

SRI International

Research Brief: Postsecondary Enrollment Patterns of IB Certificate and Diploma Candidates from International High Schools

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Summary of Findings

To better understand the postsecondary outcomes of students who experienced IB in some way—whether by completing the full Diploma Programme or by simply taking one IB course and the corresponding subject exam—IB requested data from the National Student Clearinghouse (NSC) on postsecondary enrollments and degrees earned by all IB students who completed high school outside the United States in 2001 and 2002. In this analysis, we drew on the NSC data to examine whether IB’s goal of providing rigorous preparation for college is validated by high college attendance and completion rates. We examined the postsecondary enrollment and graduation patterns of 1,919 International Baccalaureate diploma and certificate candidates who completed high school outside the United States in 2001 or 2002 and who subsequently enrolled in U.S. postsecondary institutions (we refer to these students as the 2001 and 2002 international cohorts).¹ By combining data on these IB students with data from the NSC, the Integrated Postsecondary Education Data System (IPEDS), and the 2005 Carnegie Classifications of Institutions of Higher Education, we were able to summarize characteristics of the first postsecondary institutions they enrolled in full time, such as school type and selectivity. Here are some of the key findings from these analyses.

- IB students from international high schools who enrolled in U.S. postsecondary institutions were a very high-achieving group.
 - On average, these students took 5.2 IB exams, with a mean score of 5.4. Three-quarters were diploma candidates, and nearly all of them earned the IB diploma (Exhibit 4).
 - 60 percent of diploma candidates from international schools scored 6 or higher on three or more IB exams (Exhibit 8b, calculated from top row).
- Almost half (47 percent) of the IB students from high schools outside the United States who came to the United States to study after high school identified themselves as American (Exhibit 4).²
- The majority of IB students from international high schools who came to the United States for college enrolled in selective 4-year institutions.
 - 84 percent of IB students from high schools outside the United States who entered a U.S. postsecondary institution enrolled full time at a 4-year school.
 - 68 percent enrolled at an institution classified as more selective (Exhibit 5).
- Of IB diploma candidates who scored 6 or higher on three or more exams, 17 percent enrolled in small arts and sciences colleges classified as more selective, and 48 percent enrolled in research universities classified as more selective (Exhibit 8b).
- IB students who enrolled in small arts and sciences colleges had a 4-year graduation rate of 78 percent, and those who enrolled in research universities had a 4-year graduation rate of 73 percent (Exhibit 15).

¹ These cohorts are defined by students who took IB exams in 2001 and 2002; we do not have data for students who took IB courses but did not take any IB exams.

² These students had U.S. listed as their first or second nationality in the IB student data.

- IB students from international high school who enrolled in college in the United States had very high graduation rates. Diploma recipients had the highest graduation rate, followed by certificate candidates and then diploma nonrecipients.
 - A full three quarters of diploma recipients graduated from college within 4 years of enrollment, and 86 percent graduated within 6 years (Exhibit 14).
 - 55 percent of certificate candidates graduated within 4 years, and 80 percent graduated within 6 years (Exhibit 14).
 - The small group of diploma nonrecipients—students who attempted but did not complete the IB diploma—had a 4-year graduation rate of 41 percent and a 6-year rate of 66 percent (Exhibit 14).
- Of the highest achieving IB students from international high schools – those who scored a 6 or 7 on three or more exams—81 percent graduated within 4 years of enrolling in college in the United States, and 91 percent graduated within 6 years (Exhibit 14).
- Graduation rates for IB students were higher than the institutional average at the majority of institutions with the highest numbers of IB student enrollments.
 - The 4-year IB student graduation rate exceeded (by at least 2 percentage points) the institutional average at 14 of the 25 postsecondary institutions with the highest number of IB student enrollments, and this rate exceeded the institutional average by more than 20 percentage points at three of these postsecondary institutions (Exhibit 10).³
 - The 4-year IB student graduation rate was less than the institutional average by more than 3 percentage points at only 3 of the 25 postsecondary institutions with the highest number of IB student enrollments, and this difference was never more than 10 percentage points (Exhibit 10).
- The postsecondary institutions with the highest number of IB student enrollments generally had very high institutional graduation rates, and in many cases the IB student graduation rates exceeded these already-high institutional rates (Exhibit 10).
 - Just over half the 25 postsecondary institutions with the greatest IB student enrollments had 4-year institution-wide graduation rates of 80 percent or higher (Exhibit 10). At 8 of these 13, the 4-year IB student graduation rate was approximately the same as or even higher than the institutional average (Exhibit 10).
 - At three of these institutions—Harvard University, Stanford University, and Tufts University—the 4-year IB student graduation rates exceeded the institutional average by more than 5 percentage points (Exhibit 10).

³ We had no degree information for one of these institutions, Oberlin, so we were able to calculate IB student graduation rates for only 24 of the 25 postsecondary institutions with the higher IB student enrollments.

Introduction

Although the formal IB curriculum ends with the Diploma Programme, the organization’s goals for educating students go beyond an enhanced high school diploma. 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.”⁴ This process of preparing educated world citizens does not end with the high school diploma, even an IB diploma. Given the increasingly complex demands of today’s global economy, IB is also interested in preparing students to successfully enter and complete college. To better understand the postsecondary outcomes of students who experienced IB in some way—whether by completing the full Diploma Programme or by simply taking one IB course and the corresponding subject exam—IB requested data from the National Student Clearinghouse (NSC) on postsecondary enrollments and degrees earned by all IB students who completed high school outside the United States in 2001 or 2002. In this analysis, we drew on the NSC data to examine whether IB’s goal of providing rigorous preparation for college is confirmed by high college attendance and completion rates.

This descriptive study allowed us to validate the rigor of IB exams and diploma requirements insofar as they are associated with successful college enrollment and completion, but it did not permit us to make claims about whether students achieved these outcomes as a result of their engagement with the IB curriculum. In comparing college enrollment and graduation rates of certificate and diploma candidates, we cannot know whether the rates we observed were a result of students’ participation in the IB curriculum or whether they reflected the differential achievement and motivation of students who chose to attempt the full Diploma Programme rather than enroll in a few IB courses. Similarly, when comparing enrollment and graduation rates of students who performed at different levels in the IB curriculum—whether comparing diploma candidates who did and did not successfully earn the IB diploma or comparing students who performed at different levels on IB exams—we were able to provide validation for the rigor of the IB exams and the diploma requirements; however, we do not know whether students who performed at a higher level in the IB program also started IB with higher level of preparation and achievement.

⁴ From the International Baccalaureate website. Retrieved from <http://www.ibo.org/mission/>

Methods

We combined data from a variety of sources for this analysis: student demographic and assessment data from International Baccalaureate’s student data system for the 2001 and 2002 graduating cohorts of students at high schools outside the United States who requested that their transcripts be sent to U.S. postsecondary institutions, postsecondary enrollment and graduation data for these students from the NSC, 4- and 6-year graduation rates for the 2001 entering cohort at U.S. postsecondary institutions from the Integrated Postsecondary Education Data System (IPEDS), and classification of institutional type from the 2005 Carnegie Classifications of Institutions of Higher Education developed by the Carnegie Foundation for the Advancement of Teaching.⁵

Exhibit 1: Data Sources

	IB data	National Student Clearinghouse	2005 Carnegie Classifications	IPEDS
Data elements	Results on IB assessments, program type (i.e., certificate, diploma)	Enrollment dates, status (full/half time), degree earned, institution level (2/4 year)	Selectivity, size, undergraduate program focus	4- and 6-year graduation rates for U.S. postsecondary institutions
Year	2001 and 2002	2000–2008	Classifications based on data from 2003 and 2004	2001 cohort

IB Student Data

The International Baccalaureate Organization maintains a database of students who register for IB assessments at high schools outside the United States. Students who are enrolled in the full IB Diploma Programme for their last 2 years of high school are considered diploma candidates, whereas students who take at least one IB exam in their junior or senior year of high school without enrolling in the full IB program are classified as IB certificate candidates. To be awarded the IB diploma, students must fulfill a variety of requirements including taking at least six IB assessments in different subject areas, which are scored from 1 to 7, and earning a total of 24 points toward the diploma, primarily through their scores on these assessments and through fulfilling other diploma requirements.⁶ The 2001 and 2002 cohorts of IB students from schools outside the United States that are included in this analysis represent a subset of these “international” IB students: specifically, those who requested to have a high school transcript sent to a U.S. postsecondary institution and who subsequently enrolled (not necessarily full time) in an NSC-participating institution.

⁵ Carnegie Foundation for the Advancement of Teaching, Carnegie Classifications Data File, June 19, 2009.

⁶ To earn the diploma, students must also write an extended essay and complete a Theory of Knowledge course, for which they can earn up to three additional points, and fulfill a service requirement.

Categorization of Postsecondary Institutions

In the 2005 Carnegie Classifications, 4-year institutions where at least 60 percent of undergraduates are enrolled full time are categorized as *more selective*, *somewhat selective*, or *inclusive* based on admissions test scores.⁷ Within the pool of more selective full-time 4-year institutions, we identified two mutually exclusive but not exhaustive subsets of interest: small colleges with an arts and sciences focus (subsequently referred to as *small arts and sciences colleges*) and comprehensive doctorate-granting institutions with high research activity (subsequently referred to as *research universities*) (see Exhibit 2).⁸ Of the 4,391 accredited postsecondary institutions included in the 2005 Carnegie Classification file, 365 are more selective full-time 4-year institutions, and we identified 89 of them as small arts and sciences colleges and 90 as research universities. While similar numbers of schools fall into these two categories, the institutions serve vastly different numbers of students: The 2004 average full-time undergraduate enrollment for schools classified as research universities was more than 14,000, compared with 1,500 for the small arts and science colleges. Complete lists of these two groups of institutions are appended.

⁷ At all institutions classified as more selective, at least 80 percent of undergraduates are enrolled full time.

⁸ This combines the *high* and *very high* research activity categories from the 2005 Basic Carnegie Classification, which are based on a multimeasure index that includes funding from federal and nonfederal sources in addition to measures of aggregate and per capita research activity.

Exhibit 2: Categorization of 4-Year Institutions with Predominantly Full-Time Enrollments

Full-time 4-year institutions*	
More selective	<ul style="list-style-type: none"> • At least 80 percent of undergraduates enrolled full time • College admission test scores (SAT I or ACT composite) for incoming freshmen in the top fifth of bachelor's degree-granting institutions
Somewhat selective	<ul style="list-style-type: none"> • At least 60 percent of undergraduates enrolled full time • College admission test scores (SAT I or ACT composite) for incoming freshmen in the middle two fifths of bachelor's degree-granting institutions
Inclusive [†]	<ul style="list-style-type: none"> • At least 60 percent of undergraduates enrolled full time • College admission test score data not submitted or in the bottom two fifths of bachelor's degree-granting institutions
Subset of more selective full-time 4-year institutions	
Small arts and sciences colleges	<ul style="list-style-type: none"> • Highly or primarily residential institutions (i.e., more than 25 percent of degree-seeking undergraduates live on campus) • Undergraduate enrollment of less than 3,000 • At least 80 percent of undergraduate degrees awarded in arts and sciences (as opposed to professional) fields, with graduate degrees awarded in less than half the fields corresponding to undergraduate majors
Research universities	<ul style="list-style-type: none"> • Comprehensive doctorate-granting institutions with high or very high research activity based on a multi-measure index that includes federal and nonfederal funding levels.

Note: Small arts and sciences colleges and research universities are mutually exclusive, but not exhaustive, categories within the more selective category.

*The Carnegie Classification's selectivity categorizations are based 25th percentile test score for each institution's incoming freshman class.

[†]Very few IB students attend these schools, so we do not report on these percentages as a separate category.

National Student Clearinghouse Data

The NSC provides a central repository of enrollment and degree information for participating institutions. Postsecondary institutions participate in the NSC's core service to enable lenders to verify student status for student loan recipients, but the NSC also provides Enrollment Verify and Degree Verify services. Under those services, institutions provide the NSC with complete student enrollment or degree data, and the NSC then fulfills all enrollment and degree verification requests on behalf of the institutions. The NSC also offers Student Tracker, the service that we drew on for this analysis, to track enrollments across multiple institutions.

The NSC states that the Student Tracker service includes student data from 2,800 postsecondary institutions, representing "91 percent of all U.S. higher education students," but only institutions that participate in Degree Verify contribute complete student degree data to the NSC.⁹ While our analysis captured any student enrollments at the postsecondary institutions that participated in Student Tracker at the time that IB obtained the data for the analysis, degree information may be incomplete for any of the institutions that did not participate in NSC's Degree Verify service at that time; this will cause us to calculate an IB student graduation rate for that institution that is artificially low. For example, a 2006 study by the Chicago Consortium for School Research (CCSR) using NSC data to describe the college graduation rates of Chicago Public Schools alumni initially found very low graduation rates for several universities in Illinois; however, when CCSR received updated data from the NSC after one of these schools joined Degree Verify and provided complete degree information to the NSC, the graduation rate CCSR calculated for the school increased dramatically.¹⁰

To provide a sense of how comprehensive the NSC data are, approximately 2,500 U.S. postsecondary institutions participated in the NSC Degree Verify service as of September 2009. This represents 37 percent of accredited degree-granting colleges and universities in the United States as of 2004, including 71 percent of more selective 4-year institutions and 90 percent of research universities (Exhibit 3).¹¹ While this means that the NSC had complete data about degrees awarded from only slightly more than a third of all postsecondary institutions, the proportion was much higher for selective postsecondary institutions. In addition, institutional participation in Student Tracker is higher than in Degree Verify, which means that our analysis captured enrollments at a larger pool of postsecondary institutions than the Degree Verify participants.¹²

⁹ National Student Clearinghouse Student Tracker brochure. Retrieved from http://www.studentclearinghouse.org/colleges/Tracker/pdfs/ST_SchoolBrochure.pdf

¹⁰ The calculated graduation rate for 1998 and 1999 Chicago Public School graduates who enrolled at the University of Illinois at Urbana Champaign increased from 42 to 72 percent after the school joined NSC's Degree Verify service. Source: Allensworth, E. (2006), *Update to: From High School to the Future: A First Look at Chicago Public School Graduates' College Enrollment, College Preparation, and Graduation from Four-Year Colleges*. Consortium on Chicago School Research. Retrieved from http://ccsr.uchicago.edu/content/publications.php?pub_id=119

¹¹ Institutions accredited by regional or national accrediting agencies recognized by the U.S. Department of Education.

¹² We were not able to obtain a complete list of postsecondary institutions that contributed data to the Student Tracker service as of August 2009.

**Exhibit 3: Postsecondary Institutional Participation in the
National Student Clearinghouse’s Degree Verify Service**

	Total*	NSC	Percentage participating
Accredited U.S. postsecondary institutions	4,391	1,666	37.9
4-year institutions	1,730	600	34.7
4-year predominately full-time institutions			
More selective	365	258	70.7
Somewhat selective	762	441	57.9
More selective 4-year full-time institutions			
Small arts and sciences colleges	89	58	65.2
Research universities	90	81	90.0

Note: Small arts and sciences colleges and research universities are mutually exclusive but not exhaustive categories within the more selective category.

*Does not include institutions that joined the Degree Verify service after August 2009, when IB received the data for this analysis.

We identified the first full-time enrollment for each IB student at any postsecondary institution and then the first full-time enrollment at a 4-year institution. Because the NSC does not differentiate between undergraduate and graduate enrollments, there may be cases where this first enrollment is in a graduate rather than an undergraduate program. We categorized students’ first full-time enrollments at 4-year institutions using the Carnegie Classifications. We also calculated 4- and 6-year graduation rates by institution for IB students whose first full-time enrollment at the institution occurred no later than January 31, 2003, and who entered without a prior degree.¹³

¹³ We used this date filter as a way of identifying schools likely to have complete degree information 6 years out from first enrollment.

Full Results

Exhibit 4 presents descriptive information about the 2001 and 2002 cohorts of IB students from schools outside the United States used in the analysis.

Exhibit 4: Characteristics of IB Students, 2001 and 2002 Graduating International Cohorts

	Number	Percent	Mean number of exams per student	Mean exam score
IB students	1,919	100.0	5.2	5.4
Male	889	46.3	5.2	5.3
Female	1,030	53.7	5.2	5.4
U.S nationality	909	47.4	4.8	5.2
Diploma candidates	1,441	75.1	6.0	5.5
Diploma recipients	1,376	71.7	6.0	5.6
Diploma nonrecipients	65	3.4	5.9	3.8
Certificate candidates	478	24.9	2.9	4.9
Taking fewer than three exams	229	11.9	1.5	5.0
Taking three or more exams	249	13.0	4.1	4.9

Postsecondary Enrollments

Exhibits 5 through 9b have a parallel row structure, with columns defining different populations of IB students.

- The first row, *N*, shows the total number of IB students in the two cohorts and represents the number of IB students from international high schools who appear in the NSC file, meaning they enrolled in at least one class at any postsecondary institution that participates in the NSC. **The percentages in all subsequent rows below are based on this total number of students in both cohorts.**
- The three rows under “First full-time enrollment” show the percentage of the entire cohort that enrolled full time at any institution, overall and broken out by whether this first full-time enrollment was at a 2- or 4-year institution.
- The five rows under “First full-time 4-year enrollment” present the percentage of the entire cohort that enrolled full time at a 4-year institution, overall and then broken out by enrollment at public and private institutions as well as by enrollment at more selective and somewhat selective full-time institutions.¹⁴
- Finally, the two rows under “4-year more selective schools” show the percentage of students whose first full-time enrollment at a 4-year school was at either at a small college with an arts and sciences focus classified as more selective or at a comprehensive research university classified as more selective (see Exhibit 2 for full definitions of these classifications).

¹⁴ The first full-time 4-year enrollment at any public or private institution percentage (row 7) is generally higher than the first full-time enrollment percentage at a 4-year institution (row 5) because it includes some students who previously enrolled full-time in a 2-year institution (row 4), so whose first full-time enrollment was at a 2-year school.

**Exhibit 5: IB Students Enrolled in U.S. Postsecondary Institutions,
2001 and 2002 Graduating International Cohorts**

	All IB test-takers	Certificate candidates	Diploma candidates	Diploma candidates	
				Diploma received	Diploma not received
<i>N</i>	1,919	478	1,441	1,376	65
First full-time enrollment (%)					
Any 2- or 4-year school	84.1	82.2	84.7	84.5	87.7
2-year	1.2	1.0	1.2	1.0	6.2
4-year	82.8	81.2	83.3	83.4	81.5
First full-time 4-year enrollment (%)					
Any public or private school	83.5	81.8	84.0	83.9	86.2
Public	28.3	38.3	25.0	24.1	43.1
Private	55.2	43.5	59.1	59.8	43.1
More selective	68.0	60.3	70.6	71.8	44.6
Somewhat selective	10.9	18.6	8.3	7.2	32.3
4-year more selective schools (%)					
Small arts and sciences colleges	11.6	5.2	13.7	14.3	1.5
Research universities	44.0	39.3	45.6	46.1	35.4

Note: Small arts and sciences colleges and research universities are mutually exclusive but not exhaustive categories within the more selective category.

Exhibit 6a: IB Students Enrolled in U.S. Postsecondary Institutions by Number of Exams Scored 4 or Higher, 2001 and 2002 Graduating International Cohorts

	Number of exams scored 4 or higher		
	None	1 to 2	3 or more
<i>N</i>	7	252	1,660
First full-time enrollment (%)			
Any 2- or 4-year school	71.4	82.9	84.3
2-year	0.0	1.6	1.1
4-year	71.4	81.3	83.1
First full-time 4-year enrollment (%)			
Any public or private school	71.4	82.1	83.7
Public	57.1	38.1	26.7
Private	14.3	44.0	57.0
More selective	42.9	61.9	69.0
Somewhat selective	28.6	17.1	9.9
4-year more selective schools (%)			
Small arts and sciences colleges	0.0	6.0	12.5
Research universities	42.9	38.1	44.9

Note: Small arts and sciences colleges and research universities are mutually exclusive but not exhaustive categories within the more selective category.

Exhibit 6b: IB Students Enrolled in U.S. Postsecondary Institutions by Number of Exams Scored 4 or Higher, 2001 and 2002 Graduating International Cohorts

	Number of exams scored 4 or higher		
	0-5	6	7 or more
<i>N</i>	832	986	101
First full-time enrollment (%)			
Any 2- or 4-year school	84.6	83.7	83.2
2-year	1.7	0.8	1.0
4-year	82.9	82.8	82.2
First full-time 4-year enrollment (%)			
Any public or private school	84.0	83.2	82.2
Public	36.2	22.4	20.8
Private	47.8	60.8	61.4
More selective	62.9	72.4	67.3
Somewhat selective	16.5	6.7	5.9
4-year more selective schools (%)			
Small arts and sciences colleges	6.7	15.6	12.9
Research universities	41.2	45.9	48.5

Note: Small arts and sciences colleges and research universities are mutually exclusive but not exhaustive categories within the more selective category.

Exhibit 7a: IB Diploma Candidates Enrolled in U.S. Postsecondary Institutions by Points Earned Toward Diploma, 2001 and 2002 Graduating International Cohorts

	Overall	Points to diploma		
		0 to 23	24 to 26	27 or more
<i>N</i>	1,441	37	81	1,323
First full-time enrollment (%)				
Any 2- or 4-year school	84.7	91.9	79.0	84.8
2-year	1.2	8.1	3.7	0.9
4-year	83.3	83.8	75.3	83.8
First full-time 4-year enrollment (%)				
Any public or private school	84.0	89.2	77.8	84.3
Public	25.0	35.1	48.1	23.3
Private	59.1	54.1	29.6	61.0
More selective	70.6	51.4	53.1	72.2
Somewhat selective	8.3	27.0	18.5	7.2
4-year more selective schools (%)				
Small arts and sciences colleges	13.7	0.0	7.4	14.5
Research universities	45.6	37.8	32.1	46.6

Note: Small arts and sciences colleges and research universities are mutually exclusive but not exhaustive categories within the more selective category.

Exhibit 7b: IB Diploma Candidates Enrolled in U.S. Postsecondary Institutions by Points Earned Toward Diploma, 2001 and 2002 Graduating International Cohorts

	Overall	Points to diploma		
		0 to 30	31-38	39 or more
<i>N</i>	1,441	348	722	371
First full-time enrollment (%)				
Any 2- or 4-year school	84.7	86.2	83.8	84.9
2-year	1.2	2.6	0.6	1.3
4-year	83.3	83.3	83.2	83.6
First full-time 4-year enrollment (%)				
Any public or private school	84.0	85.3	83.5	83.8
Public	25.0	39.4	24.0	13.5
Private	59.1	46.0	59.6	70.4
More selective	70.6	61.8	71.3	77.4
Somewhat selective	8.3	17.8	6.9	2.2
4-year more selective schools (%)				
Small arts and sciences colleges	13.7	7.8	15.5	15.9
Research universities	45.6	38.8	43.8	55.5

Note: Small arts and sciences colleges and research universities are mutually exclusive but not exhaustive categories within the more selective category.

Exhibit 8: IB Diploma Candidates Enrolled in U.S. Postsecondary Institutions by Number of Exams Scored 6 or Higher, 2001 and 2002 Graduating International Cohorts

	Overall	Exams scored 6 or higher*		
		None	1 to 2	3 or more
<i>N</i>	1,441	151	424	866
First full-time enrollment (%)				
Any 2- or 4-year school	84.7	87.4	85.1	83.9
2-year	1.2	4.6	0.9	0.8
4-year	83.3	82.8	84.0	83.1
First full-time 4-year enrollment (%)				
Any public or private school	84.0	86.1	84.7	83.4
Public	25.0	44.4	31.4	18.5
Private	59.1	41.7	53.3	64.9
More selective	70.6	60.3	66.0	74.6
Somewhat selective	8.3	19.9	12.5	4.3
4-year more selective schools (%)				
Small arts and sciences colleges	13.7	6.6	9.7	17.0
Research universities	45.6	38.4	42.9	48.2

Note: Small arts and sciences colleges and research universities are mutually exclusive but not exhaustive categories within the more selective category.

* We do not include the breakdown by the number of exams scored 4 or higher for diploma candidates because only five of these students scored lower than 4 on more than three exams. Recall that nearly all these international diploma candidates earned the IB diploma (Exhibit 4).

Exhibit 9a: IB Certificate Candidates Enrolled in U.S. Postsecondary Institutions by Number of Exams Taken and Number Scored 4 or Higher, 2001 and 2002 Graduating International Cohorts

	Overall	Exams taken		Exams scored 4 or higher		
		1	2 or more	None	1 to 2	3 or more
<i>N</i>	478	117	361	7	247	224
First full-time enrollment (%)						
Any 2- or 4-year school	82.2	80.3	82.8	71.4	83.0	81.7
2-year	1.0	0.0	1.4	0.0	1.2	0.9
4-year	81.2	80.3	81.4	71.4	81.8	80.8
First full-time 4-year enrollment (%)						
Any public or private school	81.8	80.3	82.3	71.4	82.2	81.7
Public	38.3	38.5	38.2	57.1	37.7	38.4
Private	43.5	41.9	44.0	14.3	44.5	43.3
More selective	60.3	62.4	59.6	42.9	62.8	58.0
Somewhat selective	18.6	14.5	19.9	28.6	16.6	20.5
4-year more selective schools (%)						
Small arts and sciences colleges	5.2	8.5	4.2	0.0	6.1	4.5
Research universities	39.3	37.6	39.9	42.9	38.9	39.7

Note: Small arts and sciences colleges and research universities are mutually exclusive but not exhaustive categories within the more selective category.

Exhibit 9b: IB Diploma Candidates Enrolled in U.S. Postsecondary Institutions by Number of Exams Scored 6 or Higher, 2001 and 2002 Graduating International Cohorts

	Overall	Exams scored 6 or higher		
		None	1 to 2	3 or more
<i>N</i>	478	201	237	40
First full-time enrollment (%)				
Any 2- or 4-year school	82.2	84.1	81.4	77.5
2-year	1.0	1.5	0.8	0.0
4-year	81.2	82.6	80.6	77.5
First full-time 4-year school enrollment (%)				
Any public or private school	81.8	83.1	81.4	77.5
Public	38.3	40.3	39.2	22.5
Private	43.5	42.8	42.2	55.0
More selective	60.3	55.2	62.9	70.0
Somewhat selective	18.6	22.9	16.9	7.5
4-year more selective schools (%)				
Small arts and sciences colleges	5.2	3.0	7.2	5.0
Research universities	39.3	33.8	41.4	55.0

Note: Small arts and sciences colleges and research universities are mutually exclusive but not exhaustive categories within the more selective category.

Postsecondary Enrollments and Graduation Rates

Exhibits 10 through 13 show the 25 schools with the highest IB student enrollments, based on the first full-time enrollment at a 4-year institution. For each institution, we also show the 4- and 6-year graduation rates for the relevant population of IB students, as well as the comparable institutional graduation rate from IPEDS. We excluded students with prior degrees and those whose initial enrollment was after January 31, 2003, in calculating the IB-student graduation rates. Because only one quarter (fewer than 500) of these international IB students were not enrolled in the full IB Diploma Programme, we saw just a few students at any given institution when we looked at the college destinations of certificate candidates.

**Exhibit 10: Four-Year Postsecondary Institutions with Highest Number of IB Student Enrollments,
2001 and 2002 Graduating International Cohorts**

Rank	School	IB students		4-year graduation rate		6-year graduation rate	
		Number*	Percent	IB students	Institution	IB students	Institution
1	UNIVERSITY OF PENNSYLVANIA	56	3.7	80.5	87.0	82.9	95.0
2	COLBY COLLEGE	47	3.1	88.4	84.0	93.0	87.0
3	HARVARD UNIVERSITY	42	2.7	93.1	88.0	96.6	97.0
4	NEW YORK UNIVERSITY	38	2.5	86.2	78.0	96.6	84.0
5	UNIVERSITY OF SOUTHERN CALIFORNIA	37	2.4	68.8	66.0	81.3	85.0
6	UNIVERSITY OF MICHIGAN - CENTRAL CAMPUS	35	2.3	75.0	70.0	87.5	88.0
7	PRINCETON UNIVERSITY	34	2.2	85.7	89.0	95.2	95.0
8	BROWN UNIVERSITY	33	2.2	88.5	84.0	100.0	95.0
9	TUFTS UNIVERSITY	32	2.1	92.3	83.0	96.2	89.0
10	STANFORD UNIVERSITY	27	1.8	100.0	80.0	100.0	95.0
11	BOSTON UNIVERSITY	26	1.7	86.7	76.0	93.3	82.0
12	UNIVERSITY OF CALIFORNIA - LOS ANGELES	25	1.6	68.4	66.0	84.2	90.0
13	WELLESLEY COLLEGE	25	1.6	87.0	85.0	91.3	92.0
14	PENNSYLVANIA STATE UNIVERSITY	23	1.5	55.6	58.0	88.9	84.0
15	GEORGE WASHINGTON UNIVERSITY	21	1.4	94.1	73.0	94.1	78.0
16	NORTHWESTERN UNIVERSITY	21	1.4	86.7	86.0	93.3	93.0
17	UNIVERSITY OF WASHINGTON - SEATTLE	21	1.4	70.6	48.0	94.1	75.0
18	UNIVERSITY OF VIRGINIA	20	1.3	75.0	84.0	93.8	93.0
19	CARNEGIE MELLON UNIVERSITY	18	1.2	84.6	70.0	84.6	87.0
20	COLLEGE OF WILLIAM & MARY	18	1.2	88.2	84.0	88.2	91.0
21	UNIVERSITY OF MIAMI	18	1.2	60.0	63.0	86.7	76.0
22	SMITH COLLEGE	16	1.0	80.0	83.0	86.7	86.0
23	OBERLIN COLLEGE	15	1.0	**	65.0	**	82.0
24	UNIVERSITY OF ILLINOIS @ URBANA	14	0.9	60.0	63.0	70.0	82.0
25	BATES COLLEGE	13	0.8	76.9	83.0	76.9	89.0

* This column includes enrollments after January 31, 2003. We excluded these enrollments when calculating the graduation rates for IB students.

**No degree information provided

**Exhibit 11: Four-Year Postsecondary Institutions with Highest Number of IB Certificate Candidate Enrollments,
2001 and 2002 Graduating International Cohorts**

Rank	School	IB students		4-year graduation rate		6-year graduation rate	
		Number*	Percent	Certificate candidates	Institution	Certificate candidates	Institution
1	NEW YORK UNIVERSITY	13	3.4	84.6	78.0	100.0	84.0
2	TUFTS UNIVERSITY	9	2.3	87.5	83.0	100.0	89.0
3	UNIVERSITY OF CALIFORNIA - LOS ANGELES	9	2.3	57.1	66.0	71.4	90.0
4	BOSTON UNIVERSITY	8	2.1	100.0	76.0	100.0	82.0
5	UNIVERSITY OF MICHIGAN - CENTRAL CAMPUS	8	2.1	50.0	70.0	83.3	88.0
6	UNIVERSITY OF WASHINGTON - SEATTLE	8	2.1	66.7	48.0	100.0	75.0
7	BRIGHAM YOUNG UNIVERSITY	7	1.8	33.3	31.0	83.3	78.0
8	PENNSYLVANIA STATE UNIVERSITY	7	1.8	33.3	58.0	83.3	84.0
9	UNIVERSITY OF CALIFORNIA - SANTA CRUZ	7	1.8	**	46.0	**	68.0
10	UNIVERSITY OF PENNSYLVANIA	7	1.8	100.0	87.0	100.0	95.0
11	JAMES MADISON UNIVERSITY	6	1.6	50.0	65.0	66.7	81.0
12	SOUTHERN METHODIST UNIVERSITY	6	1.6	66.7	56.0	66.7	71.0
13	EMORY UNIVERSITY	5	1.3	60.0	83.0	60.0	88.0
14	PURDUE UNIVERSITY - WEST LAFAYETTE	5	1.3	***	36.0	***	69.0
15	UNIVERSITY OF MIAMI	5	1.3	60.0	63.0	100.0	76.0
16	UNIVERSITY OF SOUTHERN CALIFORNIA	5	1.3	66.7	66.0	100.0	85.0
17	COLLEGE OF WILLIAM & MARY	4	1.0	100.0	84.0	100.0	91.0
18	FLORIDA INTERNATIONAL UNIVERSITY	4	1.0	0.0	21.0	100.0	49.0
19	FLORIDA STATE UNIVERSITY	4	1.0	0.0	48.0	25.0	69.0
20	GEORGE MASON UNIVERSITY	4	1.0	50.0	31.0	100.0	58.0
21	OBERLIN COLLEGE	4	1.0	**	65.0	**	82.0
22	STANFORD UNIVERSITY	4	1.0	100.0	80.0	100.0	95.0
23	UNIVERSITY OF CALIFORNIA - DAVIS	4	1.0	0.0	43.0	100.0	79.0
24	UNIVERSITY OF CALIFORNIA - SANTA BARBARA	4	1.0	100.0	50.0	100.0	80.0
25	UNIVERSITY OF CONNECTICUT	4	1.0	0.0	54.0	66.7	75.0

* This column includes enrollments after January 31, 2003. We excluded these enrollments when calculating the graduation rates for IB students.

**No degree information provided.

***Graduation rates not calculated because all students enrolled after January 31, 2003.

**Exhibit 12: Four-Year Postsecondary Institutions with Highest Number of IB Diploma Candidate Enrollments,
2001 and 2002 Graduating International Cohorts**

Rank	School	IB students		4-year graduation rate		6-year graduation rate	
		Number*	Percent	Diploma candidates	Institution	Diploma candidates	Institution
1	UNIVERSITY OF PENNSYLVANIA	49	4.3	77.1	87.0	80.0	95.0
2	COLBY COLLEGE	47	4.1	88.4	84.0	93.0	87.0
3	HARVARD UNIVERSITY	41	3.6	93.1	88.0	96.6	97.0
4	PRINCETON UNIVERSITY	33	2.9	85.0	89.0	95.0	95.0
5	UNIVERSITY OF SOUTHERN CALIFORNIA	32	2.8	69.0	66.0	79.3	85.0
6	BROWN UNIVERSITY	30	2.6	87.0	84.0	100.0	95.0
7	UNIVERSITY OF MICHIGAN - CENTRAL CAMPUS	27	2.3	83.3	70.0	88.9	88.0
8	NEW YORK UNIVERSITY	25	2.2	87.5	78.0	93.8	84.0
9	STANFORD UNIVERSITY	23	2.0	100.0	80.0	100.0	95.0
10	TUFTS UNIVERSITY	23	2.0	94.4	83.0	94.4	89.0
11	WELLESLEY COLLEGE	23	2.0	86.4	85.0	90.9	92.0
12	BOSTON UNIVERSITY	18	1.6	83.3	76.0	91.7	82.0
13	GEORGE WASHINGTON UNIVERSITY	18	1.6	93.3	73.0	93.3	78.0
14	NORTHWESTERN UNIVERSITY	18	1.6	84.6	86.0	92.3	93.0
15	UNIVERSITY OF VIRGINIA	17	1.5	84.6	84.0	100.0	93.0
16	PENNSYLVANIA STATE UNIVERSITY	16	1.4	66.7	58.0	91.7	84.0
17	UNIVERSITY OF CALIFORNIA - LOS ANGELES	16	1.4	75.0	66.0	91.7	90.0
18	CARNEGIE MELLON UNIVERSITY	15	1.3	81.8	70.0	81.8	87.0
19	COLLEGE OF WILLIAM & MARY	14	1.2	85.7	84.0	85.7	91.0
20	GEORGETOWN UNIVERSITY	13	1.1	66.7	90.0	66.7	93.0
21	SMITH COLLEGE	13	1.1	83.3	83.0	91.7	86.0
22	UNIVERSITY OF MIAMI	13	1.1	60.0	63.0	80.0	76.0
23	UNIVERSITY OF WASHINGTON - SEATTLE	13	1.1	72.7	48.0	90.9	75.0
24	BATES COLLEGE	12	1.0	75.0	83.0	75.0	89.0
25	CORNELL UNIVERSITY	12	1.0	100.0	85.0	100.0	92.0

* This column includes enrollments after January 31, 2003. We excluded these enrollments when calculating the graduation rates for IB students.

**Exhibit 13: Four-Year Postsecondary Institutions with Highest Number of IB Diploma Recipient Enrollments,
2001 and 2002 Graduating International Cohorts**

Rank	School	IB students		4-year graduation rate		6-year graduation rate	
		Number*	Percent	Diploma recipients	Institution	Diploma recipients	Institution
1	UNIVERSITY OF PENNSYLVANIA	48	4.4	79.4	87.0	82.4	95.0
2	COLBY COLLEGE	47	4.3	88.4	84.0	93.0	87.0
3	HARVARD UNIVERSITY	41	3.7	93.1	88.0	96.6	97.0
4	PRINCETON UNIVERSITY	33	3.0	85.0	89.0	95.0	95.0
5	UNIVERSITY OF SOUTHERN CALIFORNIA	32	2.9	69.0	66.0	79.3	85.0
6	BROWN UNIVERSITY	30	2.7	87.0	84.0	100.0	95.0
7	UNIVERSITY OF MICHIGAN - CENTRAL CAMPUS	26	2.4	83.3	70.0	88.9	88.0
8	NEW YORK UNIVERSITY	24	2.2	87.5	78.0	93.8	84.0
9	STANFORD UNIVERSITY	23	2.1	100.0	80.0	100.0	95.0
10	TUFTS UNIVERSITY	23	2.1	94.4	83.0	94.4	89.0
11	WELLESLEY COLLEGE	23	2.1	86.4	85.0	90.9	92.0
12	GEORGE WASHINGTON UNIVERSITY	17	1.6	92.9	73.0	92.9	78.0
13	NORTHWESTERN UNIVERSITY	17	1.6	84.6	86.0	92.3	93.0
14	UNIVERSITY OF VIRGINIA	17	1.6	84.6	84.0	100.0	93.0
15	BOSTON UNIVERSITY	16	1.5	83.3	76.0	91.7	82.0
16	CARNEGIE MELLON UNIVERSITY	15	1.4	81.8	70.0	81.8	87.0
17	PENNSYLVANIA STATE UNIVERSITY	15	1.4	63.6	58.0	90.9	84.0
18	COLLEGE OF WILLIAM & MARY	14	1.3	85.7	84.0	85.7	91.0
19	UNIVERSITY OF CALIFORNIA -LOS ANGELES	14	1.3	80.0	66.0	90.0	90.0
20	GEORGETOWN UNIVERSITY	13	1.2	66.7	90.0	66.7	93.0
21	SMITH COLLEGE	13	1.2	83.3	83.0	91.7	86.0
22	BATES COLLEGE	12	1.1	75.0	83.0	75.0	89.0
23	CORNELL UNIVERSITY	12	1.1	100.0	85.0	100.0	92.0
24	DARTMOUTH COLLEGE	12	1.1	90.9	87.0	100.0	93.0
25	UNIVERSITY OF WASHINGTON - SEATTLE	12	1.1	80.0	48.0	90.0	75.0

* This column includes enrollments after January 31, 2003. We excluded these enrollments when calculating the graduation rates for IB students.

Exhibits 14 and 15 present the graduation rates for IB students who enrolled full time at a 4-year institution and graduated within 4 and 6 years (of their initial full-time enrollment date). In Exhibit 14, these graduation rates are broken down by IB candidate type, and the graduation rates represent a degree earned from any 4-year institution within 4 and 6 years of the initial enrollment. Exhibit 15 shows graduation rates for all IB students and is organized by postsecondary institution type using the same classifications as in Exhibits 6 through 9b. Graduation rates in Exhibit 15 represent a degree earned from the initial 4-year institution where the student enrolled.

Exhibit 14: IB Students Earning a Bachelor's Degree Within 4 and 6 Years of Enrolling Full Time in a 4-Year College or University, by Candidate Type, 2001 and 2002 Graduating International Cohorts

	N*	4 years		6 years	
		Number	Percent	Number	Percent
IB students	1,126	773	68.7	946	84.0
Certificate candidates	295	161	54.6	237	80.3
<u>Exams scored 4 or higher</u>					
0	1	1	100.0	1	100.0
1-2	159	82	51.6	128	80.5
3 or more	135	78	57.8	108	80.0
Diploma candidates	831	612	73.6	709	85.3
Diploma recipients	799	599	75.0	688	86.1
Diploma nonrecipients	32	13	40.6	21	65.6
<u>Exams scored 6 or higher</u>					
0	88	54	61.4	67	76.1
1-2	240	151	62.9	187	77.9
3 or more	503	407	80.9	455	90.5
<u>Total points to diploma</u>					
0-23	17	8	47.1	13	76.5
24-26	43	21	48.8	30	69.8
27 or more	771	583	75.6	666	86.4

Note: These numbers exclude students who did not enroll before January 31, 2003, to ensure that we have degree information 6 years from initial enrollment. They also exclude students who earned a degree before their first full-time enrollment in a 4-year institution (e.g., students who earned a degree at a 2-year institution or by enrolling less than full time in a 4-year institution).

Exhibit 15: IB Students Earning a Bachelor's Degree Within 4 and 6 Years of Enrolling Full Time in a 4-Year College or University, by Institution Type, 2001 and 2002 Graduating International Cohorts

	<i>N</i>	4 years		6 years	
		Number	Percent	Number	Percent
4-year institutions					
Any	1,126	769	68.3	885	78.6
Public	358	191	53.4	260	72.6
Private	768	578	75.3	625	81.4
More selective	965	703	72.8	796	82.5
Somewhat selective	125	54	43.2	75	60.0
4-year more selective schools					
Small arts and sciences colleges	191	149	78.0	154	80.6
Research universities	583	427	73.2	497	85.2

Note: These numbers exclude students who did not enroll before January 31, 2003, to ensure that we have degree information 6 years from initial enrollment. They also exclude students who earned a degree before their first full-time enrollment in a 4-year institution (e.g., students who earned a degree at a 2-year institution or by enrolling less than full time in a 4-year institution).

Appendix

An asterisk in the tables that follow indicates the school did not participate in the NSC Degree Verify service at the time we obtained data for this study.

More Selective Small Arts and Sciences Colleges (89)

We defined small arts and sciences colleges through the following combination of 2005 Carnegie Classification types: 2005 Basic Classification of *baccalaureate colleges – arts and sciences*; Undergraduate Program Classification of *arts and science focus with no or some graduate coexistence*; Undergraduate Profile Classification of *full-time 4-year more selective, lower transfer-in*; and Size and Setting Classification of *small and very small 4-year primarily and highly residential*.

Name	State Abbreviation
Hendrix College	AR
Claremont McKenna College*	CA
Occidental College	CA
Pitzer College	CA
Pomona College	CA
Scripps College*	CA
Thomas Aquinas College*	CA
University of Judaism*	CA
Westmont College*	CA
Colorado College*	CO
Connecticut College	CT
Trinity College*	CT
New College of Florida	FL
Agnes Scott College	GA
Cornell College	IA
Grinnell College	IA
Knox College	IL
Lake Forest College	IL
DePauw University	IN
Earlham College	IN
Hanover College*	IN
Wabash College*	IN
Centre College	KY
Amherst College*	MA
College of the Holy Cross	MA
Hampshire College	MA
Mount Holyoke College*	MA

Name	State Abbreviation
Wellesley College	MA
Wheaton College	MA
Williams College	MA
Goucher College*	MD
St. John's College*	MD
St. Mary's College of Maryland*	MD
Washington College	MD
Bates College	ME
Bowdoin College*	ME
Colby College	ME
College of the Atlantic*	ME
Albion College	MI
Hillsdale College*	MI
Kalamazoo College*	MI
Carleton College	MN
Macalester College	MN
Saint Olaf College	MN
University of Minnesota - Morris	MN
Davidson College*	NC
Warren Wilson College*	NC
Drew University	NJ
Bard College*	NY
Barnard College	NY
Colgate University*	NY
Hamilton College	NY
Hobart William Smith Colleges	NY
Sarah Lawrence College	NY
Skidmore College	NY
St. Lawrence University	NY
Union College	NY
Vassar College*	NY
College of Wooster*	OH
Denison University	OH
Kenyon College*	OH
Oberlin College*	OH
Lewis & Clark College	OR
Reed College	OR
Willamette University	OR
Allegheny College*	PA
Bryn Mawr College	PA

Name	State Abbreviation
Dickinson College	PA
Franklin and Marshall College	PA
Haverford College*	PA
Lafayette College	PA
Swarthmore College	PA
Ursinus College*	PA
Furman University*	SC
Rhodes College	TN
Sewanee: the University of the South	TN
Austin College	TX
Southwestern University	TX
Hampden-Sydney College	VA
Hollins University	VA
Randolph College	VA
Sweet Briar College	VA
Bennington College	VT
Marlboro College	VT
Middlebury College	VT
University of Puget Sound	WA
Whitman College	WA
Beloit College	WI
Lawrence University*	WI

More Selective Comprehensive Research Universities (90)

We defined research universities through the following combination of 2005 Carnegie Classification types: 2005 Basic Classification of *research university with high or very high research activity*; Graduate Program Classification of *comprehensive doctoral (with and without medical/veterinary)*; Undergraduate Profile Classification of *full-time 4-year more selective, both lower and higher transfer-in*.

Name	State Abbreviation
Auburn University Main Campus	AL
University of Arkansas Main Campus	AR
Stanford University	CA
University of California - Berkeley	CA
University of California - Davis	CA
University of California - Irvine*	CA
University of California - Los Angeles	CA
University of California - San Diego	CA
University of California - Santa Barbara	CA

Name	State Abbreviation
University of California - Santa Cruz*	CA
University of Southern California	CA
University of Colorado at Boulder	CO
University of Denver	CO
University of Connecticut	CT
Yale University*	CT
Catholic University of America	DC
George Washington University	DC
Georgetown University	DC
University of Delaware	DE
Florida State University	FL
University of Florida	FL
University of Miami	FL
Emory University	GA
Georgia Institute of Technology - Main Campus	GA
University of Georgia	GA
Iowa State University	IA
University of Iowa	IA
Loyola University Chicago	IL
Northwestern University	IL
University of Chicago	IL
University of Illinois at Urbana-Champaign	IL
Purdue University - Main Campus	IN
University of Notre Dame	IN
Louisiana State Univ & Ag & Mech & Hebert Laws Ctr	LA
Boston College	MA
Boston University	MA
Brandeis University	MA
Clark University	MA
Harvard University	MA
Massachusetts Institute of Technology*	MA
Tufts University	MA
University of Massachusetts - Amherst	MA
Johns Hopkins University	MD
University of Maryland-College Park	MD
Michigan State University	MI
University of Michigan - Ann Arbor	MI
University of Minnesota - Twin Cities	MN
Saint Louis University - Main Campus	MO
University of Missouri - Columbia	MO

Name	State Abbreviation
Washington University in St. Louis	MO
Duke University*	NC
University of North Carolina at Chapel Hill*	NC
University of Nebraska at Lincoln	NE
Princeton University	NJ
Rutgers University - New Brunswick	NJ
Columbia University in the City of New York	NY
Cornell University - Endowed Colleges	NY
New York University	NY
Rensselaer Polytechnic Institute*	NY
SUNY at Albany	NY
SUNY at Binghamton	NY
SUNY at Buffalo*	NY
SUNY at Stony Brook	NY
Syracuse University	NY
University of Rochester	NY
Case Western Reserve University	OH
Miami University - Oxford	OH
Ohio State University - Main Campus	OH
Oklahoma State University - Main Campus	OK
University of Oklahoma Norman Campus	OK
University of Tulsa	OK
Carnegie Mellon University	PA
Lehigh University	PA
Pennsylvania State University - Main Campus	PA
University of Pennsylvania	PA
University of Pittsburgh - Main Campus	PA
University of Puerto Rico - Rio Piedras Campus*	PR
Brown University	RI
University of Rhode Island	RI
University of South Carolina - Columbia	SC
Vanderbilt University	TN
Baylor University	TX
Rice University	TX
Texas A & M University	TX
Texas Tech University	TX
University of Texas at Austin*	TX
University of Virginia - Main Campus	VA
University of Washington - Seattle Campus	WA
Marquette University	WI
University of Wisconsin - Madison	WI