



# Postsecondary Outcomes of IB Diploma Programme Graduates in the U. S.

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## Executive Summary

The International Baccalaureate's (IB's) 2-year Diploma Programme (DP) includes courses in six subject groups that emphasize interdisciplinary understanding and critical thinking skills.

IB commissioned the National Student Clearinghouse ("the Clearinghouse") to provide postsecondary outcomes on the following students:

- Diploma Programme students who graduated high schools in the U.S. in 2016 and enrolled in U.S. postsecondary institutions (i.e., "DP graduates"), including specifically:
  - Those who did receive the IB diploma (i.e., "Diploma recipients");
  - Those who did not receive the IB diploma (i.e., "Diploma Non-Recipients");
  - Those who attended DP courses and sat for exams without pursuing the award of the full IB diploma (i.e., "Course students").

The Clearinghouse's analyses indicate that IB Diploma Programme graduates experience more positive postsecondary outcomes than the general postsecondary population in the United States. This is particularly true for students who succeeded in earning the IB diploma.

- Compared to the national postsecondary enrollment rate of 64%, the cohort of all DP graduates averaged an enrollment rate of 74%, and the Diploma Recipients enrolled at a rate of 80%.
- Nationally, students persist from year one to year two of their postsecondary enrollment at a rate of 72%. DP graduates average an 88% persistence rate with Diploma Recipients persisting with a rate of 94%.
- The same pattern holds true for degree completions. The national average for an award earned within six years is 68%, compared to the DP graduates average of 86% and Diploma Recipients average of 94%.
- There are too many uncollected or unknown elements to support a direct, causal relationship between IB programme participation and higher postsecondary success rates.

## Introduction

The International Baccalaureate (IB) is a global nonprofit educational organization that offers a unique and challenging curriculum for students aged 3 to 19. Founded in 1968, the IB has grown to encompass over *5,700 schools in 160 countries*, providing a high-quality, internationally recognized education to more than 1.5 million students.

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. To this end, the organization collaborates with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These 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 (IB Facts and Figures, 2023).

The IB offers four<sup>1</sup> educational programmes to more than 1.95 million students aged 3 to 19 across the globe. The IB programmes can be offered individually or as a continuum of international education. As of November 2023, there were over 8,000 programmes being offered worldwide.

The Diploma Programme that is the focus of this report serve students aged 16 to 19 years of age. The DP was first established in 1968 and provides a broad and challenging academic curriculum, including the study of at least two languages, rigorous grounding in traditional academic topics, and the IB theory of knowledge coursework.

IB commissioned the National Student Clearinghouse (“the Clearinghouse”) to examine and summarize the postsecondary outcomes of IB Diploma Programme students who graduated U.S. high schools in 2016 and enrolled in U.S. postsecondary institutions. These outcomes include:

- Entry rates into postsecondary education;
- The entry rates among student categories divided up by institutional traits, demographic traits, and fields of study;
- Rate of persistence in postsecondary education from first year to second year;
- Graduation rates at the four-year and six-year marks;
- The most popular fields of study for each type of programme graduate;
- The impact of geography on the above, in state-level analysis for five representative states.

The National Student Clearinghouse, a nonprofit formed in 1993, is the trusted source for and leading provider of higher education verifications and electronic education record exchanges. Besides working with over 3,600 postsecondary institutions, the Clearinghouse also provides thousands of high schools and districts with continuing collegiate enrollment, progression, and completion statistics on their alumni. For more details, visit [studentclearinghouse.org](https://studentclearinghouse.org).

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<sup>1</sup>The four programmes offered by the IB are: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), and the Career-related Programme (CP).

Expanding on past reports, this report examined postsecondary behaviors of DP students, and a further breakdown of the DP cohort into those who received their IB diploma, those who did not, and those who took IB courses and sat for exams but did not pursue the full IB Diploma. A separate report is available, providing an initial look at the CP student postsecondary outcomes.

## Literature Review

The decision to attend college is a significant one, impacting individuals' future careers, earning potential, and overall well-being. While the benefits of higher education are widely acknowledged, understanding the specific reasons why attending college can be advantageous requires a comprehensive exploration of the existing literature.

One of the most prominent justifications for attending college concerns its positive impact on earning potential. Studies consistently demonstrate a strong correlation between educational attainment and income levels (Chetty, 2017) (Carnevale, Smith, & Strohl, 2013). Individuals with bachelor's degrees earn significantly more than those with only high school diplomas, with the difference widening over time (Bureau of Labor Statistics, 2023). Additionally, college graduates experience lower unemployment rates and greater job security, further enhancing their economic prospects (Autor, 2014).

Beyond financial advantages, college equips individuals with valuable skills and knowledge necessary for success in various careers. College curricula expose students to diverse disciplines, fostering critical thinking, problem-solving, and communication skills essential for navigating the ever-evolving job market. Furthermore, college degrees function as credentials, opening doors to opportunities unavailable to those with lower levels of education (Carnevale, Smith, & Strohl, 2013). This credentialing effect is particularly pronounced in fields requiring specialized knowledge and skills, such as law, medicine, and engineering.

College attendance contributes significantly to personal growth and development. The academic environment fosters intellectual inquiry, cultural awareness, and social responsibility, empowering individuals to become well-rounded and informed citizens (Pascarella & Terenzini, 2005). Additionally, college experiences broaden perspectives, exposing individuals to diverse viewpoints and fostering tolerance and understanding. This exposure can lead to greater personal satisfaction and a heightened sense of social responsibility (Astin, 1993).

Research reveals a positive correlation between higher education and various positive health outcomes. College graduates tend to enjoy better physical and mental health, with lower rates of chronic diseases and mental health issues (Adler & Ostrove, 1999). Additionally, college attendance can promote healthy lifestyle choices and increase access to healthcare resources, further contributing to overall well-being (U.S. Department of Health and Human Services, 2014).

College provides a unique opportunity to build social capital and develop valuable networks. Through interactions with peers, faculty, and professionals, individuals can establish connections that can benefit them personally and professionally throughout their lives (Burt, 2007). These networks can provide access to job opportunities, mentorship, and valuable resources, further enhancing career success and personal development.

However, recent graduates face strong pressures to delay entry or choose a non-traditional route entirely. Rates of entry into postsecondary studies after graduation are still below the levels seen prior to the pandemic in most categories.

Prior studies have shown that students in the IB DP programme enroll with a postsecondary institution immediately after high school at notably higher rates than the general population (Pilchen, Caspary, & Woodworth, 2023).

## Methodology

This report makes use of data gathered from multiple sources by the Clearinghouse to examine enrollment, persistence, and graduation rates of the DP graduates in the U.S.. The primary data source is comprised of a variety of administrative records held by the Clearinghouse on behalf of postsecondary institutions in the United States. As of Fall 2022, the Clearinghouse received enrollment and administrative records on over 97% of postsecondary students in the United States. These records consist of enrollment statuses, institutional characteristics, limited demographics, and other administrative data points. Sources from outside the Clearinghouse were also incorporated into the study to allow for the examination of specific questions around institutional characteristics.

### Data Sources

Specific elements from each source are described below.

#### Carnegie Classification of Institutions of Higher Education

The Carnegie Classification of Institutions of Higher Education is a commonly used framework for categorizing U.S. higher education institutions. First published in 1973, the ratings are updated every three years and capture a wide range of elements. Please visit <https://carnegieclassifications.acenet.edu/> for additional information.

For this study the Clearinghouse made use of the Carnegie Classification on the selectivity of an institution. By these standards, selectivity comes in a range of Inclusive, Selective, and More Selective. Institutions using ACT or SAT scores as part of their admissions process report out those scores to the framework. For those institutions, the selectivity designation is based on those scores. For those institutions who are test optional but not designated for using an open admissions approach, the designation is based on the percent of applicants admitted.

#### International Baccalaureate Organization

Described earlier in this report, the IB supplied student data allowing the Clearinghouse to match to its collection of postsecondary enrollment records. The IB additionally supplied programme designations and results of IB assessments.

#### Diploma Programme student categories

The analyses included in this report examined the postsecondary outcomes of the Diploma Programme students, who graduated U.S. high schools in 2016 and enrolled in U.S. postsecondary institutions (i.e., “DP graduates”). Within the Diploma Programme cohort, there are two separate categories of students, each exposed to separate tracks of participation in the programme:

- **Diploma candidates** who pursue the full IB diploma. Candidates who are awarded the IB diploma are identified in this report as “Diploma Recipients”. Candidates who are not awarded an IB Diploma are identified as “Diploma Non-Recipients”.

- **Course students** who participate in individual DP courses and do not pursue the full IB diploma. These students participate typically in 1 to 5 DP courses and receive separate exam results for this.

### **National Student Clearinghouse**

Described earlier in this report, in addition to matching student records, the Clearinghouse supplied data elements detailing postsecondary enrollments. These elements included enrollment dates, enrollment status, degree earned, and institutional level elements of institutional name and level (2-year or 4-year). The compilation of these records generated for each term, for each school of enrollment, enables the Clearinghouse to observe long term postsecondary behavior patterns, including transfers, dropout/ stop out, and completion measures, to name those details applicable to this report.

In the tables found elsewhere in this report, national averages as published by the Clearinghouse in freely available reports are used to provide national baselines against which the DP graduates may be compared. For these national averages, the following definitions were used:

#### *Fall Term Enrollment*

A student is counted as having been enrolled in the fall if they were enrolled for any length of time in a term that began between August 1 and October 31, inclusive.

#### *First-Time Beginning Students*

The reported figures use historical Clearinghouse enrollment and degree data to confirm that students included in the study (1) showed no previous college enrollment, (2) had not previously completed a college degree or certificate, and (3) their first-time enrollment in an applicable cohort year was not categorized as dual enrollment (that is, any enrollment prior to age 18).

#### *Enrollment Intensity*

A student is classified as having started college in a full-time status or part-time status based on their earliest reported enrollment intensity within the entering fall term. The part-time category comprises three-quarter-time, half-time and less-than-half-time students.

#### *Persistence*

Persistence is defined as continued enrollment at *any* higher education institution in the fall term of a student's second year *or* completion of a credential at any time between the start of the fall term of the first year and end of the fall term of the second year.

#### *Major Field*

Persistence and retention rates by major field were calculated based on institution reporting of enrollments at bachelor's degree, associate degree, and certificate program levels according to the 2020 version of the 6-digit CIP (Classification of Instructional Programs) by the NCES. The results were then aggregated to the 2-digit CIP code level. Historical data presented in the reference reports have been harmonized to reflect the 2020 CIP classifications, allowing for consistent comparisons over time.

### *Completions*

For the reference report, we examined completion by first-time students at either two-year or four-year institutions. We defined completion as having obtained a degree or certificate at any institution within the six-year study period (i.e., by June 30, 2023). Clearinghouse data provide a unique headcount of U.S. college enrollments during each term, which allows for the tracking of individuals including those with concurrent completion.

For a deeper discussion of the methodologies used by the National Student Clearinghouse Research Center please see the methodological notes of *Completing College National and State Reports* published November 2023 and *Persistence and Retention* published July 2023. These reports and others dating back to 2011 may be found at <https://nscresearchcenter.org/publications/>.

## **Analytic approach**

Below is an overview of the methodology used in the generation of these findings. Additional notes may be found in Appendix B.

IB provided the Clearinghouse with a list of Diploma Programme students who sat for IB exams and graduated high schools in 2016. This list was loaded to SAS for matching to students in the Clearinghouse database. Potential matches for students in the cohort file were found using full birth dates and partial first and last names. Potential matches were then scored according to the completeness of the match, with only matches above a specific threshold retained. Overall, matches were found for 87% of the IB student cohort. For additional information on the Clearinghouse matching process please see U.S. Patent #11423030.

Students were assigned to a category within the Diploma Programme cohort, Diploma candidates, which describes individuals pursuing the full IB diploma, and Course students, which describes individuals participating in IB coursework and exams without attempting qualification for an IB diploma. Diploma candidates were further subdivided into two subgroups – Diploma Recipients and Diploma Non-Recipients. A small number of students had a value of “Anticipated” in the category field. If these students had completed six or more courses, they were assigned to the Diploma candidate cohort. Otherwise, these students were assigned to the Course cohort.

An initial table of all student enrollment records during the period of January 1, 2016 to December 31, 2022 was created based on the student identification number identified in the matching process. To this base table, school information, degrees, graduations, and demographic information were matched based on student identification number.

The Carnegie Classification for 2021 was matched based on school code. The classification was collapsed to three categories: Inclusive, Selective and More Selective. These categories were applied to four-year institutions only. Persistence and completion rates were calculated for students enrolling full-time at four-year institutions between August 1, 2016 and January 31, 2017.

Exhibit 1 below provides a synthetic view of the examined outcomes. Immediate enrollment was defined as full-time enrollment during the period of August 1, 2016 to January 31, 2017. One-year persistence rates were calculated for students with immediate full-time enrollment in a four-year

institution. Persistence did not account for changes in enrollment status, concurrent enrollment, or of changes in specific school or field of study at these institutions. Students enrolled during the period of August 1, 2017 to January 31, 2018 were flagged as persisted. Four- and six-year graduation rates were calculated for students with immediate full-time enrollment in a four-year institution. Students with a graduation date on or before July 31, 2020 were flagged as completed within four years, and students with a graduation date on or before July 31, 2022 were flagged as completed within six years. The same graduation cutoffs were applied to the general U.S. postsecondary population meeting the same inclusion criteria as the IB cohort and the outcomes presented for comparison purposes.

*Exhibit 1 – Definitions of the Postsecondary Outcomes Examined*

	Definition
Immediate enrollment	Enrollment at a Clearinghouse-participating college or university immediately after high school graduation (between August 1, 2016 and January 31, 2017).
1-year persistence	Enrollment at the same 4-year college or university in the fall after immediate enrollment (persisting into second year of college).
4-year graduation	Graduation by the end of July 31, 2020.
6-year graduation	Graduation by the end of July 31, 2022.

The sum of the number of immediate full-time students enrolled at each institution was calculated by Carnegie Classification. The 25 institutions with the largest number of enrolled IB students in each selectivity category were identified. Exhibit 2 outlines the selectivity standards used by the Carnegie Classification schema.

*Exhibit 2 – Standards for Institutional Selectivity*

Full-time 4-year institutions <sup>a</sup>	
More selective	<ul style="list-style-type: none"> <li>• At least 80 percent of undergraduates enrolled full time</li> <li>• College admission test scores (SAT I or ACT composite) for incoming freshmen in the top fifth of bachelor’s degree-granting institutions</li> </ul>
Selective	<ul style="list-style-type: none"> <li>• At least 60 percent of undergraduates enrolled full time</li> <li>• College admission test scores (SAT I or ACT composite) for incoming freshmen in the middle two fifths of bachelor’s degree-granting institutions</li> </ul>
Inclusive	<ul style="list-style-type: none"> <li>• At least 60 percent of undergraduates enrolled full time</li> <li>• College admission test score data not submitted, or in the bottom two fifths of bachelor’s degree-granting institutions</li> </ul>

<sup>a</sup> The Carnegie Classification’s selectivity categorizations are based on the 25th percentile test score for each institution’s incoming freshman class.

To analyze student outcomes for selected states, data was split into subgroups based on students' high school state. Those in Texas, California, Colorado, Florida, and New York were analyzed separately to determine their enrollment and four- and six-year completion patterns.

Frequencies of the last reported program/major of enrolled IBO students were calculated, and the top 25 programs were identified.

Students with an enrollment within one year of high school graduation were included in college attendance pattern analysis by state and nationally. Students with state names outside of the United States were excluded from this analysis. Students with an enrollment at an institution within the same state as their high school were considered to be "in-state". Results were disaggregated by in-state/out-of-state and gender.

As part of the enrollment, persistence, and completions reporting, the analysis examined postsecondary fields of study of the degree or last field of study on record. The analysis makes use of the Classification of Instructional Programs (CIP) taxonomy developed and maintained by the National Center for Education Statistics (NCES). The taxonomy details different fields of study from a very broad field designated with a two-digit code to an extremely specific specialty area designated by a related six-digit code. The plain language translation of each code has been reported in this study. Please visit the CIP landing page at NCES for additional information:

<https://nces.ed.gov/ipeds/cipcode>

**A note on Clearinghouse privacy practices:** In the tables included in this report, a cell with a value of "\*" indicates that the precise number of individuals in a cell was suppressed if that number is 10 or fewer. Thus, an \* indicates that the cell contains 1-10 individuals. If the result for the cell is zero then the cell is left blank or left off, depending on format of the table.

## Findings

The section below details the findings of the analysis into the postsecondary outcomes of the various Diploma Programme student categories. Specifically, the findings detail the postsecondary enrollment, the year one to year two rate of persistence in postsecondary education, and the graduation rates for each student category.

Both for completeness and to assist in providing context for the findings below, the cohort of 2016 U.S. Diploma Programme graduates was composed of students with the following characteristics (Exhibit 3).

*Exhibit 3 – Diploma Programme Graduate Characteristics*

	All DP Graduates (Diploma and Course Students)	Course Students	Diploma Candidates	Diploma Candidates	
				Diploma Received	Diploma Not Received
<i>N</i>	51,609	25,183	26,426	18,030	8,396
<i>Gender</i>					
Female	58.8%	57.6%	59.9%	61.5%	56.6%
Male	41.2%	42.4%	40.1%	38.6%	43.4%
<i>Race/ethnicity</i>					
American Indian/Alaska Native	0.4%	0.6%	0.4%	0.2%	0.6%
Asian/Pacific Islander	14.4%	10.2%	18.0%	19.7%	14.5%
Black, non-Hispanic	12.0%	12.6%	11.4%	6.5%	21.8%
Hispanic	16.6%	17.6%	15.7%	13.2%	20.9%
White, non-Hispanic	48.6%	50.3%	7.3%	52.7%	35.6%
Other	8.0%	8.7%	47.2%	7.6%	6.6%

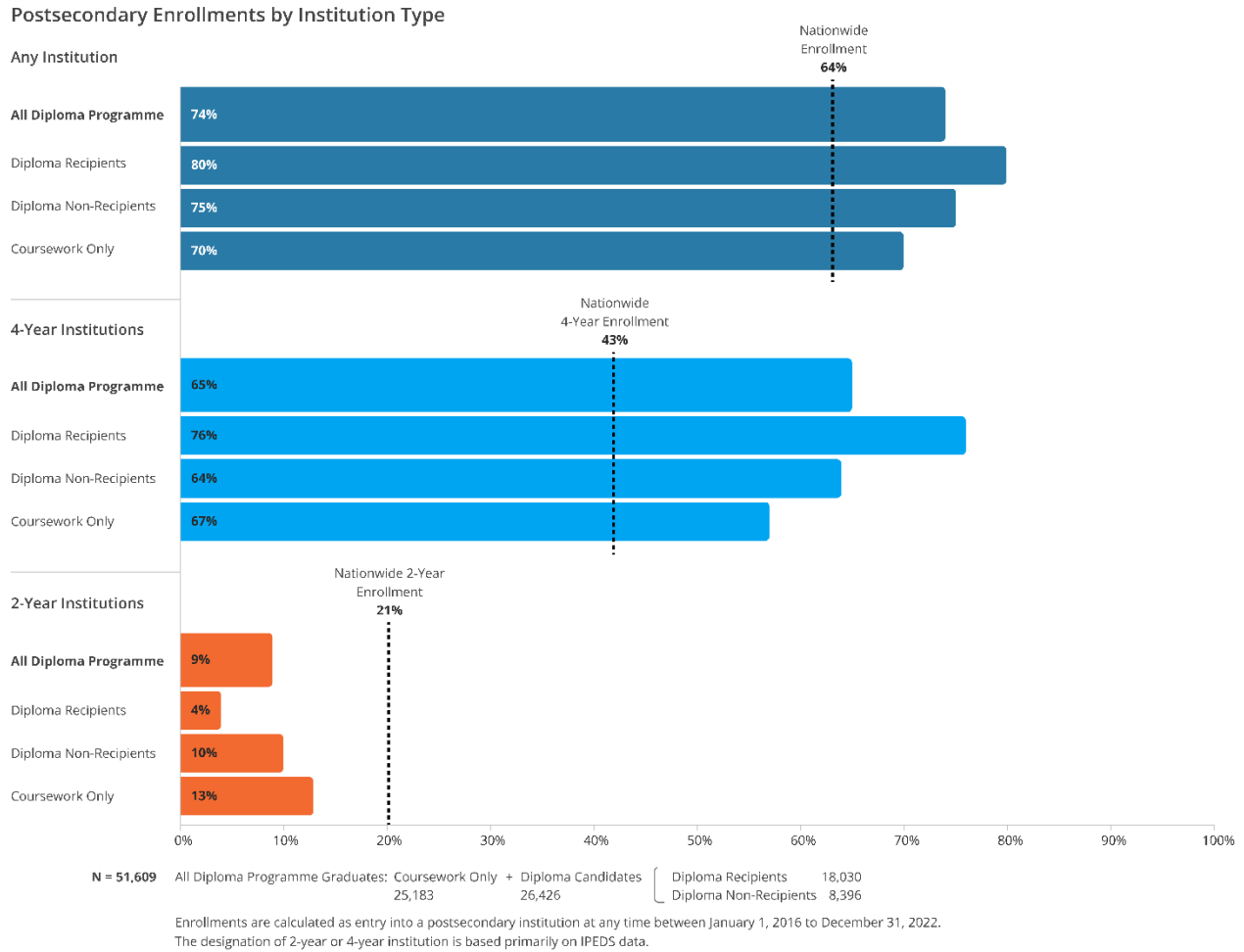
The data tables for all findings below can be found in Appendix C.

### Enrollment Outcomes

Overall, 74% of the DP students who graduated from U.S. high schools in 2016 enrolled in a postsecondary institution immediately after high school graduation (by January 2017). Moreover, the vast majority (80%) of DP students receiving a diploma (i.e., Diploma Recipients) enrolled immediately in postsecondary institutions and a large majority enrolled at four-year institutions (76%) (Exhibit 4). As a comparison, 64% of all 2016 U.S. high school graduates enrolled immediately in a postsecondary institution and 43% of these students did so at a four-year institution. The enrollment outcomes of the DP cohort are in general notably higher than the those of the national population, with DP students in each category outperforming the national average. Further, the differences expand when considering the institutional level. The DP students entered into postsecondary institutions at a rate 10% higher than the national average, while they enrolled at

four-year institutions at a rate 33% higher than the national norm. While this general DP average was pulled up substantially by the extremely high performance of the Diploma Recipients, the Diploma Non-Recipients and the Course students still outperformed the national cohort.

Exhibit 4 - Postsecondary Enrollments by Institution Type

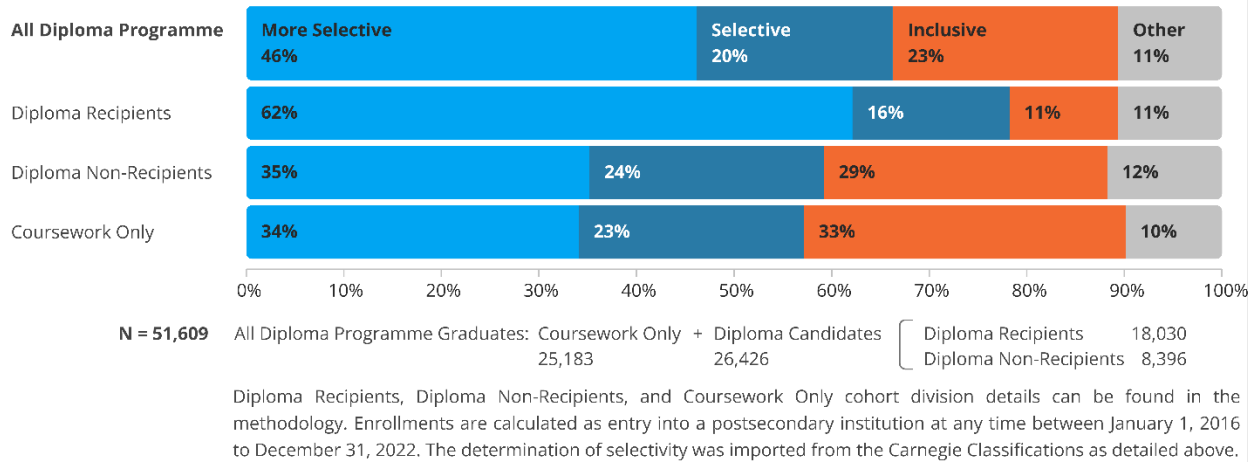


### Institutional selectivity (Carnegie Classification)

A larger proportion of DP graduates in each category enrolled in “More selective” four-year institutions than in “Selective” or “Inclusive” institutions (Exhibit 5). Diploma Recipients had the largest proportion of enrollments at “More selective” institutions (62%), while the Diploma Non-Recipients and Course students had smaller enrollment rates at these institutions (35% and 34% respectively). Overall, almost half of enrollments of the DP student cohort were at “More selective” institutions (46%).

Exhibit 5 - Postsecondary Enrollments by Institutional Selectivity

Postsecondary Enrollments by Institutional Selectivity



Making use of the entire DP cohort, the Clearinghouse determined the enrollment levels at each participating institution in the U.S. from which it constructed a top 25 list for each selectivity category. The lists presented below are in alphabetical order and are not ranked in order of the number of enrollments found.

Exhibit 6 - Most Popular Institutions of Enrollment by Selectivity (alphabetical order)

More Selective	Selective
Boston University	Appalachian State University
Florida State University	Arizona State University
George Washington University	Colorado State University
Georgia Institute of Technology	DePaul University
New York University	Florida Atlantic University
North Carolina State University	Florida International University
The Ohio State University	George Mason University
University of California - Berkeley	Georgia State University
University of California - Irvine	Indiana University Bloomington
University of California-Davis	James Madison University
University of California-Los Angeles	Michigan State University
University of California-San Diego	Oregon State University
University of Colorado Boulder	Pennsylvania State University
University of Florida	Purdue University - West Lafayette
University of Georgia	Suny University at Buffalo
University of Maryland - College Park	Temple University
University of Michigan	Towson University
University of Minnesota-Twin Cities Undergraduate	University Of Arizona
University of North Carolina-Chapel Hill	University Of California - Riverside
University of South Carolina	University Of Central Florida

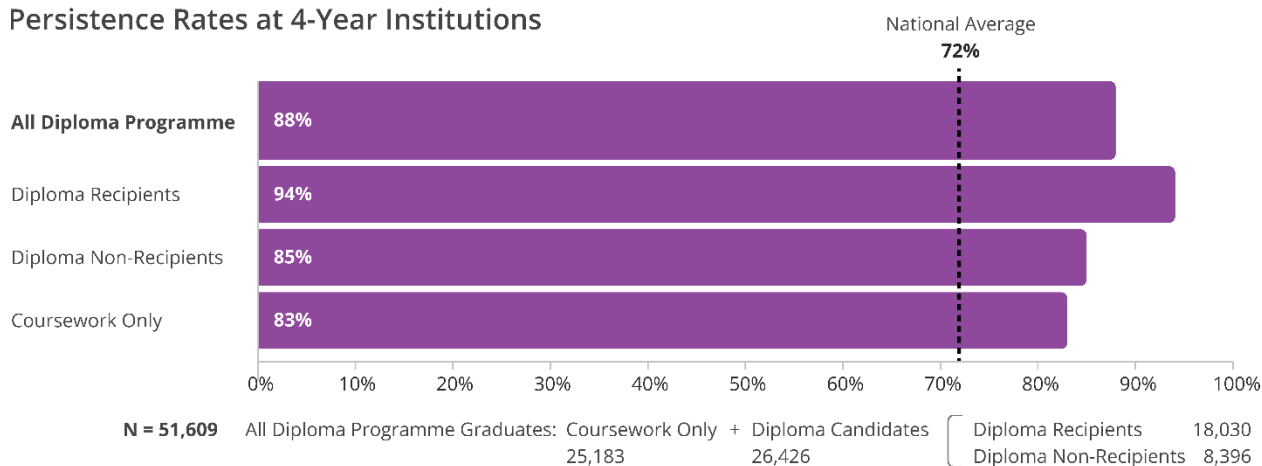
More Selective	Selective
University of Texas at Austin	University Of Illinois at Chicago
University of Virginia	University Of Oregon
University of Washington - Seattle	University Of South Florida
University of Wisconsin - Madison	University Of Utah
Virginia Polytech & State University	Virginia Commonwealth University

## Persistence Outcomes

The persistence analyses indicate that 88% of DP graduates who enrolled in four-year institutions immediately after graduating high school continued their enrollment in the same institution the following fall (Exhibit 7). Diploma Recipients had a very high retention rate (94%), while Diploma Non-Recipients and Course students exhibited slightly lower rates (85% and 83% respectively), although more than 10% above the national average (72%).

*Exhibit 7 – Persistence rates at four-year institutions*

## Persistence Rates at 4-Year Institutions



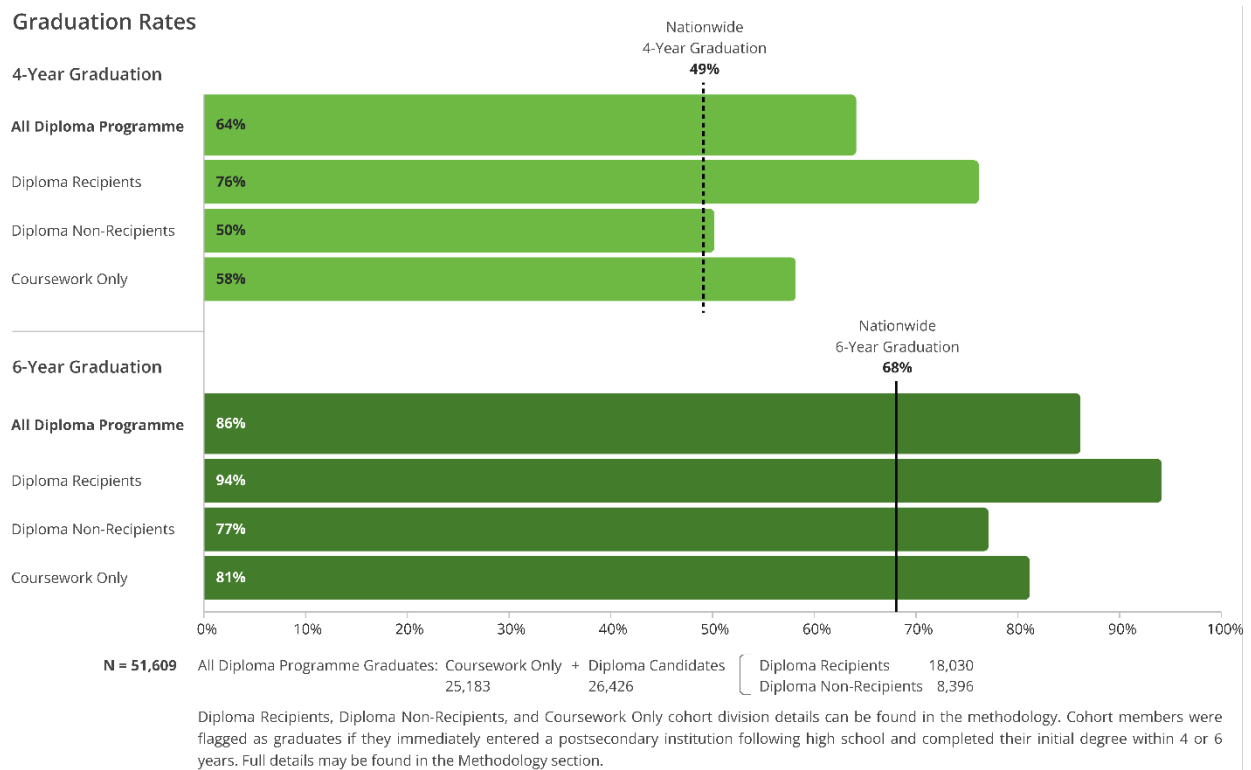
Diploma Recipients, Diploma Non-Recipients, and Coursework Only cohort division details can be found in the methodology. Persistence calculated by the number of cohort immediately enrolling in postsecondary education and found to be enrolled fulltime between August 1, 2017 and January 31, 2018.

## Graduation Outcomes

The results show that 64% of all DP graduates who enrolled immediately at four-year institutions graduated four years later. By comparison, the national rate was 49% (Exhibit 8). The 6-year graduation rate of DP graduates was 86%, which shows an almost 20% advantage for DP students compared to the national rate (68%). The graduation outcomes varied within the DP cohort, with Diploma Recipients recording the highest rates of 76% for 4-year graduation and an impressive 94% for 6-year graduation. Diploma Non-Recipients and Course students had lower outcomes, with

the 4-year rates higher slightly higher than the national average (50% and 58% respectively). However, the 6-year graduation rates for these student categories showed strong increases above their 4-year graduation rates, at 77% and 81% respectively, and compared to 68% nationally.

Exhibit 8 - Graduation Rates



### Fields of Study

The 25 most populous fields for the DP graduates are listed in Exhibit 9. These fields represent approximately 50% of the entire cohort, with the remaining proportion distributed between the other 242 fields. The most popular fields of study were Biology or Biological Sciences (5.8%), Liberal Arts and Sciences (4.9%), Business Administration and Management (4.5%) and Psychology (4.3%). The full listing of fields of study and their frequencies (for those with 20+ individuals) may be found in Appendix C.

### Exhibit 9 – Top 25 Fields of Postsecondary Study

CIP Title	Students	%
Biology/Biological Sciences, General	2,395	5.75%
Liberal Arts and Sciences/Liberal Studies	2,037	4.89%
Business Administration and Management, General	1,886	4.53%
Psychology, General	1,788	4.30%
Registered Nursing/Registered Nurse	1,237	2.97%
Computer Science	1,021	2.45%
Political Science and Government, General	992	2.38%
General Studies	929	2.23%
Mechanical Engineering	838	2.01%
English Language and Literature, General	761	1.83%
Computer and Information Sciences, General	720	1.73%
Finance, General	660	1.59%
Marketing/Marketing Management, General	604	1.45%
Economics, General	569	1.37%
Accounting	560	1.35%
Speech Communication and Rhetoric	533	1.28%
Business/Commerce, General	508	1.22%
Sociology, General	488	1.17%
History, General	449	1.08%
Mathematics, General	443	1.06%
Chemistry, General	417	1.00%
Electrical and Electronics Engineering	410	0.98%
International Relations and Affairs	404	0.97%
Multi-/Interdisciplinary Studies, Other	382	0.92%
Neuroscience	351	0.84%

#### Postsecondary attainment at four-year institutions by race/ethnicity and gender

The analyses included an examination of the postsecondary outcomes by race/ethnicity and gender. These analyses examined the outcomes of the race/ethnicity categories of DP graduates, separately for Diploma candidates (Diploma Recipients and Diploma Non-Recipients) and Course students.

#### Diploma candidates' outcomes by race/ethnicity

Exhibit 10 displays synthetically the enrollment, persistence and graduation rates of Diploma candidates (Diploma Recipients and Diploma Non-Recipients) separated by gender and race/ethnicity.

Exhibit 10 - Postsecondary Outcomes for Diploma Candidates (Diploma Recipients and Diploma Non-Recipients)

	<i>N</i> (Full Sample)	Immediate 4-Year Enrollment <sup>a</sup>	<i>N</i> (Immediate 4-Year Enrollment)	1-Year Persistence <sup>b</sup>	4-Year Graduation <sup>c</sup>	6-Year Graduation <sup>d</sup>
<i>Total</i>	26,426	72.6%	19,174	91.6%	68.7%	88.9%
<i>Gender</i>						
Female	15,831	73.7%	11,664	91.8%	72.7%	90.7%
Male	10,595	70.9%	7,510	91.3%	62.5%	86.0%
<i>Race/ethnicity</i>						
Asian/Pacific Islander	4,009	75.1%	3,010	94.7%	70.8%	92.2%
Black, non-Hispanic	2,536	73.4%	1,861	89.3%	56.6%	80.9%
Hispanic	3,492	66.0%	2,305	88.9%	59.9%	82.8%
White, non-Hispanic	10,496	76.5%	8,033	92.0%	72.4%	90.7%
Other	1,704	75.6%	1,289	91.8%	67.3%	88.1%

<sup>a</sup> Percent of diploma candidates who enrolled in a 4-year college or university immediately after high school.

<sup>b</sup> Percent of diploma candidates who enrolled in a 4-year college or university immediately after high school and were enrolled at any 4-year college in fall 2014.

<sup>c</sup> Percent of diploma candidates who enrolled in a 4-year college or university immediately after high school and earned a degree from a 4-year institution within 4 years.

<sup>d</sup> Percent of course students who enrolled in a 4-year college or university immediately after high school and earned a degree from a 4-year institution within 6 years.

Exhibit 11 illustrates that the rates of immediate enrollment at four-year institutions are consistently strong among the Diploma candidates, although differences appear when considering race and ethnicity. White, Asian or Pacific Islander and Black Diploma candidates enrolled at similar rates (77%, 75% and 73% respectively) while Hispanic Diploma candidates enrolled at relatively lower rates, even though well above the national average of 43%<sup>2</sup>.

<sup>2</sup> National comparison data by race/ethnicity was not available for the 2016 high school graduating cohort at the time of this analysis. For reference, the graduation rates by race/ethnicity for the 2014 cohort can be viewed here [https://nces.ed.gov/programs/digest/d21/tables/dt21\\_326.10.asp](https://nces.ed.gov/programs/digest/d21/tables/dt21_326.10.asp)

*Exhibit 11 – Diploma Candidates' Immediate Enrollment Rates by Race / Ethnicity*

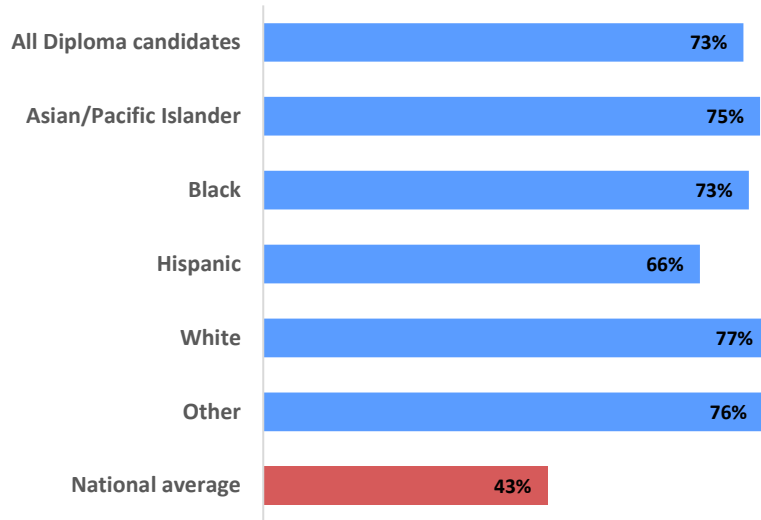


Exhibit 12 shows the persistence rates at four-year institutions for the race/ethnicity categories of the Diploma candidates. Asian and White Diploma candidates persist into the second year in college at similarly high rates (95% and 92% respectively), with slightly lower rates for Black and Hispanic Diploma candidates (89% for each group), although all at higher rates than the national average (72%).

*Exhibit 12 – Diploma Candidates' Persistence Rates by Race / Ethnicity*

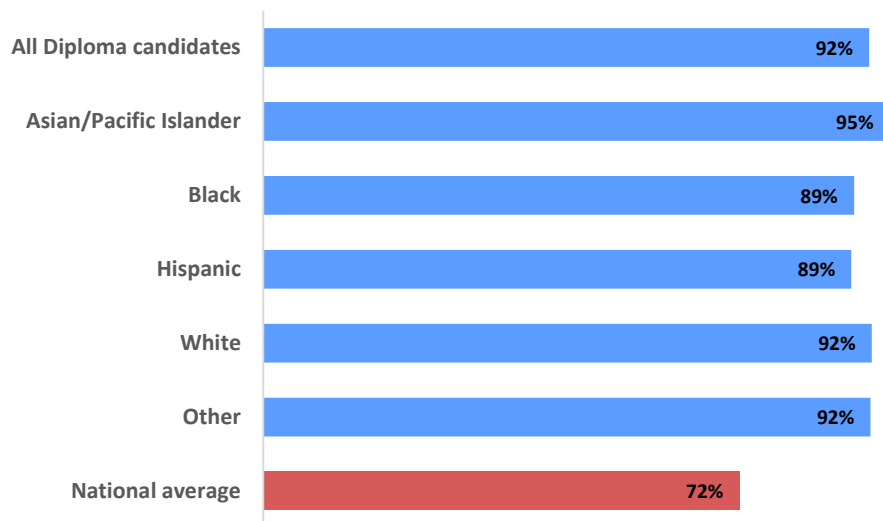
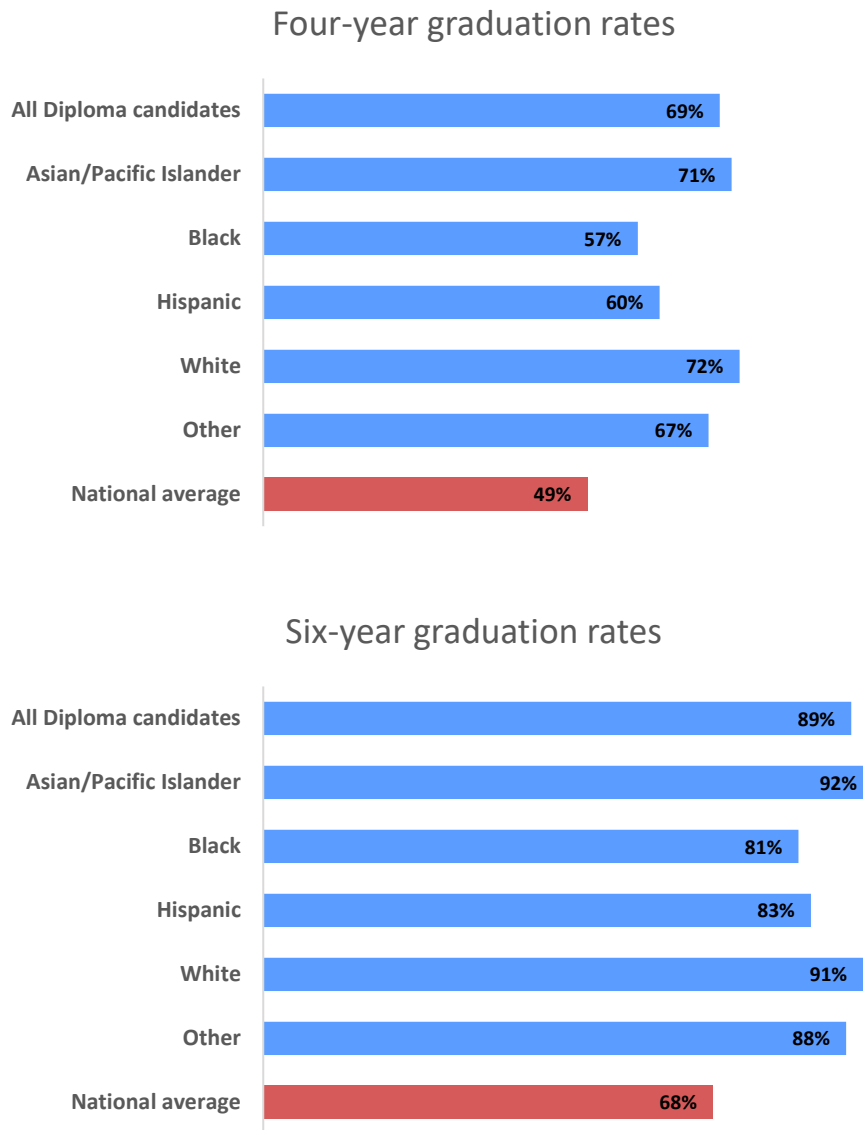


Exhibit 13 illustrates the distribution of graduation outcomes of Diploma candidates by race and ethnicity. White and Asian or Pacific Islander Diploma candidates exhibit similar 4-year graduation rates (72% and 71% respectively), while Black and Hispanic Diploma candidates have lower graduation rates (57% and 60% respectively), but more than 10% above the national average.

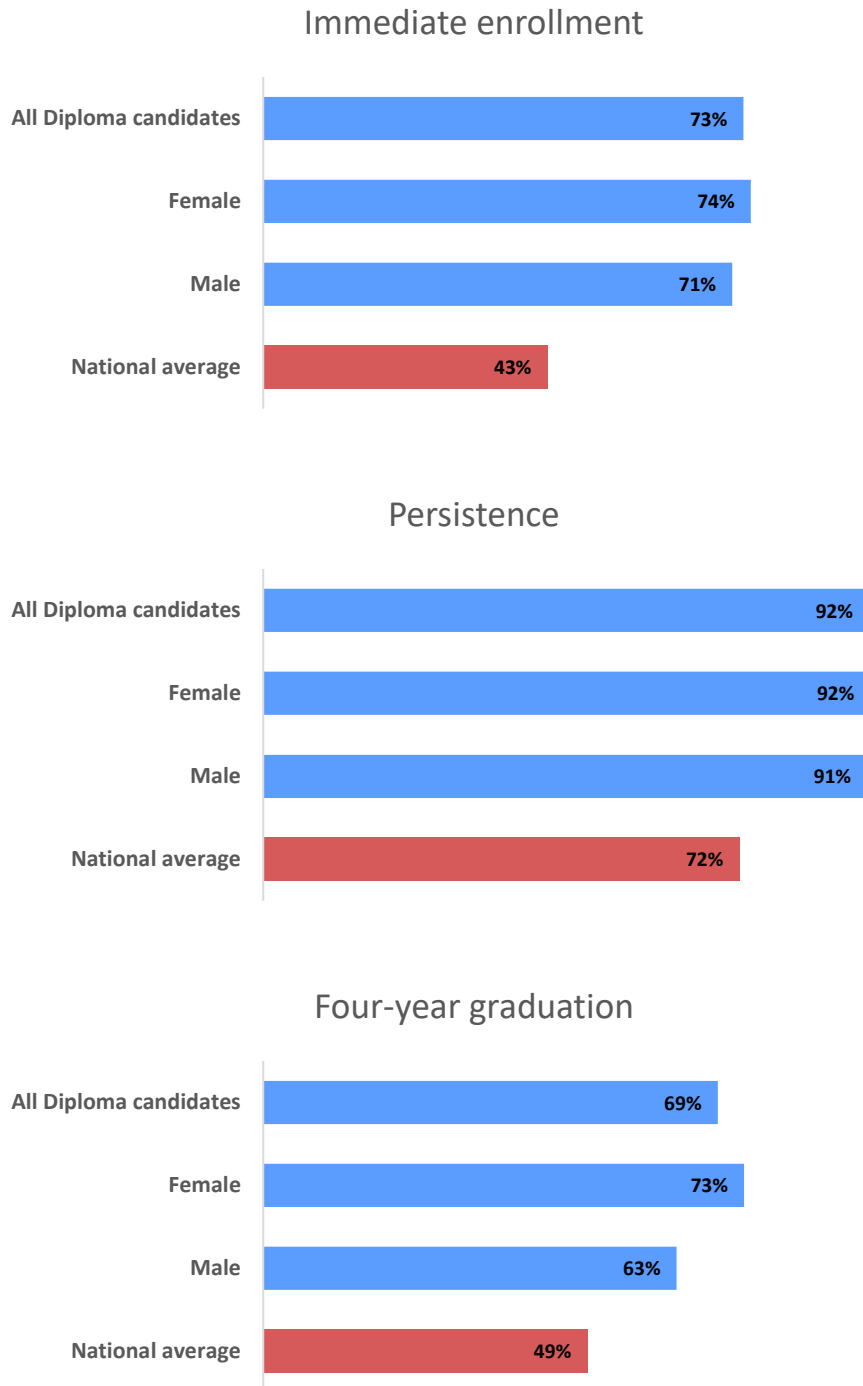
*Exhibit 13 - Diploma Candidates' Graduation Rates by Race / Ethnicity*



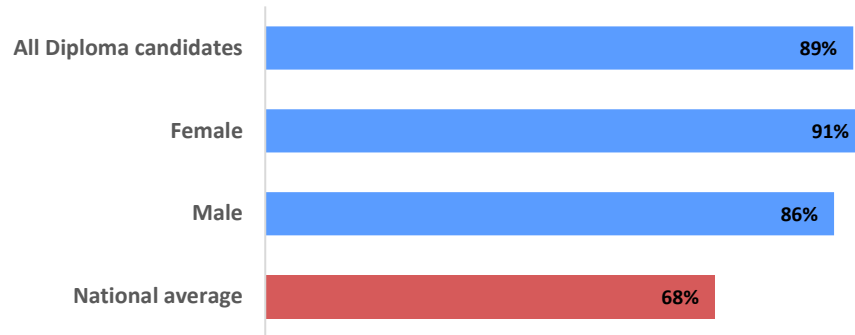
### Diploma candidates' outcomes by gender

Exhibit 14 illustrates the postsecondary outcomes of male and female Diploma candidates. Female and male Diploma candidates exhibit relatively similar enrollment and persistence rates at 4-year institutions. A greater percentage of female Diploma candidates than male candidates complete their degree in four years (73% compared with 63%), while the difference between female and male becomes smaller for the 6-year graduation outcome (91% and 86% respectively).

Exhibit 14 - Diploma Candidates' Postsecondary Outcomes by Gender



### Six-year graduation



### Course students' outcomes by race/ethnicity

Exhibit 15 shows synthetically the outcomes of Course students separated by race/ethnicity and by gender.

*Exhibit 15 – Course Students' Postsecondary Outcomes*

	<i>N</i> (Full Sample)	Immediate 4-Year Enrollment <sup>a</sup>	<i>N</i> (Immediate 4-Year Enrollment)	1-Year Persistence <sup>b</sup>	4-Year Graduation <sup>c</sup>	6-Year Graduation <sup>d</sup>
<i>Total</i>	25,183	56.9%	14,336	83.4%	58.0%	81.3%
<i>Gender</i>						
Female	14,501	58.7%	8,519	83.7%	62.6%	83.6%
Male	10,682	54.5%	5,817	83.0%	51.4%	78.0%
<i>Race/ethnicity</i>						
Asian/Pacific Islander	1,972	58.6%	1,156	84.9%	55.1%	82.4%
Black, non-Hispanic	2,434	55.2%	1,343	78.0%	40.4%	66.4%
Hispanic	3,404	44.4%	1,513	77.6%	46.3%	73.0%
White, non-Hispanic	9,708	64.4%	6,248	84.9%	63.5%	85.4%
Other	1,787	58.0%	1,037	82.6%	58.0%	81.3%

<sup>a</sup> Percent of course students who enrolled in a 4-year college or university immediately after high school.

<sup>b</sup> Percent of course students who enrolled in a 4-year college or university immediately after high school and were enrolled at any 4-year college in fall 2016.

<sup>c</sup> Percent of course students who enrolled in a 4-year college or university immediately after high school and earned a degree from a 4-year institution within 4 years.

<sup>d</sup> Percent of course students who enrolled in a 4-year college or university immediately after high school and earned a degree from a 4-year institution within 6 years.

Exhibit 16 display Course students' rates of immediate enrollment at four-year institutions by race/ethnicity. While Course students enroll at four-year institutions at much higher rates than the national average, differences are noted when race and ethnicity categories are considered. Hispanic Course students have an average rate of enrollment similar to the national rate (44%)

compared to 43%) but much lower than those of White (64%), Asian/Pacific Islander (59%), and Black (55%) Course students.

*Exhibit 16 – Course Students’ Immediate Enrollment Rates by Race / Ethnicity*

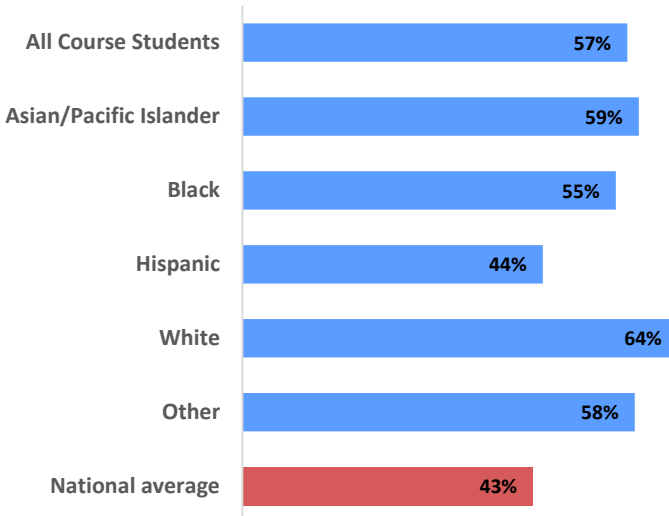


Exhibit 17 illustrates Course students’ persistence rates at four-year institutions by race/ethnicity. Asian/Pacific Islander and White Course students persist into the second year in college at the same rate (85%), while Black and Hispanic Course students have slightly lower rates of persistence (78% for each group).

*Exhibit 17 – Course Students’ Persistence Rates by Race / Ethnicity*

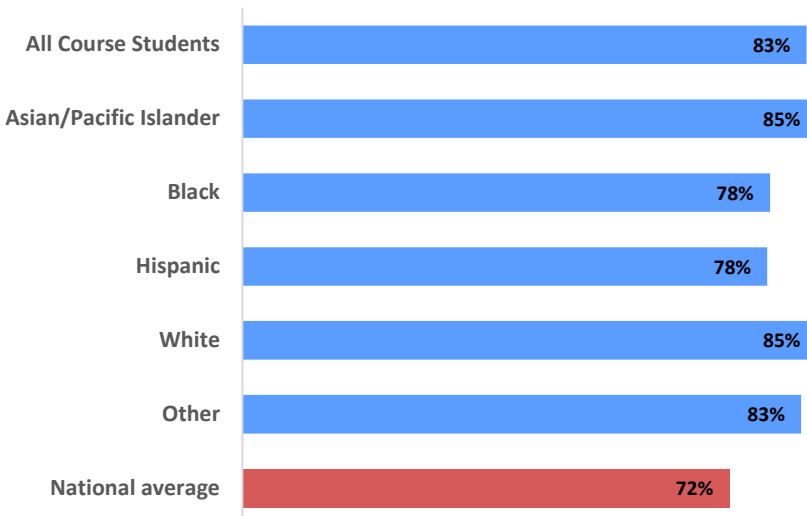
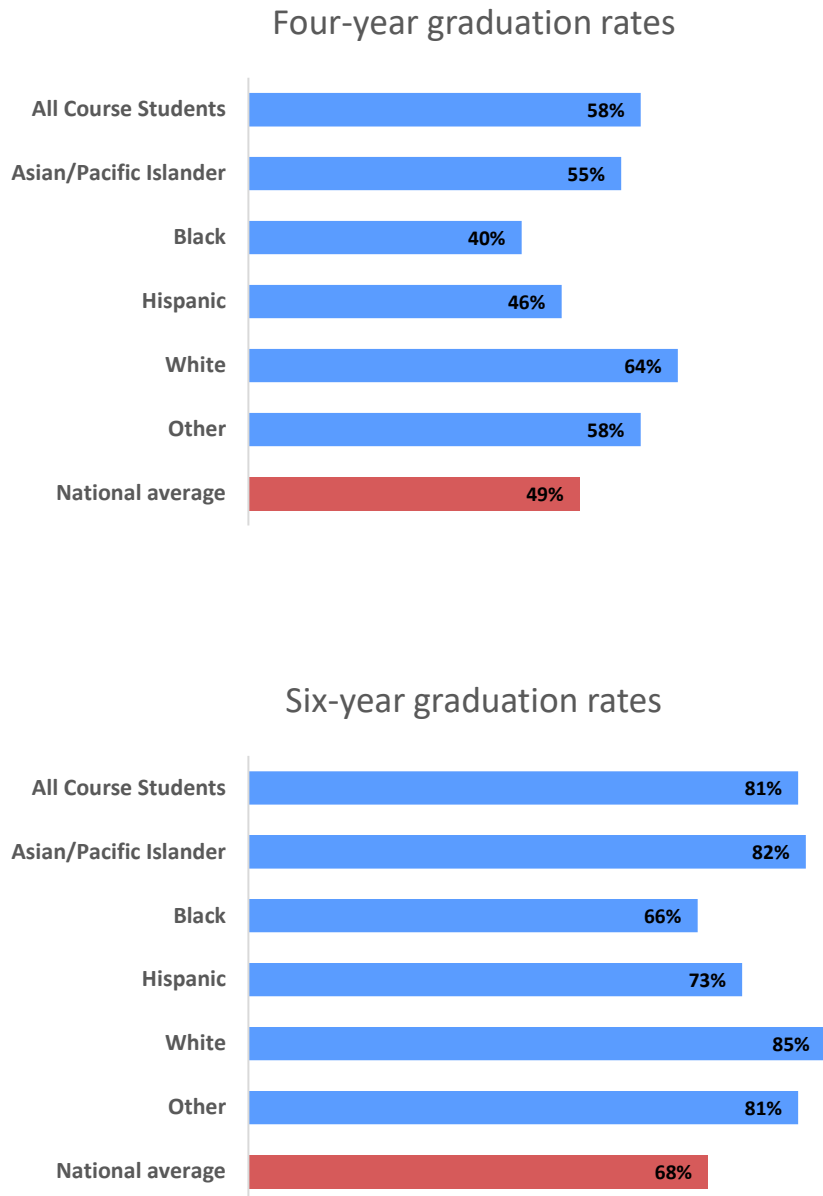


Exhibit 18 shows Course students' graduation rates by race and ethnicity. White Course students record notably higher four-year graduation rates than Asian/Pacific Islander, Black and Hispanic Course students (64%, 55%, 40% and 46% respectively). The six-year graduation rates indicate notable improvement, with more than 20% increase for Asian/Pacific Islander, Black and Hispanic Course students (82%, 66% and 73% respectively), although these students continue to exhibit a lower graduation rate than White Course students.

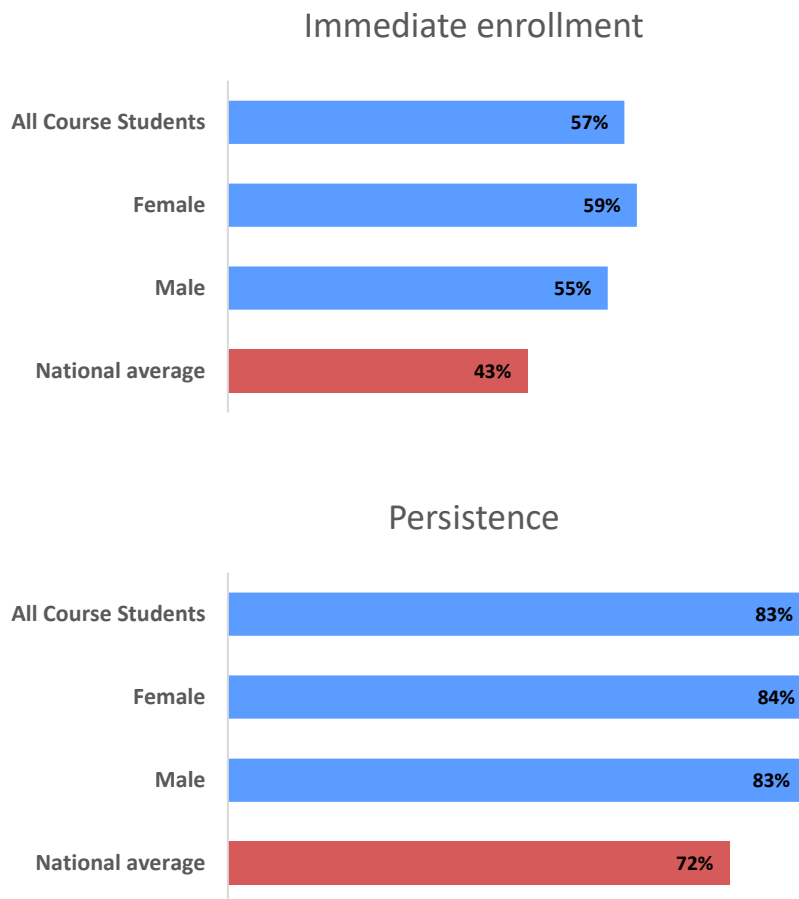
*Exhibit 18 – Course Students' Graduation Rates by Race / Ethnicity*



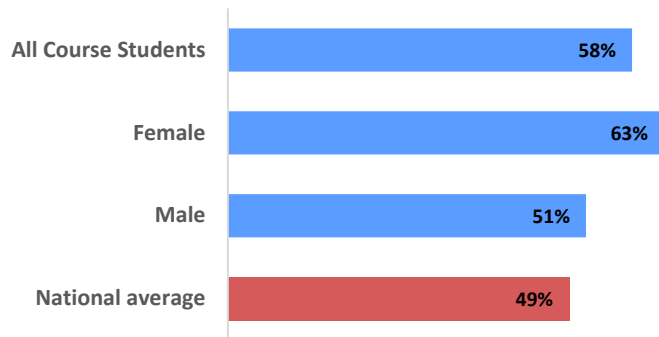
## Course students' outcomes by gender

Exhibit 19 illustrates the postsecondary outcomes of male and female Course students. Female and male Course students exhibit relatively similar enrollment and persistence rates at 4-year institutions. Female Course students record higher rates of four-year graduation than male Course students (63% compared with 51%). The difference between female and male Course students reduces when the 6-year graduation outcome is considered (84% and 78% respectively).

*Exhibit 19 – Course Students' Postsecondary Outcomes by Gender*



### Four-year graduation



### Six-year graduation



Additional results regarding the enrollment rates by gender together with state level reports showing postsecondary in-state and out-of-state enrollments can be found in Appendix A.

## Discussion

While consistent evidence indicates the numerous benefits of earning a college degree, postsecondary enrollment rates in the U.S. have not exhibited much growth in the past decade and have recorded pandemic-driven declines in the recent years. Only the most recent academic year shows reversal of this trend, back towards a pre-pandemic level. At the same time the four-year completion rates remain relatively low nationwide. This study, finds that, overall, students who participate in the IB Diploma Programme in U.S. high schools attain better postsecondary outcomes than the average American high school student. Of all DP graduates from the 2016 high school graduating cohort, 74% enroll in any postsecondary institution compared with 64% nationally. Four-year institutions are the main destination of DP graduates, with a 65% entry rate, more than 20 percentage points higher than the national average of 43%. Furthermore, the largest segment of DP graduates (46%) is admitted and enroll in institutions that are “More selective”, the highest tier of Carnegie selectivity.

Persistence is one of the outcomes that is most striking about the DP cohort. While the national average is 72%, the DP cohort averaged a persistence rate of 88%. This finding suggests that education and preparation for the postsecondary world during their IB enrollment shows positive outcomes in sticking with their educational decision. However, the caveat about important variables not captured in this study, as mentioned in the limitation section still stands.

At longer periods of observation, notably the four-year and six-year graduation points, DP students still display outcomes at rates well beyond the national average. At the four-year completion mark the national population measures at 49% of students earning their degree. The DP cohort notably outperforms the national cohort with a completion rate of 64%. By the six-year completion measure the gap between the national average and DP students opens even further. The national average for degree completion in six years is 68%, while the DP cohort averages a completion rate of 86%.

While it appears that participation in the IB programmes boosts a student’s likelihood of enrolling and completing postsecondary education, disparities seen in the general population are still present within the IB cohorts. Outcomes gaps between different race/ ethnicity categories continue to appear and the small but noticeable difference in female and male outcomes also appears. However, the size of these gaps are smaller than the general population, and appear to narrow even further over time. Please see the Clearinghouse’s Current Term Enrollment Estimates and their Completing College reports for the most recent figures of national trends.

Another notable finding is related to the type of postsecondary institution that the student chooses to attend. DP students consistently choose four-year institutions at much higher rates than the national cohort, to the detriment of two-year institutions. They consistently choose “Selective” or “More Selective” institutions over “Inclusive”, with ratios of nearly 3:1 in favor of those “Selective” and “Most Selective” institutions.

All the above suggests a greater level of preparation for the postsecondary experience among those who participate in the Diploma Programme in U.S. high schools. DP graduates enroll in postsecondary institutions more often, attend more selective colleges, and are more likely to attain

a postsecondary credential at higher rates than the average American high school student. However, the likely combination of rigorous curricula, outside support, and personal traits that lead to successfully entering the Diploma Programme would also result in successful postsecondary outcomes at higher rates than those of the students in the national cohort.

## Conclusion

This study making use of a large cohort of IB Diploma Programme participants joined with direct use of Clearinghouse postsecondary enrollment data has allowed the researchers to avoid the need for proxies in many findings. This report from the Clearinghouse has attempted to maintain consistency with prior studies in design while taking advantage of this deeper data access. As a result, a new baseline could be established from these reports to assist in observing the long-term outcomes of the IB Diploma Programme graduates. In both studies making use of proxies and studies making use of direct data, the traits involved are tied to long term performance at a high level prior to entry into postsecondary education.

## Summary of Findings

The findings above show that in general DP graduates enter postsecondary education, persist on that path, and complete at least a first credential at higher rates than the average American high school graduate. The DP graduates also trend heavily away from two-year institutions in favor of four-year institutions. Additionally, the DP graduates tend to enroll more often at “Selective” and “More Selective” institutions.

While DP graduates in general enjoyed better than average postsecondary outcomes, those who received an IB Diploma had much higher rates of entry, persistence, and completion than the national average. With outcome rates consistently and notably higher than the national average, the DP graduates appear to be well prepared for their postsecondary career.

## Limitations of Research

There are some limitations to this research.

- 1) Cohort construction: As mentioned in the methodology notes, the Clearinghouse was able to match 87% of the submitted cohorts. For the remaining 13%, it is unknown whether the Clearinghouse matching processes failed to find them or if the individuals simply never enrolled at a postsecondary institution in the United States.
- 2) Lack of data: The original study design included data elements that were later removed from the design due to poor response rates from the institutions. For example, Pell Recipient status was originally included in the design. However, that element is optional for the institutions to report, and as such, the Clearinghouse’s records show an average of 22.3% for records submitted with Pell information. Looking for Pell status in the first year of the cohorts’ enrollment is worse, with a Pell information response rate in academic year 2016-17 of 12.4%.

Additionally, there are some elements that the Clearinghouse simply does collect on a broad scale that could directly impact the report findings, especially when seeking potential predictive characteristics.

## **Considerations for Further Research**

Future research should consider, where possible, the collection of those data elements currently uncollected by the IB. Insights into general economic wellness, prior family experience with postsecondary education, support programs in the student's environment, both during secondary and early postsecondary enrollments, could provide the additional points to generate ideas for local schools, parents, and students to consider when planning for the future.

In addition, there are resources which would allow to further investigate outcomes by students' different pre-college socioeconomic contexts outside of providing individual-level details. The Clearinghouse Research Center has developed a neighborhood income measure in collaboration with the U.S. Census Bureau. This measure, which is highly correlated with other neighborhood conditions such as poverty, unemployment, homeownership, and educational attainment, will not inform the study of the specifics of a single student, but it can serve as a well-informed indicator of the socioeconomic status of the environment from which the student entered postsecondary education.

Due to these uncollected or unobservable elements, the reports cannot draw causal connections between IB programme participation and postsecondary success. However, given the apparent differences in outcomes from the general population, this line of inquiry may yield valuable insights. It is especially recommended that further investigation in the differences between the IB Diploma Recipients and other populations (both inside and outside the IB Programmes) to potentially find causative traits or combinations of traits impacting the postsecondary success of students.

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## Appendix A: State-Level Enrollment by Geography and Gender

### Enrollment One Year Out of High School

Location	Population	Rate
<b>United States of America</b>	<b>All</b>	<b>81%</b>
United States of America	Out of State	25%
United States of America	In-State	56%
United States of America	In-State Female	82%
United States of America	Out of State Female	26%
United States of America	In-State Female	56%
United States of America	In-State Male	79%
United States of America	Out of State Male	22%
United States of America	In-State Male	57%
<b>Alabama</b>	<b>All</b>	<b>82%</b>
Alabama	Out of State	28%
Alabama	In-State	55%
Alabama	In-State Female	84%
Alabama	Out of State Female	31%
Alabama	In-State Female	52%
Alabama	In-State Male	80%
Alabama	Out of State Male	21%
Alabama	In-State Male	59%
<b>Alaska</b>	<b>All</b>	<b>80%</b>
Alaska	Out of State	48%
Alaska	In-State	33%
Alaska	In-State Female	84%
Alaska	Out of State Female	48%
Alaska	In-State Female	35%
Alaska	In-State Male	73%
<b>Arizona</b>	<b>All</b>	<b>75%</b>
Arizona	Out of State	19%
Arizona	In-State	57%
Arizona	In-State Female	77%
Arizona	Out of State Female	20%
Arizona	In-State Female	57%
Arizona	In-State Male	73%
Arizona	Out of State Male	17%
Arizona	In-State Male	57%

Location	Population	Rate
<b>Arkansas</b>	<b>All</b>	<b>81%</b>
Arkansas	Out of State	22%
Arkansas	In-State	59%
Arkansas	In-State Female	83%
Arkansas	Out of State Female	22%
Arkansas	In-State Female	61%
Arkansas	In-State Male	76%
Arkansas	Out of State Male	21%
Arkansas	In-State Male	55%
<b>California</b>	<b>All</b>	<b>80%</b>
California	Out of State	15%
California	In-State	65%
California	In-State Female	82%
California	Out of State Female	16%
California	In-State Female	66%
California	In-State Male	77%
California	Out of State Male	14%
California	In-State Male	63%
<b>Colorado</b>	<b>All</b>	<b>83%</b>
Colorado	Out of State	29%
Colorado	In-State	54%
Colorado	In-State Female	85%
Colorado	Out of State Female	31%
Colorado	In-State Female	53%
Colorado	In-State Male	81%
Colorado	Out of State Male	27%
Colorado	In-State Male	54%
<b>Connecticut</b>	<b>All</b>	<b>65%</b>
Connecticut	Out of State	31%
Connecticut	In-State	34%
Connecticut	In-State Female	73%
Connecticut	Out of State Female	37%
Connecticut	In-State Female	36%
Connecticut	In-State Male	56%
Connecticut	Out of State Male	25%
Connecticut	In-State Male	32%

Location	Population	Rate
<b>Delaware</b>	<b>All</b>	<b>87%</b>
Delaware	Out of State	58%
Delaware	In-State	29%
Delaware	In-State Female	91%
Delaware	Out of State Female	60%
Delaware	In-State Female	31%
Delaware	In-State Male	80%
Delaware	Out of State Male	55%
Delaware	In-State Male	25%
<b>District Of Columbia</b>	<b>All</b>	<b>64%</b>
District Of Columbia	Out of State	64%
District Of Columbia	In-State Female	69%
District Of Columbia	Out of State Female	69%
District Of Columbia	In-State Male	58%
District Of Columbia	Out of State Male	58%
<b>Florida</b>	<b>All</b>	<b>85%</b>
Florida	Out of State	24%
Florida	In-State	61%
Florida	In-State Female	86%
Florida	Out of State Female	25%
Florida	In-State Female	61%
Florida	In-State Male	83%
Florida	Out of State Male	22%
Florida	In-State Male	61%
<b>Georgia</b>	<b>All</b>	<b>83%</b>
Georgia	Out of State	26%
Georgia	In-State	58%
Georgia	In-State Female	84%
Georgia	Out of State Female	27%
Georgia	In-State Female	57%
Georgia	In-State Male	82%
Georgia	Out of State Male	23%
Georgia	In-State Male	59%
<b>Hawaii</b>	<b>All</b>	<b>80%</b>
Hawaii	Out of State	64%
Hawaii	In-State	16%
Hawaii	In-State Female	82%
Hawaii	Out of State Female	64%
Hawaii	In-State Female	18%
Hawaii	In-State Male	77%
Hawaii	Out of State Male	63%

Location	Population	Rate
<b>Idaho</b>	<b>All</b>	<b>76%</b>
Idaho	Out of State	39%
Idaho	In-State	37%
Idaho	In-State Female	77%
Idaho	Out of State Female	42%
Idaho	In-State Female	35%
Idaho	In-State Male	74%
Idaho	Out of State Male	35%
Idaho	In-State Male	39%
<b>Illinois</b>	<b>All</b>	<b>81%</b>
Illinois	Out of State	20%
Illinois	In-State	61%
Illinois	In-State Female	82%
Illinois	Out of State Female	21%
Illinois	In-State Female	61%
Illinois	In-State Male	78%
Illinois	Out of State Male	18%
Illinois	In-State Male	60%
<b>Indiana</b>	<b>All</b>	<b>81%</b>
Indiana	Out of State	21%
Indiana	In-State	60%
Indiana	In-State Female	84%
Indiana	Out of State Female	23%
Indiana	In-State Female	61%
Indiana	In-State Male	78%
Indiana	Out of State Male	18%
Indiana	In-State Male	60%
<b>Iowa</b>	<b>All</b>	<b>83%</b>
Iowa	Out of State	33%
Iowa	In-State	50%
Iowa	In-State Female	84%
Iowa	In-State Female	48%
<b>Kansas</b>	<b>All</b>	<b>83%</b>
Kansas	Out of State	25%
Kansas	In-State	58%
Kansas	In-State Female	84%
Kansas	Out of State Female	25%
Kansas	In-State Female	59%
Kansas	In-State Male	82%
Kansas	Out of State Male	25%
Kansas	In-State Male	57%

Location	Population	Rate
<b>Kentucky</b>	<b>All</b>	<b>88%</b>
Kentucky	Out of State	30%
Kentucky	In-State	57%
Kentucky	In-State Female	88%
Kentucky	Out of State Female	36%
Kentucky	In-State Female	53%
Kentucky	In-State Male	87%
Kentucky	Out of State Male	16%
Kentucky	In-State Male	71%
<b>Louisiana</b>	<b>All</b>	<b>79%</b>
Louisiana	Out of State	14%
Louisiana	In-State	65%
Louisiana	In-State Female	81%
Louisiana	Out of State Female	15%
Louisiana	In-State Female	66%
Louisiana	In-State Male	75%
Louisiana	Out of State Male	14%
Louisiana	In-State Male	62%
<b>Maine</b>	<b>All</b>	<b>83%</b>
Maine	Out of State	43%
Maine	In-State	39%
Maine	In-State Female	83%
Maine	Out of State Female	41%
Maine	In-State Female	41%
Maine	In-State Male	83%
Maine	Out of State Male	46%
Maine	In-State Male	37%
<b>Maryland</b>	<b>All</b>	<b>78%</b>
Maryland	Out of State	36%
Maryland	In-State	42%
Maryland	In-State Female	79%
Maryland	Out of State Female	38%
Maryland	In-State Female	41%
Maryland	In-State Male	76%
Maryland	Out of State Male	32%
Maryland	In-State Male	44%

Location	Population	Rate
<b>Massachusetts</b>	<b>All</b>	<b>81%</b>
Massachusetts	Out of State	24%
Massachusetts	In-State	57%
Massachusetts	In-State Female	82%
Massachusetts	Out of State Female	27%
Massachusetts	In-State Female	55%
Massachusetts	In-State Male	79%
Massachusetts	Out of State Male	20%
Massachusetts	In-State Male	59%
<b>Michigan</b>	<b>All</b>	<b>86%</b>
Michigan	Out of State	21%
Michigan	In-State	66%
Michigan	In-State Female	87%
Michigan	Out of State Female	22%
Michigan	In-State Female	64%
Michigan	In-State Male	86%
Michigan	Out of State Male	19%
Michigan	In-State Male	68%
<b>Minnesota</b>	<b>All</b>	<b>78%</b>
Minnesota	Out of State	24%
Minnesota	In-State	53%
Minnesota	In-State Female	81%
Minnesota	Out of State Female	25%
Minnesota	In-State Female	55%
Minnesota	In-State Male	74%
Minnesota	Out of State Male	23%
Minnesota	In-State Male	51%
<b>Mississippi</b>	<b>All</b>	<b>84%</b>
Mississippi	Out of State	15%
Mississippi	In-State	70%
Mississippi	In-State Female	83%
Mississippi	In-State Female	68%
Mississippi	In-State Male	86%
Mississippi	In-State Male	73%

Location	Population	Rate
<b>Missouri</b>	<b>All</b>	<b>82%</b>
Missouri	Out of State	24%
Missouri	In-State	58%
Missouri	In-State Female	83%
Missouri	Out of State Female	26%
Missouri	In-State Female	57%
Missouri	In-State Male	79%
Missouri	Out of State Male	20%
Missouri	In-State Male	60%
<b>Montana</b>	<b>All</b>	<b>78%</b>
Montana	Out of State	37%
Montana	In-State	41%
Montana	In-State Female	76%
Montana	Out of State Female	43%
Montana	In-State Female	33%
Montana	In-State Male	83%
Montana	In-State Male	59%
<b>Nebraska</b>	<b>All</b>	<b>88%</b>
Nebraska	Out of State	45%
Nebraska	In-State	43%
Nebraska	In-State Female	86%
Nebraska	Out of State Female	45%
Nebraska	In-State Female	42%
Nebraska	In-State Male	91%
Nebraska	Out of State Male	45%
Nebraska	In-State Male	45%
<b>Nevada</b>	<b>All</b>	<b>80%</b>
Nevada	Out of State	40%
Nevada	In-State	40%
Nevada	In-State Female	79%
Nevada	Out of State Female	42%
Nevada	In-State Female	37%
Nevada	In-State Male	81%
Nevada	Out of State Male	37%
Nevada	In-State Male	44%
<b>New Hampshire</b>	<b>All</b>	<b>77%</b>
New Hampshire	Out of State	77%
New Hampshire	In-State Female	82%
New Hampshire	Out of State Female	82%
New Hampshire	In-State Male	70%
New Hampshire	Out of State Male	70%

Location	Population	Rate
<b>New Jersey</b>	<b>All</b>	<b>76%</b>
New Jersey	Out of State	76%
New Jersey	In-State Female	78%
New Jersey	Out of State Female	78%
New Jersey	In-State Male	73%
New Jersey	Out of State Male	73%
<b>New Mexico</b>	<b>All</b>	<b>65%</b>
New Mexico	Out of State	65%
New Mexico	In-State Female	75%
New Mexico	Out of State Female	75%
New Mexico	In-State Male	45%
New Mexico	Out of State Male	45%
<b>New York</b>	<b>All</b>	<b>82%</b>
New York	Out of State	25%
New York	In-State	57%
New York	In-State Female	83%
New York	Out of State Female	27%
New York	In-State Female	56%
New York	In-State Male	81%
New York	Out of State Male	23%
New York	In-State Male	58%
<b>North Carolina</b>	<b>All</b>	<b>84%</b>
North Carolina	Out of State	18%
North Carolina	In-State	66%
North Carolina	In-State Female	85%
North Carolina	Out of State Female	19%
North Carolina	In-State Female	66%
North Carolina	In-State Male	82%
North Carolina	Out of State Male	16%
North Carolina	In-State Male	66%
<b>Ohio</b>	<b>All</b>	<b>86%</b>
Ohio	Out of State	24%
Ohio	In-State	62%
Ohio	In-State Female	88%
Ohio	Out of State Female	27%
Ohio	In-State Female	61%
Ohio	In-State Male	84%
Ohio	Out of State Male	21%
Ohio	In-State Male	63%

Location	Population	Rate
<b>Oklahoma</b>	<b>All</b>	<b>89%</b>
Oklahoma	Out of State	34%
Oklahoma	In-State	55%
Oklahoma	In-State Female	90%
Oklahoma	Out of State Female	33%
Oklahoma	In-State Female	57%
Oklahoma	In-State Male	86%
Oklahoma	Out of State Male	35%
Oklahoma	In-State Male	51%
<b>Oregon</b>	<b>All</b>	<b>80%</b>
Oregon	Out of State	23%
Oregon	In-State	57%
Oregon	In-State Female	81%
Oregon	Out of State Female	25%
Oregon	In-State Female	56%
Oregon	In-State Male	77%
Oregon	Out of State Male	20%
Oregon	In-State Male	57%
<b>Pennsylvania</b>	<b>All</b>	<b>80%</b>
Pennsylvania	Out of State	32%
Pennsylvania	In-State	48%
Pennsylvania	In-State Female	79%
Pennsylvania	Out of State Female	32%
Pennsylvania	In-State Female	47%
Pennsylvania	In-State Male	81%
Pennsylvania	Out of State Male	32%
Pennsylvania	In-State Male	49%
<b>Rhode Island</b>	<b>All</b>	<b>85%</b>
Rhode Island	Out of State	75%
Rhode Island	In-State Female	87%
Rhode Island	Out of State Female	77%
Rhode Island	In-State Male	83%
Rhode Island	Out of State Male	71%
<b>South Carolina</b>	<b>All</b>	<b>84%</b>
South Carolina	Out of State	23%
South Carolina	In-State	62%
South Carolina	In-State Female	85%
South Carolina	Out of State Female	25%
South Carolina	In-State Female	60%
South Carolina	In-State Male	82%
South Carolina	Out of State Male	18%
South Carolina	In-State Male	64%

Location	Population	Rate
<b>Tennessee</b>	<b>All</b>	<b>85%</b>
Tennessee	Out of State	31%
Tennessee	In-State	54%
Tennessee	In-State Female	84%
Tennessee	Out of State Female	31%
Tennessee	In-State Female	53%
Tennessee	In-State Male	85%
Tennessee	Out of State Male	31%
Tennessee	In-State Male	54%
<b>Texas</b>	<b>All</b>	<b>77%</b>
Texas	Out of State	18%
Texas	In-State	59%
Texas	In-State Female	78%
Texas	Out of State Female	19%
Texas	In-State Female	59%
Texas	In-State Male	75%
Texas	Out of State Male	16%
Texas	In-State Male	59%
<b>Utah</b>	<b>All</b>	<b>63%</b>
Utah	Out of State	20%
Utah	In-State	43%
Utah	In-State Female	71%
Utah	Out of State Female	24%
Utah	In-State Female	47%
Utah	In-State Male	53%
Utah	Out of State Male	15%
Utah	In-State Male	38%
<b>Virginia</b>	<b>All</b>	<b>82%</b>
Virginia	Out of State	23%
Virginia	In-State	59%
Virginia	In-State Female	83%
Virginia	Out of State Female	26%
Virginia	In-State Female	57%
Virginia	In-State Male	81%
Virginia	Out of State Male	20%
Virginia	In-State Male	61%

Location	Population	Rate
<b>Washington</b>	<b>All</b>	<b>70%</b>
Washington	Out of State	26%
Washington	In-State	45%
Washington	In-State Female	71%
Washington	Out of State Female	27%
Washington	In-State Female	44%
Washington	In-State Male	69%
Washington	Out of State Male	24%
Washington	In-State Male	46%
West Virginia	All	82%
West Virginia	In-State	64%
West Virginia	In-State Female	92%
<b>Wisconsin</b>	<b>All</b>	<b>82%</b>
Wisconsin	Out of State	18%
Wisconsin	In-State	64%
Wisconsin	In-State Female	83%
Wisconsin	Out of State Female	19%
Wisconsin	In-State Female	63%
Wisconsin	In-State Male	80%
Wisconsin	Out of State Male	16%
Wisconsin	In-State Male	64%
<b>Wyoming</b>	<b>All</b>	<b>86%</b>
Wyoming	Out of State	40%
Wyoming	In-State	46%
Wyoming	In-State Female	88%
Wyoming	Out of State Female	42%
Wyoming	In-State Female	47%
Wyoming	In-State Male	81%
Wyoming	Out of State Male	38%
Wyoming	In-State Male	44%

## Appendix B: Data Elements Included from the Clearinghouse

Student Names	Separate fields reporting the student's First Name, Middle Initial, and Last Name as reported by the school. Clearinghouse records also maintain Former Name elements to allow for a continuous record in the face of name changing decisions.
Student Date of Birth	The date the student was born.
Enrollment Institution	The name of the institution providing the enrollment record for that term.
Dates of Enrollment	Separate fields submitted by the school detailing the date of the start of the term and the end of the term.
Enrollment Status	While the Clearinghouse collects a wide array of statuses only those students enrolled at a Full Time status were considered immediately enrolled.
CIP for Program of Study	Six-digit Classification of Instructional Program code identifying a program's academic content.
Reported Gender	Currently available response options are: <ul style="list-style-type: none"><li>• F=Female</li><li>• M=Male</li></ul>
Reported Race / Ethnicity	Currently available response options are: <ul style="list-style-type: none"><li>• Nonresident Alien</li><li>• Asian</li><li>• Black, Non-Hispanic</li><li>• American Indian / Alaskan Native</li><li>• Hispanic</li><li>• Native Hawaiian or Other Pacific Islander</li><li>• White, Non-Hispanic</li><li>• Two of More Race / Ethnicity Categories</li><li>• Race / Ethnicity Unknown</li></ul>

## Appendix C: DP Reference Outcome Tables

### Enrollment Tables

All Diploma Programme Graduates

#### Rate of entry into any postsecondary program

Cohort	Enrollments	Students	Rate
All DP	38,313	51,609	74%
National	709,714	1,106,564	64%

#### Rate of entry in two-year institutions

Cohort	Enrollments	Students	Rate
All DP	4,794	51,609	9%
National	233,478	1,106,564	21%

#### Rate of entry in four-year institutions

Cohort	Enrollments	Students	Rate
All DP	33,510	51,609	65%
National	476,237	1,106,564	43%

#### Rate of entry in four-year institutions by Selectivity

Selectivity	Enrollments	Students	Rate
Inclusive	7,824	33,510	23%
Selective	6,791	33,510	20%
More Selective	15,318	33,510	46%

## Diploma Recipient Students

### Rate of entry into any postsecondary program

Cohort	Enrollments	Students	Rate
Diploma Recipient	14,490	18,030	80%
National	709,714	1,106,564	64%

### Rate of entry in two-year institutions

Cohort	Enrollments	Students	Rate
Diploma Recipient	707	18,030	4%
National	233,478	1,106,564	21%

### Rate of entry in four-year institutions

Cohort	Enrollments	Students	Rate
Diploma Recipient	13,781	18,030	76%
National	476,237	1,106,564	43%

### Rate of entry in four-year institutions by Selectivity

Selectivity	Enrollments	Students	Rate
Inclusive	1,512	13,781	11%
Selective	2,221	13,781	16%
More Selective	8,479	13,781	62%

## Diploma Non-Recipient Students

### Rate of entry into any postsecondary program

Cohort	Enrollments	Students	Rate
Diploma Non-Recipient	6,271	8,396	75%
National	709,714	1,106,564	64%

### Rate of entry in two-year institutions

Cohort	Enrollments	Students	Rate
Diploma Non-Recipient	875	8,396	10%
National	233,478	1,106,564	21%

### Rate of entry in four-year institutions

Cohort	Enrollments	Students	Rate
Diploma Non-Recipient	5,393	8,396	64%
National	476,237	1,106,564	43%

### Rate of entry in four-year institutions by Selectivity

Selectivity	Enrollments	Students	Rate
Inclusive	1,550	5,393	29%
Selective	1,274	5,393	24%
More Selective	1,896	5,393	35%

## Course Only Students

### Rate of entry into any postsecondary program

Cohort	Enrollments	Students	Rate
Course Only	17,552	25,183	70%
National	709,714	1,106,564	64%

### Rate of entry in two-year institutions

Cohort	Enrollments	Students	Rate
Course Only	3,212	25,183	13%
National	233,478	1,106,564	21%

### Rate of entry in four-year institutions

Cohort	Enrollments	Students	Rate
Course Only	14,336	25,183	57%
National	476,237	1,106,564	43%

### Rate of entry in four-year institutions by Selectivity

Selectivity	Enrollments	Students	Rate
Inclusive	4,762	14,336	33%
Selective	3,296	14,336	23%
More Selective	4,943	14,336	34%

## Persistence Table

Cohort	Cohort Population	Population Persisting	Rate
National Population	1342994	1870465	72%
All Diploma Programme	29527	33510	88%
Diploma Recipient	13006	13781	94%
Diploma Non-Recipient	4563	5393	85%
Course Only	11958	14336	83%

## Completions Table

Cohort	Cohort Population	4-Year Complete	6-Year Complete	4-Year Rate	6-Year Rate
National Population	1,870,465	912,787	1,266,305	49%	68%
All DP	33,510	21,490	28,701	64%	86%
Diploma Recipient	13,781	10,481	12,894	76%	94%
Diploma Non-Recipient	5,393	2,690	4,145	50%	77%
Course Only	14,336	8,319	11,662	58%	81%

## Fields of Study Table

CIP Title	Students	%
Biology/Biological Sciences, General	2395	5.75%
Liberal Arts and Sciences/Liberal Studies	2037	4.89%
Business Administration and Management, General	1886	4.53%
Psychology, General	1788	4.30%
Registered Nursing/Registered Nurse	1237	2.97%
Computer Science	1021	2.45%
Political Science and Government, General	992	2.38%
General Studies	929	2.23%
Mechanical Engineering	838	2.01%
English Language and Literature, General	761	1.83%
Computer and Information Sciences, General	720	1.73%
Finance, General	660	1.59%
Marketing/Marketing Management, General	604	1.45%
Economics, General	569	1.37%
Accounting	560	1.35%
Speech Communication and Rhetoric	533	1.28%
Business/Commerce, General	508	1.22%
Sociology, General	488	1.17%
History, General	449	1.08%
Mathematics, General	443	1.06%
Chemistry, General	417	1.00%
Electrical and Electronics Engineering	410	0.98%
International Relations and Affairs	404	0.97%
Multi-/Interdisciplinary Studies, Other	382	0.92%
Neuroscience	351	0.84%
Exercise Science and Kinesiology	348	0.84%
Bioengineering and Biomedical Engineering	341	0.82%
Social Work	315	0.76%
Chemical Engineering	313	0.75%
Public Health, General	311	0.75%
Biochemistry	305	0.73%
Civil Engineering, General	305	0.73%
Liberal Arts and Sciences, General Studies and Humanities, Other	300	0.72%
Health Services/Allied Health/Health Sciences, General	294	0.71%
Elementary Education and Teaching	285	0.68%
Econometrics and Quantitative Economics	280	0.67%
Computer Engineering, General	279	0.67%
Drama and Dramatics/Theatre Arts, General	273	0.66%
Anthropology, General	262	0.63%
Criminal Justice/Safety Studies	258	0.62%
Mass Communication/Media Studies	241	0.58%

CIP Title	Students	%
Journalism	230	0.55%
Biological and Physical Sciences	228	0.55%
Environmental Studies	228	0.55%
Biomedical Sciences, General	226	0.54%
Information Technology	223	0.54%
Aerospace, Aeronautical, and Astronautical/Space Engineering, General	211	0.51%
Environmental Science	207	0.50%
Art/Art Studies, General	204	0.49%
Fine/Studio Arts, General	200	0.48%
Physics, General	199	0.48%
International/Globalization Studies	194	0.47%
Philosophy	193	0.46%
Education, General	191	0.46%
Spanish Language and Literature	188	0.45%
Music, General	179	0.43%
Information Science/Studies	175	0.42%
Research and Experimental Psychology, Other	173	0.42%
Sport and Fitness Administration/Management	168	0.40%
Management Science	160	0.38%
Cinematography and Film/Video Production	151	0.36%
Criminal Justice/Law Enforcement Administration	151	0.36%
Humanities/Humanistic Studies	151	0.36%
Communication, General	145	0.35%
Criminology	142	0.34%
Engineering, General	142	0.34%
Cell/Cellular and Molecular Biology	139	0.33%
Digital Communication and Media/Multimedia	138	0.33%
Social Sciences, General	136	0.33%
Industrial Engineering	133	0.32%
Animal Sciences, General	129	0.31%
Sports, Kinesiology, and Physical Education/Fitness, General	128	0.31%
Public Policy Analysis, General	127	0.31%
Early Childhood Education and Teaching	124	0.30%
International Business/Trade/Commerce	123	0.30%
Management Sciences and Quantitative Methods, Other	119	0.29%
Criminal Justice/Police Science	118	0.28%
Geology/Earth Science, General	116	0.28%
Health/Health Care Administration/Management	116	0.28%
Management Information Systems, General	113	0.27%
Radio and Television	112	0.27%
Graphic Design	111	0.27%
Advertising	110	0.26%

CIP Title	Students	%
Business/Managerial Economics	110	0.26%
Public Administration	109	0.26%
Architecture	108	0.26%
Computer and Information Systems Security/Auditing/Information Assurance	108	0.26%
Physiology, General	108	0.26%
Film/Cinema/Media Studies	107	0.26%
Public Relations/Image Management	106	0.25%
Exercise Physiology and Kinesiology	105	0.25%
Cognitive Science, General	103	0.25%
Hospitality Administration/Management, General	102	0.25%
Law	102	0.25%
Music Performance, General	101	0.24%
Statistics, General	96	0.23%
Human Development and Family Studies, General	94	0.23%
Foreign Languages and Literatures, General	92	0.22%
Materials Engineering	91	0.22%
Creative Writing	88	0.21%
Logistics, Materials, and Supply Chain Management	85	0.20%
Special Education and Teaching, General	85	0.20%
Pharmacy	84	0.20%
Architectural and Building Sciences/Technology	81	0.19%
Secondary Education and Teaching	80	0.19%
Art History, Criticism and Conservation	79	0.19%
Applied Mathematics, General	78	0.19%
French Language and Literature	77	0.18%
Multi-/Interdisciplinary Studies, General	74	0.18%
Nutrition Sciences	74	0.18%
Biological and Biomedical Sciences, Other	73	0.18%
Animation, Interactive Technology, Video Graphics, and Special Effects	72	0.17%
Music Teacher Education	72	0.17%
Health Professions and Related Clinical Sciences, Other	71	0.17%
Public Health Education and Promotion	71	0.17%
Medicine	70	0.17%
Visual and Performing Arts, General	70	0.17%
Community Health and Preventive Medicine	69	0.17%
Emergency Medical Technology/Technician (EMT Paramedic)	67	0.16%
Experimental Psychology	66	0.16%
Physical Therapy/Therapist	66	0.16%
Physician Associate/Assistant	65	0.16%
Audiology/Audiologist and Speech-Language Pathology/Pathologist	64	0.15%
Public Relations, Advertising, and Applied Communication	64	0.15%
Industrial and Product Design	63	0.15%

CIP Title	Students	%
Microbiology, General	63	0.15%
Communication and Media Studies, Other	62	0.15%
Curriculum and Instruction	62	0.15%
Environmental/Environmental Health Engineering	62	0.15%
Occupational Therapy/Therapist	62	0.15%
Human Resources Management/Personnel Administration, General	61	0.15%
Marine Biology and Biological Oceanography	61	0.15%
Entrepreneurship/Entrepreneurial Studies	60	0.14%
Geography	60	0.14%
Interior Design	60	0.14%
Linguistics	60	0.14%
Ethnic, Cultural Minority, Gender, and Group Studies, Other	59	0.14%
Women's Studies	59	0.14%
Medical Microbiology and Bacteriology	58	0.14%
Pre-Engineering	58	0.14%
Public Health, Other	58	0.14%
Behavioral Neuroscience	57	0.14%
Dance, General	57	0.14%
Human Biology	54	0.13%
Legal Studies	54	0.13%
Medical/Clinical Assistant	53	0.13%
Athletic Training/Trainer	52	0.12%
Communication Sciences and Disorders, General	52	0.12%
Design and Visual Communications, General	52	0.12%
Digital Arts	52	0.12%
Physical Education Teaching and Coaching	52	0.12%
Neurobiology and Anatomy	51	0.12%
Sustainability Studies	50	0.12%
Human Services, General	49	0.12%
Systems Engineering	48	0.12%
Teacher Education, Multiple Levels	48	0.12%
Zoology/Animal Biology	48	0.12%
Computer Programming/Programmer, General	47	0.11%
Music Management	47	0.11%
Computer Software Engineering	46	0.11%
Business, Management, Marketing, and Related Support Services, Other	45	0.11%
Natural Resources/Conservation, General	45	0.11%
Automobile/Automotive Mechanics Technology/Technician	44	0.11%
Foods, Nutrition, and Wellness Studies, General	44	0.11%
Business Administration, Management and Operations, Other	43	0.10%
Real Estate	43	0.10%
Fashion/Apparel Design	42	0.10%

CIP Title	Students	%
Social Sciences, Other	42	0.10%
African-American/Black Studies	41	0.10%
Education, Other	41	0.10%
Accounting Technology/Technician and Bookkeeping	40	0.10%
Rhetoric and Composition	40	0.10%
Speech-Language Pathology/Pathologist	40	0.10%
Clinical Laboratory Science/Medical Technology/Technologist	39	0.09%
Engineering, Other	39	0.09%
Financial Mathematics	39	0.09%
Illustration	39	0.09%
Informatics	39	0.09%
Molecular Biology	39	0.09%
Nursing Assistant/Aide and Patient Care Assistant/Aide	39	0.09%
Apparel and Textiles, General	38	0.09%
Area Studies, Other	38	0.09%
Counselor Education/School Counseling and Guidance Services	38	0.09%
Fashion Merchandising	38	0.09%
Acting	37	0.09%
Biotechnology	37	0.09%
Ecology and Evolutionary Biology	37	0.09%
Electrical, Electronic, and Communications Engineering Technology/Technician	37	0.09%
Health Teacher Education	37	0.09%
Political Science and Government, Other	37	0.09%
Agricultural Engineering	36	0.09%
English/Language Arts Teacher Education	36	0.09%
Health and Wellness, General	36	0.09%
Health/Medical Preparatory Programs, Other	36	0.09%
Aeronautics/Aviation/Aerospace Science and Technology, General	35	0.08%
Biochemistry and Molecular Biology	35	0.08%
Child Development	35	0.08%
Construction Management, General	35	0.08%
Licensed Practical/Vocational Nurse Training	35	0.08%
Computer and Information Sciences, Other	34	0.08%
Commercial and Advertising Art	33	0.08%
Communication, Journalism, and Related Programs, Other	33	0.08%
Teacher Education and Professional Development, Specific Levels and Methods, Other	33	0.08%
Game and Interactive Media Design	32	0.08%
Legal Assistant/Paralegal	32	0.08%
Parks, Recreation, and Leisure Facilities Management, General	32	0.08%
Physical Sciences, General	32	0.08%
Science, Technology and Society	32	0.08%

CIP Title	Students	%
American/United States Studies/Civilization	31	0.07%
Child Care Provider/Assistant	31	0.07%
City/Urban, Community, and Regional Planning	31	0.07%
Culinary Arts/Chef Training	31	0.07%
Hotel/Motel Administration/Management	31	0.07%
Computer Systems Analysis/Analyst	30	0.07%
Dental Hygiene/Hygienist	30	0.07%
Mechanical/Mechanical Engineering Technology/Technician	30	0.07%
Peace Studies and Conflict Resolution	30	0.07%
Radiologic Technology/Science – Radiographer	30	0.07%
Mental Health Counseling/Counselor	29	0.07%
Wildlife, Fish and Wildlands Science and Management	29	0.07%
Computer Graphics	28	0.07%
Construction Engineering Technology/Technician	28	0.07%
Journalism, Other	28	0.07%
Religion/Religious Studies	28	0.07%
Art Teacher Education	27	0.06%
Behavioral Sciences	27	0.06%
Pre-Medicine/Pre-Medical Studies	27	0.06%
Film/Video and Photographic Arts, Other	26	0.06%
International Public Health/International Health	26	0.06%
Operations Management and Supervision	26	0.06%
Recording Arts Technology/Technician	26	0.06%
Classics and Classical Languages, Literatures, and Linguistics, General	25	0.06%
Environmental/Natural Resources Management and Policy, General	25	0.06%
Forensic Science and Technology	25	0.06%
German Language and Literature	25	0.06%
Higher Education/Higher Education Administration	25	0.06%
Respiratory Care Therapy/Therapist	25	0.06%
Astronomy	24	0.06%
Ecology	24	0.06%
Electrical and Computer Engineering	24	0.06%
Engineering/Industrial Management	24	0.06%
Junior High/Intermediate/Middle School Education and Teaching	24	0.06%
Sales, Distribution, and Marketing Operations, General	24	0.06%
Data Modeling/Warehousing and Database Administration	23	0.06%
Engineering Science	23	0.06%
Mathematics and Computer Science	23	0.06%
Public Relations, Advertising, and Applied Communication, Other	23	0.06%
Social Studies Teacher Education	23	0.06%
Agricultural Economics	22	0.05%
Agriculture, General	22	0.05%

CIP Title	Students	%
Broadcast Journalism	22	0.05%
Developmental and Child Psychology	22	0.05%
Epidemiology	22	0.05%
Food Science	22	0.05%
Geographic Information Science and Cartography	22	0.05%
Health Services Administration	22	0.05%
Urban Studies/Affairs	22	0.05%
Airline/Commercial/Professional Pilot and Flight Crew	21	0.05%
Asian Studies/Civilization	21	0.05%
Community Health Services/Liaison/Counseling	21	0.05%
Photography	21	0.05%
Technical Theatre/Theatre Design and Technology	21	0.05%
Web Page, Digital/Multimedia and Information Resources Design	21	0.05%
Architectural Engineering	20	0.05%
Comparative Literature	20	0.05%
Environmental Health	20	0.05%
Musical Theatre	20	0.05%
Teaching English as a Second or Foreign Language/ESL Language Instructor	20	0.05%