

Graduates' Perceptions of the International Baccalaureate Programme in an Urban High School: A Focus on Academic Careers.

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Abstract

International Baccalaureate programs are designed to prepare graduates who can do well in their post-academic careers. This study was designed to find out what IB graduates from one urban high school perceived as to the influence on college credits, college choice and/or college major and career opportunities? A survey was used to collect their perceptions. Fifty IB graduates received the survey. Thirty-two responded. Ten percent were interviewed. Results showed that the program had significant influence on their careers. The quality and the benefit of the program were above average. There were a relationship between their careers and pursuing international studies program in college. It was recommended that the urban high school's Board of Public Education recruit more students to their IB programs.

Introduction -International Education

"International education (IE) or international studies referred to the international preparation of American students to be contributing citizens, productive workers, and competent leaders in the interconnected world of the 21st century". After stating this view, Kagan & Stewart (2004) went on to state that while definitions vary in the precise language used, international education is generally taken to include:

- (a) Knowledge of other world regions, cultures, and global/ international issues;
- (b) Skills in communicating in languages other than English, working in global or cross-cultural environments, and using information from different sources around the world; and
- (c) Values of respect and concern for other cultures and peoples (p.5, Vol. 86, No.3).

Other educators and politicians alike have focused on Kegan and Stewart's view of the connections between international education, economics, and democracy. A conference of National Governors' Association (2004), two former governors, James B. Hunt, jr., of North Carolina and John Engler of Michigan, spotlighted that in the 21st century, Americans find themselves living in an increasing interconnected world in which the market place is global and in which peace and stability require greater knowledge of different regions, cultures, and languages. Mr. Engler and Mr. Hunt called on all education stakeholders to help internationalize our K-12 schools. This has been the focus even before September 11 (Hunt and Engler, vol. 86, 2004).

Back in 2003, Sanders and Stewart' s article reported some guide outlines practical action steps through discussion questions, which may help communities and states to devise new strategies to close the international knowledge gap. They laid out that our students' performance and our nation's economic and human security require an urgent emphasis on this critical task.

In summary, they stated that local groups, state leaders, and our nation could do much more to prepare young Americans for a globally interconnected future (p. 2). On June 2, 2004, James Cambridge and Jeff Thompson of University of Bath, UK defined and discussed international education in the context of the related field of comparative education, but a different sense of the term has also developed in the context of the theory and practice of education for 'international-mindedness' in international schools and other institutions.

The use of the term to describe the work-and study- of international schools is supported by Crossley and Watson (2003), who identified the role of international schools in the preparation of students for 'employment anywhere in the world' and the development of 'an understanding of different countries, as well as good relations with people of different nationalities and languages' (p.14).

At the Educational Testing Service, in Princeton, New Jersey, summer (2007), during the Visiting Scholars Program, one of the issues that were discussed among Scholars has been the future of our nation. The topic was "America's Perfect Storm" by Irvin Kirsch, Henry Braum, and Kentaro Yamamoto of ETS, and Andrew Sum of Northwestern University (2007). Three (3) main recommendations were made to ETS based on the Scholars' understanding of the authors' suggestions for any corporate and institutions in the United States: 1) ETS particularly, should continue to report on pivotal changes in our society and make recommendations to key stakeholders. 2) Consider broadening ETS's social responsibility by using the media to educate the public about changes, especially with regard to education. 3) Continue to create reports, products, services, and events directed at families. These were also basically the same emphasis that Irvin Kirsch and others had expressed in their document-divergent skill distributions among U. S. population groups, a changing economy, and demographic trends of a growing, more diverse population.

They projected the impact of these interactions upon the nation twenty-five (25) years into the future. Kirsch and his colleagues warned us that the confluence of these factors could create a powerful dynamic that continually feeds the storm putting our nations at great risk. They offered hope, however, that: if we act now and invest in policies that will help our nation grow together, and meet our ideals as nation offering real opportunities for all its citizens and continue our leading role in the world. They concluded also that teacher educators must recognize the importance of including a global and international perspective in the curriculum for preparing future teachers.

The Development of International Baccalaureate Program

The International Baccalaureate Organization (IBO) has been central to the development of international education in a practical context (Cambridge & Thompson, 2004). The IBO was founded in Geneva, Switzerland in 1968 as a non-profit educational foundation. Its original purpose was to facilitate the international mobility of students preparing for university by providing schools with a curriculum and diploma qualification recognized by universities around the world. Since then its mission has expanded, and it now seeks to make an IB education available to students of all ages. The IB Diploma Program aims to provide students with a truly international education that encourages an understanding and appreciation of other cultures, languages and points of view.

Up to date, students are required to select a balanced range of options from six subject groups and compete a core program composed of theory of knowledge (TOK) course, an extended essay and the creativity, action, service (CAS) component. Schools that first offered the IB diploma were predominantly private international schools, but they included some private national institutions and schools belonging to state education departments. This has been changed over the years, and now 43% of all diploma schools may be identified as state schools. In 1994 the IBO added the Middle Years Program (MYP); a curriculum for students aged 11-16, and in 1997 it adopted the Primary Years Program (PYP) for students aged 3-11. As with the Diploma Program, the MYP and PYP seek to provide students with an international perspective and critical thinking skills. As far as the history of the development of the IBO is concerned, Leach (1969), Peterson (1987), Goormaghtigh (1989), Blackburn (1991), Renaud (1991), Fox (1998), Hill (2002) and others, may be interpreted as an attempt to create a novel foundations in the academic, research-based, interdisciplinary tradition of comparative education. Peterson (1977) had underlined this view by describing the IB Diploma Program as 'applied comparative education'.

The International Baccalaureate Program

The International Baccalaureate Organization (I.B.O.) is a recognized leader in the field of International Education, encouraging students to be active learners, well-rounded individuals and engaged world citizens. The International Baccalaureate Programs are a rigorous series of honors, advanced and college-level courses offered by high schools. Completion of the prescribed IB curriculum, results in the award of an IB diploma, and credit and advanced placement may be awarded by the colleges for successful performance on IB subject tests. The ideal of an IB is that, of an International University entrance examination, which could be taken in a country and recognized in any country-that was conceived by a group of teachers in the International School of Geneva in conjunction with other international and national schools in Wales, New York, Teheran, Copenhagen, Paris, Frankfurt, and Montevideo. The IB policymakers were concerned with both practical and educational needs.

On the practical side, the school authorities found that the necessity of preparing their three to nineteen year-old university-bound pupils for separate examinations-for example, the Swiss Maturate, the College Board Achievement tests, the British G.C.E. "A" levels, and the French Baccalaureate-required the establishment of a large number of very small and, therefore, very expensive classes. On the educational side, the teachers were impressed by two grave disadvantages resulting from separate examinations in the various countries. Students preparing for the different examinations became segregated according to their various nationalities. At the same time, subjects had to be taught so as to accommodate the vagaries and varieties implicit in the different national systems of educational requirements.

The founders of the International Baccalaureate were also concerned by what they saw as defects in many national programs, and they sought to remedy these defects. They were most concerned with the ever-increasing emphasis on education as the mere delivery of information, the related fragmentation of knowledge and the crowding of aesthetic and creative experiences. The opportunities for these students to study foreign languages, and social studies are the heart of International Studies Magnet Program. The IB program provides course-work for pre-university students to take six subjects in the core curriculum that have been modified to include an international perspective, e.g., biology, mathematics, literature, languages, history, psychology, physics and one elective.

These courses have not been quantitatively and qualitatively researched in terms of graduates' perceptions of the influence of the IB program on their subsequent academic careers. Pound (2006) stated that "Currently, there seems little likelihood of the International Dimension of the IB Diploma Program being challenged within the national system". Hastings (2003), and the DfES (Department of Education and Skills) in Teachers of International Professional Development Program (2004), made giant steps along with individual state schools in internationalizing the student experience across the age range within the contrasts of the national system (pp. 39-40).

The intent of this research was to determine the perceptions of an urban high school's IB program in western Pennsylvania. The issue was the impact the IB has had on their subsequent academic careers. Such study of the IB graduate's perceptions was needed to show the importance and the value of the International Baccalaureate Programs in High Schools. This has not been done at any western Pennsylvania urban high school's IB program, since its IB program inception in 1985. The reasons for the research were: 1) for western Pennsylvania Board of public schools to learn how successful their IB program graduates are doing, since they have launched from an urban high school and 2) for other high school in the areas and around the United States, whether the IB program is useful and it needs to be strengthened and recommended for our youngsters' education 3) educational leaders around the world may view this research as way to change and/or add new curriculum to the IB program.

Studies indicated that the two-year IB high school curriculum are gaining more and has been applauded in the popular media such as the Wall Street Journal and The Times Educational Supplement. These publications laud the International Baccalaureate Examination by which, placement at selected university all over the world is all but guaranteed to the successful candidate. However, beyond the two-year curriculum provided by the International Baccalaureate Office (I.B.O.), there is little that has been done to study the impact the IB program has had on the further academic career of its graduates (simply trying to describe and document the perceptions of the IB program graduates).

Some critics have also stated that post-secondary expectations of the IB program graduates are lowering IB program standards, while other critics have indicated that IB program graduates in their post-secondary school academic work did not receive college credits for the best IB program graduate candidates. Western Pennsylvania Board of Public Schools, Information Services (1997), redefined the goals of the International Baccalaureate Office (IBO) "the IB program standards are recognized well beyond the confines of their communities". A.D.C Peterson, (2003) emphasized, "The International Baccalaureate program (IB) is an international recognized diploma that is increasingly offered by schools in America". "Schools across Frontiers", is a history of a phenomenon that now encompasses more than 1, 200 schools throughout the world- a great success story in global education.

This book aimed at seeking to design an international curriculum to meet all various needs of those 16 to 19 year olds in international schools, who are seeking entry to different form of higher education all over the world. He stated four (4) main problems: 1) "There is a need and interests included that the moral, aesthetic, and practical education of the whole person and thus extended far beyond the purely intellectual and academic preparation normally sanctioned by university entrance examinations..." (p.34).

The second problem was raised in 1967, at the Sevres conference organized by United Nations International Schools (UNIS), that "translating aims into examination procedures might have seemed such simplified by the IB were not to split the eleventh and 12 grades in international schools by creating a 'super-college-bound' elite, the I.B.O. must also provide courses for other students". He also noted "the decision toward certificates for performance in individual subjects to those who did not take the full diploma was only the beginning of a solution to this problem, but it was significant" (pp. 34-36).

The third problem that A.D.C. pointed out was "for those seeking to realize a pedagogical ideal in each syllabus, particularly for each of the higher level subjects, which students normally expected to continue at the university, had to keys reasonably close to that of national systems: otherwise the examination results would be subject to university admissions officers, and misfits might occur at the beginning of those university courses, which assumed direct continuity with school courses" (pp.61-66).

The fourth problem stated "National authorities are concerned that educators in all countries have reiterated that IB examinations must not dominate the curriculum, that what is thought is learnt should be first concern of planners and examinations come second, yet in practice, as soon as examinations become selective and the grade achieve becomes of crucial importance to the individual planners, etc..." (pp. 131-133). These problems have not been quantitatively and qualitatively researched. That is, conceptual and practical links have not yet been forged between the policymakers and the practitioners.

Purpose of the Study

The purpose of the study was to determine the perceptions of IB graduates in a western Pennsylvania urban public high school concerning the influence of the IB program on their subsequent academic careers (credits awarded for IB certificates, IB diploma, college choice and/or major and career opportunities) and to review current International Baccalaureate program policies. These perceptions were addressed in terms of the IB program graduates' perceptions of the quality and benefit of the program.

The research data was used to:

- (1) Review the philosophy and history of International Education that have given rise to the International Baccalaureate Curricula.
- (2) Determine what western Pennsylvania urban high school's IB graduates have had concerning college credits, college choice and/or major and career opportunities?
- (3) Determine what perceptions IB program graduates have concerning the quality and benefits of the program?
- (4) What relationship can be determined between the perceptions of graduates concerning college credits, college choice and/or major and career opportunities?
- (5) Suggest ways in which western Pennsylvania urban public high school's IB program can be improved/documentated on the comments of its IB program graduates?

Methodology and Design

A survey research methodology was used to determine the perceptions of a western Pennsylvania urban high school's IB program graduates concerning college credits, college choice and/or major and career opportunities. A letter from western Pennsylvania urban public Board of Education (Appendix A) and a questionnaire (Appendix B) were sent to all IB graduates in 2000, for which addresses were available.

The data of this research was collected in 2000, but had not been analyzed yet. Fifty- (50) IB graduates of western Pennsylvania urban public high school's IB program received the mailing asking how the IB program influenced their post-secondary academic career, their assessment of the quality of the IB program, and the degree that the IB program staff was supportive of the students in the program, the overall assessment of the benefit of the IB program to their current or future career, and the extent the IB experience influenced their decision to take international studies in college.

In addition to the survey, interviews were conducted with a subgroup of the sample (Appendix C). The interview questions were the same as the written questionnaire. The selection of the subgroup (10%) or eight (8) IB graduates were based on the number of IB graduates available at the time in western Pennsylvania. The population for this study was 160 students who graduated from western Pennsylvania urban high school between 1987-2000. Current addresses for fifty- (50) of these IB program graduates were available, 32 out of 50 who expressed willingness to participate in the study, responded to the questionnaire. A questionnaire was designed to survey the perception of the IB program graduates concerning college credits, college choice and/or major and career opportunities. The IB program graduates rated their perceptions using a five-point Likert scale and commented on their qualities and benefits of the IB program.

The survey questionnaire was sent to IB program graduates between February 21 and March 3, 2000. By March 26, 2000, sixty four (64) percent of the questionnaire had been returned. A reminder mail follow-up occurred a week later. Interviews of ten percent of the respondents, or eight IB program graduates, followed the questionnaire to enhance and to clarify the data.

Instrument

A questionnaire was designed to survey the perceptions of the IB program graduates concerning college credits, college choice and/ or major and career opportunities. The IB program graduates rated their perceptions using a five-point Likert scale and commented on their qualities and benefits of the IB program. The questionnaire was pre-tested with two IB program graduates and modified to clarify any unclear questions. The Internal Review Board of Education of western Pennsylvania urban public schools also made some suggestions. Modifications were then made to items in the questionnaire.

Method of Analysis

There were three research questions addressed in this study. The first was what perceptions do IB program graduates have concerning the influence of the program on college credits, college choice and/or major and career opportunities?

In response to survey question 12, showed that 56.57% reported not being influenced by the IB program while question 13, 47% reported being influenced by the IB program. Particularly, the IB program did not influence the choice of college and/or major. However, the answers to question 13 showed that 56.3% of respondents responded being significantly or decidedly influenced by the IB program. The remaining 43.7% were slightly or to some extent influenced by the program. Overall, according to answer question 13, the IB program influenced the respondents. Therefore, the IB program graduates evaluated that the program had more than a slight influence on their post-secondary academic career.

In response to survey question 19, pursuing international studies program in college, 10.3% reported slightly, 6.9% reported moderately, 20.7% reported significantly, and 3.7% reported that it was a deciding factor. A total of 58.6% of the IB program graduates rated the program had at least a slight influence on pursuing an international studies program in college (see tables below).

TABLE # 1

Response to survey question 12: Did the IB program meet your expectations?

Response	Number	Percent
Yes	13	40.6
No	17	53.1
Mixed	2	6.3
Total	32	100.0

TABLE #2

Response to survey question 19: Have you pursued or are you pursuing an International Studies program in College? If yes, to what extent did the IB experience influence you decision?

Response	Score	Number	Percent
Not at all	1	17	58.6
Slightly	2	3	10.3
Moderately	3	2	6.9
Significantly	4	6	20.7
Deciding Factor	5	1	3.7
No Response		3	
Total		32	100.0

Mean = 2.000

Standard Deviation = 1.363

Questionnaire items 12 and 19 addressed the first research question. Data such as frequencies and percentages distributions and descriptive statistical analysis were reported for these two items because they used a Likert scale format to answer the first research question.

The second research question was what are the perceptions of IB program graduates concerning the quality and benefit of the program?

In response to survey question 13, 65.6% of the respondents reported that the IB program was above average as quality program at western Pennsylvania high school, and 21.9% showed that the IB program at western Pennsylvania high school was excellent. Therefore, a total of 87.5% indicated that the IB program graduates evaluated that the program had more than average quality during their study there. In response to survey question 14, the reports indicated that 37.4% supported the IB program graduates staff at the western Pennsylvania high school, and 53.1% reported excellent support of the IB program staff at western Pennsylvania high school. Therefore, a total of 90.5% of the IB program graduates provided more than average support or excellent support of the students in the program.

In response to survey question 15, 50.0% of the IB graduates reported that they had moderate benefit from the IB program, 31.3% reported that the IB program had significant benefit and 9.4% reported that they had an outstanding benefit from the IB program. Therefore, a total of 90.7% provided some benefits to their current or future career (see tables below).

TABLE # 3

Response to question 13: To what degree do you think western Pennsylvania High School's IB program influenced your post-secondary academic career?

Response	Score	Number	Percent
Slightly	2	2	6.3
To Some Extent	3	12	37.3
Significantly	4	15	46.9
Decisively	5	3	9.4
Total		32	100.0
Mean = 3.594			
Standard Deviation = 0.756			

TABLE # 4

Response to question 14: How would you rate /evaluate the quality of western Pennsylvania High School's IB Program during your study there?

Response	Score	Number	Percent
Fair	2	1	3.1
Average	3	3	9.4
Above Average	4	21	65.6
Excellent	5	7	21.9
Total		32	100.0
Mean = 4.063			
Standard Deviation = .669			

TABLE # 5

Response to question 15: What is your overall assessment of the benefit of the IB program to your current or future career?

Response	Score	Number	Percent
No Benefit	1	1	3.1
Some Benefit	2	2	6.3
Moderate Benefit	3	16	50.0
Significant Benefit	4	10	31.3
Outstanding Benefit	5	3	9.4
Total		32	100.0
Mean = 3.375			
Standard Deviation = .87			

Questionnaire items 13, 14, and 15 addressed this question. Data such as frequency and percentages were reported for these items as well they used a Likert scale format to answer the second research question.

The third research question was what relationships can be determined between the perceptions of IB program graduates concerning college credits, college choice and/or major, and career opportunities?

In response to research question 3, the relationship between question 12 and 19 was significant ($t= 3.04, p<. 05$). Therefore, there is a relationship between survey question 12 and question 19. The IB program graduates who rated that the program influenced their choice of college and/or major perceive that the program had a greater influence on their decision to pursue international studies program in college. The relationship between survey question 12 and question 23, showed that there was no significant difference ($t=1.00, ns$).

Whether or not IB program graduates received college credits did not appear to affect their perceptions of the influence of the program on their post-secondary academic career. Similarly, the relationship between survey question 19 and question 23 was not significant. Whether or not IB program graduates received college credits did not appear to affect their perceptions of the influence of the program on their decision to pursue an international studies program in college (see table below).

TABLE # 6

Response to Survey question 12: Did the IB program influence your choice of college and/or major? And Response to question 19: Have you pursued or are pursuing an International Studies Program in college?

Relationship between Survey question 12 and 19

	N	M	t
YES	13	4.0	3.04*
NO	17	3.24	

*P < .05

Questionnaire items 12, 19 and 23 addressed this question. The relationships between all pairs of relevant items were examined through the appropriate statistical test. The relationships between two Likert scale items were examined through the Pearson correlation coefficient. The relationship between a Likert scale item and a categorical item was examined through the t-test to answer the third research question.

Summary of Findings

To summarize, the following statements supported the first research question: IB program graduates do have significant different perceptions concerning the influence of the program on college credits, college choice and/or college major, and career opportunities in terms of the numbers and percentages of answers given. IB program graduates do have significant relationships in perceptions concerning the degree the IB program influenced their post-secondary academic career in terms of the level of Likert scale that distinguished among the IB program graduates' feelings. Most IB program graduates rated that pursuing international studies in college was not a priority. The proportion of IB program graduates who received college credits for their secondary school IB work was higher than the proportion of IB program graduates who did not receive college credits for their IB work.

The following statements supported the second research question:

IB program graduates rated that the program was of more than average quality during their study at the western Pennsylvania High School. IB program graduates rated that the program staff had more than average support of the students in the program. IB program graduates rated that the program had some benefit to their current or future career. Most IB program graduates rated that the program met their expectations; only few stated that it did not. The majority of IB program graduates rated that the program did prepare them for college courses; only a few qualified their affirmative response. The majority of IB program graduates rated that the program helped them in organizing their time in college.

The following statements supported the third research question:

The IB program graduates who rated that the program influenced their choice of college and/or college major perceive that the program had a greater influence on their post-secondary academic career than IB program graduates who evaluated that the program did not influence their choice of college and/or college major. The IB program graduates who rated that the program influenced their choice of college and/or college major perceive that the program had a greater influence on their decision to pursue an international studies program in college. Whether or not IB program graduates received college credits did not appear to affect their perceptions of the influence of the program on their post-secondary academic career.

Whether or not IB program graduates received college credits did not appear to affect their perceptions of the influence of the program on their decision to pursue international studies program in college. The IB program graduates' perception to the extent of influence on post-secondary academic career is related to the perceived extent of influence on the decision to pursue international studies program in college. If IB program graduates had to choose between the importance of the IB program for pursuing international studies program in college and its importance in general on choosing a college and/or college major, they would have chosen the influence on college and/or major. IB program graduates rated the influence on post-secondary academic career as greater than the influence of college choice and/or college major.

Conclusions and Recommendations

This section reports on the conclusions and recommendations as they address the three research questions. Then recommendations and further study are highlighted.

Conclusions

There are many IB program graduates who have content knowledge, but who rated that the program did not greatly influence college choice and/or major, or result in a decision to pursue an international studies program in college. It may be that they felt lack of the necessary strategies and methodologies to use that knowledge into their post-secondary academic career and to fully benefit from possible advanced placement. Another conclusion was that the high schools' IB programs are providing the courses and disciplines of international studies skills. High Schools' IB programs have systematically addressed and taught the international studies program strategies in their curriculum.

In terms of benefits of the IB program, IB program graduates rated that the program had more than average benefit, while they were studying at western Pennsylvania urban high school's IB program. They also rated that the program staff was supportive of the students. The IB program graduates rated that the program had benefit to their current and future career. Their expectations of the program were met and they felt that it really prepared them for college courses. Finally, if they had to compare the quality of the program to the benefit, they would have had preferred better quality than specific concern for role of the program in career choice. They

rated that the IB program had provided them excellent quality of education even though some colleges and universities did not recognize the IB program, neither the diploma nor certificates. Many graduates rated that participation in the program had influenced them, in terms of advanced placement, choice of a college, or choice of a major, but others rated that the influence was negligible. Of particular interest was the finding that IB graduates generally did not pursue international studies options in college. They identified the value only in terms of helping them get accepted into academically rigorous colleges. These may be special need situations and exceptions to the rule.

Recommendations

Research Question # 1:

The recruitment of IB program graduates with post-secondary aspirations should be one of the primary goals of colleges and universities. Incentives for capable IB program graduates to go on into suitable academic work in their post-secondary academic careers should be considered. Scholarships to promising IB program graduates or to needy IB program graduates should be explored. Future IB program graduate's clubs in colleges should be considered. Attractive post-secondary academic programs should be developed for their needs. It was recommended that a system of support be provided for IB program graduates. Support and guidance through in-service workshops would help program graduates choose careers. Currently, the support and guidance are minimal and often hit or miss. There is nothing at the state level directed at IB graduates.

At western Pennsylvania Board of Education district level, there is a beginning IB students program, but the program addresses the advantages of earning advanced placement, college credits and not the issue of choice of college and/ or major. There is also a mentoring program supported by the district where western Pennsylvania urban public high school's IB program is located. This program needs to be expanded and the district must take an aggressive role in helping graduates as it does with the beginning IB program students. It was also recommended that a follow-up study be performed to look at the characteristic of international studies programs in college to determine how these relate to the IB program. Planning and developing, organizing, teaching, supervision and control assessment and diagnosis, knowledge about other nations' cultures, languages, businesses, and politics of content are the sub-characteristics listed under international studies programs in colleges.

Such a study further refine the knowledge about where the perceived relationship occurs and may help educators to focus topics for in-service opportunities to improve learning performance within IB programs. A follow-up study could also be performed to determine the actual relationships between college credits, college choice and/ or major, and career opportunities in terms of graduates' academic performance and career achievement. The data could then be related to the data on the perceptions of IB program graduates concerning the college credits, college choice and/ or major, and career opportunities.

Research Question # 2:

The recommendations relating to the second research question were that a plan for in-service education and support be provided for IB program graduates, in particular for those who did not receive advanced placement or college credits for their participation. Colleges and universities should be informed more about the advantages and qualities of education the IB program graduates receive.

It was recommended that a study be conducted to explore why some college and universities do not recognize the IB program, or would prefer IB program graduates with the diploma to certificates. A study of the statewide college recruiters of IB program graduates would be very

helpful in order to understand their perceptions of the IB program and in order to get information useful in informing them of information they may not have on the program.

Research Question # 3:

It was recommended that since there may be some concerns about these findings that a repeat of this research question be conducted with another district or group of the IB program graduates.

Appendix-B-Survey Questions

- A Please circle the appropriate response to the following questions.
1. When did you graduate from western Pennsylvania High School's IB program?

Year: 1986- 1997- 1998- 1989- 1990- 1991- 1992- 1993- 1994- 1995- 1996- 1997- 1998-1999- 2000.
 2. Were you full IB diploma candidate?
Yes _____ No _____
 3. Did you achieve the diploma?
Yes _____ No _____
 4. How many IB classes did you take?
 5. How many examinations did you take?
 6. Did you achieve the Bachelor of Arts/Bachelor of Sciences degree in college?
Yes _____ No _____
 7. Did you go on to Higher Education?
Yes _____ No _____
 8. How many IB certificates were awarded and in what subjects?
1. _____ Biology 2. _____ Chemistry
3. _____ Physics 4. _____ English
5. _____ Mathematics 6. _____ Foreign Language
(_____)
7. _____ Arts and Design 8. _____ History
9. _____ Computer Sciences 10. _____ Theater
 9. How did you hear about IB program?
a. Parents b. Friends c. Teachers d. Television e. Newspapers
f. Other (please specify) _____
 10. What did you like best being in western Pennsylvania High School's IB? Program?
 11. Did the IB program meet your expectations?
 12. Did the IB program influence your choice of college and/or major?
- B. Would you please circle the number above your response to the following? Questions?
13. To what degree do you think western Pennsylvania urban high school's IB program influenced your post-secondary academic career?
1. 2 3 4 5
Not Slightly To Significantly Decisively Some Extent
At All
 14. How would you rate/evaluate the quality of the western Pennsylvania High School's IB Program during your study there?
1. 2. 3. 4. 5.
Poor Fair Average Above Excellent
Average
 15. To what degree was western Pennsylvania High School's IB program staff supportive of the students in the program?
1. 2. 3. 4. 5.

- | | | | | | |
|--|---------------|----------------------|--------------------|------------------|----------------------|
| | Not
At All | to
Some
Degree | Average
Support | Above
Support | Excellent
Support |
|--|---------------|----------------------|--------------------|------------------|----------------------|
16. What is your overall assessment of the benefit of the IB program to your Current or future career?
- | | | | | |
|---------------|-----------------|---------------------|------------------------|------------------------|
| 1. | 2. | 3. | 4. | 5. |
| No
Benefit | Some
Benefit | Moderate
Benefit | Significant
Benefit | Outstanding
Benefit |
17. Did your parents play a role in your experiences at western Pennsylvania high school's IB program?
18. What foreign language did you study? Indicate the number of years taken, Including elementary and middle school? If not, go on to next question.
- a. Spanish _____ b. French _____ c. German _____
d. Italian _____ e. Japanese _____ f. Swahili _____
g. Other (please specify) _____
19. Have you pursued or are you pursuing an International Studies in College?
- | | | | | |
|---------------|----------|----------|---------------|----------------------------------|
| 1. | 2. | 3. | 4. | 5. |
| Not
At all | Slightly | Moderate | Significantly | It was
the deciding
Factor |
20. Are you currently enrolled as an undergraduate or graduate in a college or University?
Yes _____ No _____
21. If you are not full-time student, are you working? If so, what do you do?
22. Did IB courses help prepare you for college courses?
23. Did you receive advanced placement or college credits for any of the IB? Certificates?
24. Did your work with IB program help you in organizing your time in college?
25. Would you recommend the IB program to friends and/or relatives?
If so, why? _____
If no, why? _____
Name _____
Major in college _____
Major in graduate school _____
Professional work _____

Appendix-B-Interview Questions

- Did the IB program meet your expectations?
Yes _____ No _____
Comments.
- Did the IB influence your choice of college and/or major?
Yes _____ No _____
Comments.
- To what degree do you think western Pennsylvania High School's IB Program influenced your post-secondary career?
Comments.
- How would you rate/evaluate the quality of western Pennsylvania High School's IB Program during your study there?
Comments.
- To what degree was western Pennsylvania High School's IB program Staff supportive of the students in the program?
Comments.
- What is your overall assessment of the benefit of the IB Program to your current or future career?
Comments.

7. Have you pursued or are you pursuing International Studies program in College?
If yes, to what extent did the IB experience influence your decision?
Yes _____ No _____
Comments.
8. Did IB courses help prepare you for college courses?
Yes _____ No _____
Comments.
9. Did you receive advanced placement or college credits for any of?
The IB Certificates and Diplomas?
Yes _____ No _____
Comments.
10. Would you recommend the IB program to friends and/or
Relatives?
Yes _____ No _____
Comments.

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