institutions (public and private)

- **60%** national cohort
  - Average graduation rate at 4 year institutions (public and private)

- **79%** of DP cohort

- **39%** national cohort
How do IB students compare to others?

United States

- Studies in the University of California system showed higher graduation rates than a matched comparison group.

Source: University of California, Office of the President, IB analysis
How do IB students compare to others?

• These IB diploma students also had higher GPAs, both at the end of their first year and at graduation.

Source: University of California, Office of the President, IB analysis
Why professors welcome IB students

- Demonstrated emotional and intellectual maturity for managing challenging coursework and making meaningful contributions
- Extensive experience in independent research and presentation
Proven student engagement

In a survey of over 40,000 secondary school students, DP students averaged 10% higher in academic, social and emotional 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.*
Are IB programmes only for ‘elite’ students?

Nine out of ten IB schools in the US are public institutions, and the majority of those are Title I eligible schools.
THE IB DIPLOMA PROGRAMME (DP)

• Originated in 1968 at 7 international schools in 5 countries as a 2 year pre-university curriculum framework and end-of programme assessments for internationally mobile students.

• A comprehensive and balanced programme requiring study of six subjects and core components across disciplines, ensuring breadth and depth. Structured framework with a great deal of flexibility, accommodating student interests and abilities.

• Regardless of subject selection, students:
  • explore the connections between the six major subject areas
  • study each subject through an international perspective
  • reflect critically on aspects of knowledge
  • pursue one subject in great detail through independent research
  • apply their knowledge and skills through local community service
The DP Core

- A compulsory core is comprised of 3 distinct components, and is an integral part of the DP student’s pre-university experience.
  - **Theory of knowledge**: makes connections across traditional academic disciplines and explores the nature of knowledge
  - **Extended essay**: an in-depth research paper of up to 4,000 words into an area of student interest
  - **Creativity, activity and service**: socially responsible, artistic and athletic endeavours

“CAS gave me a good insight on being a valuable citizen, the Extended Essay taught me to manage the type of essays required at college level, and TOK made me a more critical thinker. These are all qualities I obtained week-in week-out…”

-Former student, ACS International Schools
Theory of Knowledge (TOK)

- A course on critical thinking that makes connections across the academic disciplines and explores the nature of knowledge.
- A sample of TOK students in Australia reported greater confidence in their ability to use critical-thinking skills than their peers who had not taken the DP, and they used a wider array of critical-thinking skills between the two successive years of the DP.
The extended essay (EE)

• An in-depth **externally assessed** independent research project into topic of the student’s choice.

• It is up to 4,000 words in length and promotes **high-level research and writing skills**, intellectual discovery and creativity.

• Several studies provide evidence that the EE has a positive effect on students’ **confidence and engagement** with research.

• DP students cite a long list of benefits from the EE, including: **confidence in university level writing**, improved study awareness, the ability to gather, organize and evaluate information, **time management**, and organizational skills.
Creativity, Activity, Service (CAS)

- At the heart of the DP. With its holistic approach, CAS is designed to **strengthen and extend students’ personal and interpersonal learning** from the PYP and MYP.
- Involves students in a range of **experiential** and service learning activities that enhance students’ personal and interpersonal development.
- CAS encourages engagement in the **arts, creative thinking, a healthy lifestyle, and a sense of responsibility** for both local and global communities.
The CAS Strands

- **Creativity** - exploring and extending ideas leading to an original or interpretive product or performance
- **Activity** - physical exertion contributing to a healthy lifestyle
- **Service** - collaborative and reciprocal engagement with the community in response to an authentic need.
CAS aims to develop students who:

• Enjoy and find significance in a range of experiences
• Purposefully reflect upon their experiences
• Identify goals, develop strategies and determine further actions for personal growth
• Explore new possibilities, embrace new challenges and adapt to new roles
• Actively participate in planned, sustained and collaborative projects
• Understand they are members of local and global communities with responsibilities towards each other and the environment.
CAS stages

The CAS stages represent a framework for planning, carrying out and reflecting on CAS experiences
Sample projects

- Creativity: A student group plans, designs and creates a mural.
- Activity: Students organize and participate in a sports team including training and matches.
- Service: Students set up and conduct tutoring for people in need.
- Service and activity: Students plan and participate in the planting and maintenance of a community garden.
- Creativity, activity and service: Students rehearse and perform a dance production for a retirement community.
Research on CAS

• CAS students throughout the Americas were found to participate in a wide range of service activities, including tutoring, assisting those in need, and fundraising.

• Students associated CAS with personal growth and developing an ethic of service, improved self-confidence, maturity, becoming more caring, open-minded and reflective, and better understanding one’s place in the world.

• DP alumni have also reported continued engagement with service activities.

IB Student Registry

- www.registry.ibo.org

- Live as of November 2015

- Improve the university search process for IB applicants by providing relevant information on credit policies, scholarships, preference for IB students, etc.

- Provide university admissions officers with a communications platform to better inform and reach IB students.

- Provide IB world schools with a public profile to share school information with parents and university admissions officers.
A World View

Expanding Jefferson’s Academical Village

International Studies Office  www.virginia.edu/iso
Research and Service Projects for University-Related Purposes

- Student Projects Abroad
- Projects Embedded in an Education Abroad Program

Non-University Related Service Activities

- Student Organizations
Response

- Risk Management Committee for Education Abroad
- Task Force on Individual and Small Group Research and Service Projects
  - Application Process with Project Review & Site Assessment
  - Pre-Departure Orientation
- CORE – Cultural Orientation Reflection and Engagement
- Policy on Student International Travel
Successes

- Proposal Review & Site Assessment
- CORE Wrap-Around Course
- Ongoing Relationships with Local Partners
- Quality of Projects
- Now Working with Professional School Students

Challenges

- Communication
- Faculty Mentorship
- Knowledge of the Local Environment and L2

Moving Forward

- Online Resources
  - CORE
    - Area Studies and L2 Training
- Embedded Opportunities in EA Programs
- Integration in Programs of Study (Undergrad & Grad/Prof.)
What can we learn from IB’s CAS pathway?
Thank You!
Now for conversation...

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