Aspiring and achieving: Highlighting DP and CP student research

Based on a large international data set, by the end of the Diploma Programme (DP), 98% of students aspired to at least a bachelor's degree and 81% aspired to a master's, doctoral or professional degree.1

In line with previous research, about 85% of DP students* in the United States (US) enrolled in university immediately after high school, compared to 66% of all US high school graduates. DP students were also more likely than other US students to continue on to their second year of university (persistence).2

In the UK, DP students* were more likely to achieve many positive higher education outcomes compared to matched A level students.3

Notes: This figure displays odds ratios. An odds ratio of greater than 1 means that DP students have greater odds of achieving that educational outcome compared to similar (matched) A level students.

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1 Duxbury et al., 2021
2 Pilchen et al., 2020
3 Duxbury et al., 2021
A study in Australia, England and Norway found that DP students* had significantly higher levels of critical thinking compared to their matched non-DP peers. The critical thinking advantage of DP students compared to non-DP students also increased from year 11 to year 12.\textsuperscript{4}

At both the University of Toronto and the University of British Columbia in Canada, DP students were much more likely than non-DP students to enter science faculties compared to other fields of study.

### University of Toronto

<table>
<thead>
<tr>
<th>Degree programme on entry</th>
<th>DP (%)</th>
<th>Ontario Secondary School Diploma (OSSD)* (%)</th>
<th>French Immersion** (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>29.8</td>
<td>48.0</td>
<td>62.0</td>
</tr>
<tr>
<td>Commerce</td>
<td>8.4</td>
<td>11.7</td>
<td>4.3</td>
</tr>
<tr>
<td>Engineering</td>
<td>11.7</td>
<td>8.2</td>
<td>8.1</td>
</tr>
<tr>
<td>Science</td>
<td>50.1</td>
<td>32.1</td>
<td>25.5</td>
</tr>
</tbody>
</table>

Notes: Due to rounding error, some columns may not total to 100%.
* Students who complete Ontario’s traditional high school curriculum receive an Ontario Secondary School Diploma (OSSD).
** French Immersion students provide a useful comparison to DP students in most Canadian contexts, as both sets of students may undergo selection processes to enter and/or remain enrolled in intensified and/or enriched alternative education programmes.

### University of British Columbia

<table>
<thead>
<tr>
<th>Degree programme on entry</th>
<th>DP (%)</th>
<th>Dogwood Diploma (DW)* (%)</th>
<th>French Immersion** (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>25.5</td>
<td>36.9</td>
<td>39.6</td>
</tr>
<tr>
<td>Business/Commerce</td>
<td>9.4</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>Engineering</td>
<td>14.6</td>
<td>10.2</td>
<td>13.6</td>
</tr>
<tr>
<td>Forestry</td>
<td>0.0</td>
<td>5.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Human kinetics</td>
<td>1.9</td>
<td>4.8</td>
<td>4.7</td>
</tr>
<tr>
<td>Land and food systems</td>
<td>2.7</td>
<td>11.0</td>
<td>2.6</td>
</tr>
<tr>
<td>Science</td>
<td>45.1</td>
<td>22.9</td>
<td>30.6</td>
</tr>
</tbody>
</table>

Notes: Due to rounding error, some columns may not total to 100%.
* British Columbia’s traditional public high school curriculum is known as the “Dogwood Diploma” (DW).
** French Immersion students provide a useful comparison to DP students in most Canadian contexts, as both sets of students may undergo selection processes to enter and/or remain enrolled in intensified and/or enriched alternative education programmes.
In comparison with non-DP peers, DP alumni at universities in Australia and East Asia reported higher capacities for a variety of 21st-century skills (based on a five-point scale).\(^6\)

### Australia
- **Cultural sensitivity**: 4.4 (DP), 4.0 (Non-DP)
- **Time management**: 3.6 (DP), 3.1 (Non-DP)
- **Leadership**: 3.9 (DP), 3.8 (Non-DP)
- **Global-mindedness**: 4.0 (DP), 3.4 (Non-DP)

### East Asia
- **Cultural sensitivity**: 4.1 (DP), 3.8 (Non-DP)
- **Time management**: 3.9 (DP), 3.6 (Non-DP)
- **Leadership**: 3.7 (DP), 3.4 (Non-DP)
- **Global-mindedness**: 3.8 (DP), 3.5 (Non-DP)

*Note*: Countries shown in bold had a statistically significant difference between groups at a 5% level.

**Notes:**
- Countries shown in bold had a statistically significant difference between groups at a 5% level.
- Compared to young adults from a similar age range, DP and Career-related Programme (CP) students had higher levels of global mindedness across all six countries studied. In five out of six cases, these differences in global-mindedness levels were statistically significant.\(^7\)

Additionally, compared to students with traditional high school diplomas in Ontario and British Columbia (OSSD or DW), DP students earned higher university grades, were less likely to drop out of university and were more likely to graduate in a timely manner.\(^5\)
A study in the UK indicated that CP students were progressing and performing well at university with **89% continuing** on to their second year of study and **70% achieving a first- or upper second-class honours degree** (a higher percentage than Business and Technology Education Council (BTEC) students—66%).

Data from CP alumni in Kent, UK indicated that **55% of former CP students were enrolled in university, 17% were employed, 16% were engaged in apprenticeships** and fewer than 1% were unemployed.

Students also believed the CP had helped to develop key skills for education, work and life, with **87% agreeing that the CP had developed their academic skills, 82% reporting that the CP had developed their work-based skills** and **70% agreeing that the CP had developed their personal skills.**

Additionally, **92% of these CP students successfully completed the programme and achieved the CP certificate.**

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2. [https://ibo.org/research/outcomes-research/diploma-studies/us-postsecondary-outcomes/](https://ibo.org/research/outcomes-research/diploma-studies/us-postsecondary-outcomes/)
3. [https://ibo.org/research/outcomes-research/diploma-studies/uk-higher-education-outcomes/](https://ibo.org/research/outcomes-research/diploma-studies/uk-higher-education-outcomes/)
4. [https://ibo.org/research/outcomes-research/diploma-studies/critical-thinking-skills-of-dp-students/](https://ibo.org/research/outcomes-research/diploma-studies/critical-thinking-skills-of-dp-students/)
8. [https://ibo.org/research/outcomes-research/diploma-studies/cp-studies/cp-students-studying-at-uk-higher-education-institutions/](https://ibo.org/research/outcomes-research/diploma-studies/cp-studies/cp-students-studying-at-uk-higher-education-institutions/)

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