

SRI International

Research Brief: Postsecondary Enrollment Patterns of IB Certificate and Diploma Candidates from U.S. 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 in the United States in 2000 and 2001. 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 tracked the postsecondary enrollment and graduation rates of two cohorts of IB students: 11,653 certificate candidates and 12,834 diploma candidates.¹ We report on characteristics of the first postsecondary institutions these students enrolled in full time, such as school type and selectivity (defined in Exhibit 2). Here are some of the key findings from these analyses:

- A total of 71 percent of the IB students enrolled full time at an NSC-participating postsecondary institution.
- Most IB students enrolled directly in a 4-year institution. For 67 percent of all IB students, the first full-time enrollment was at a 4-year institution (Exhibit 7). Overall, 69 percent of IB students eventually enrolled full time at a 4-year postsecondary institution, regardless of whether they had previously enrolled full time at a 2-year institution; this suggests that only 2 percent of IB students started full time at a 2-year school and then moved to a 4-year school (Exhibit 7).
- The majority of IB students attended selective colleges and universities, and this proportion was higher for diploma candidates than for certificate candidates.
 - 61 percent of IB certificate candidates and 68 percent of IB diploma candidates enrolled full time at a 4-year institution classified as selective or more selective (Exhibit 7).
 - 36 percent of IB certificate candidates and 53 percent of IB diploma candidates enrolled full time at a 4-year school classified as more selective (Exhibit 7).
 - The first full-time enrollment of 21 percent of IB certificate candidates and 39 percent of IB diploma candidates was at a 4-year more selective school that we classified as a research university (i.e., a comprehensive doctorate-granting institution with high research activity) (Exhibit 7).
- IB diploma candidates from public and private high schools had very different enrollment patterns.
 - Despite having slightly higher mean exam scores than students from public high schools (Exhibit 4), IB diploma candidates from private high schools were less likely to enroll in college in the United States (Exhibit 9). More research is needed to understand this finding, but one possibility is that it reflects the higher proportion of international students enrolled in the IB Diploma Programme at private than public high schools: 33 percent of IB diploma candidates from private high schools were

¹ These cohorts were defined by students who took IB exams in 2000 and 2001; students who took IB courses but did not take any IB exams do not appear in our dataset.

international students, compared with only 7 percent from public high schools (Exhibit 6). International students may be more likely to attend college outside the United States, and international enrollments are not captured in our analysis.

- IB diploma candidates from private high schools were less likely than those from public high schools to enroll at public 4-year institutions and were more likely to enroll in more selective arts and sciences colleges than almost any other group of students we examined (Exhibit 9). These differences persisted even when we looked at just the students from each type of high school who enrolled full time at a 4-year institution.² International students usually pay higher tuition at public institutions, which possibly explains the lower matriculation rates for IB diploma candidates from private high schools at these institutions; almost all the schools we classified as arts and sciences colleges are private.
- Diploma candidates who did very well on IB exams in multiple subjects were more likely to attend more selective college and universities.
 - When we compared diploma candidates who scored a 6 or higher on three or more exams with those who did not score this high in any subject, 62 percent enrolled in a more selective 4-year institution, compared with 44 percent with no scores above a 5 (Exhibit 11b).
 - Similarly, 6 percent of repeat high-scorers enrolled in small arts and sciences colleges and 46 percent in research universities, compared with 3 and 32 percent, respectively, of students with no scores above 5 (Exhibit 11b).
- The University of Florida had the most IB student enrollments of any NSC-participating institution, accounting for almost 9 percent of first full-time enrollments in 4-year institutions for all IB students and for 15 percent of diploma candidates (Exhibits 13 and 15). This reflects the high proportion (30 percent) of IB diploma candidates who came from high schools in Florida (Exhibit 5), as well as the weight given to IB courses in determining eligibility for merit-based scholarships to Florida's public university system, making the state system an attractive option for many IB students.
- At college and universities with high numbers of IB enrollments, both 4- and 6-year graduation rates for IB students were generally higher than the institutional average. For example, 72 percent of IB students graduated from the University of Florida in 4 years compared with 53 percent of 2001 first-time freshman enrollees overall.

² When considered as a proportion of students who enrolled full time at a 4-year institution, 65 percent of public high school graduates enrolled in a public college or university, compared with only 33 percent of private school students; in contrast, the percentage of private high school graduates who enrolled at an arts and sciences college was double that of public high school graduates (11 percent compared with 5 percent).

Introduction

Although the formal IB curriculum ends with the Diploma Programme, the organization’s goals for educating students go beyond earning 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.”³ 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 in the United States in 2000 and 2001. 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 students, 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 it with higher level of preparation and achievement.

Despite these limitations in our ability to make inferences about whether IB participation leads to desired outcomes, it is useful to consider the national averages as benchmarks for how to define high rates of college enrollment and achievement. As context, the U.S. Bureau of Labor statistics estimated that 56 percent of 2001 high school graduates were enrolled full time in college (2- and 4-year institutions) by the following October.⁴ Nationwide, 36 percent of first-time freshmen who entered full time into 4-year postsecondary institutions in 2001 graduated within 4 years, and 57 percent graduated within 6 years.⁵ Our analysis of the NSC data enabled us to estimate these rates for IB students, although we could not determine whether any differences we observed between the national averages and the IB-specific rates we calculated are due to IB participation or the selection effects discussed in the previous paragraph.

³ From the International Baccalaureate website. Retrieved from <http://www.ibo.org/mission/>

⁴ Bureau of Labor Statistics, May 14, 2002, *College Enrollment and Work Activity of 2001 High School Graduates*, Retrieved from http://www.bls.gov/news.release/History/hsgsec_05142002.txt

⁵ Knapp, L. G., Kelly-Reid, J. E., & Ginder, S. A. (2009), *Enrollment in Postsecondary Institutions, Fall 2007; Graduation Rates, 2001 and 2004 Cohorts; and Financial Statistics, Fiscal Year 2007*. National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009155>

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 2000 and 2001 graduating cohorts, postsecondary enrollment and graduation data for these students from the NSC, 4- and 6-year graduation rates for the 2001 entering first-time freshman cohort at U.S. postsecondary institutions from the Integrated Postsecondary Education Data System (IPEDS), and classification of institutional type from the Carnegie Classifications of Institutions of Higher Education developed by the Carnegie Foundation for the Advancement of Teaching.⁶

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. post-secondary institutions
Year	2000 and 2001	2000–2008	Classifications based on data from 2003 and 2004	2001 cohort

IB Student Data

The International Baccalaureate collects data on students who register for IB assessments. 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 the intention of completing the IB diploma 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 (scored 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.⁷

⁶ Carnegie Foundation for the Advancement of Teaching, Carnegie Classifications Data File, June 19, 2009.

⁷ 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.⁸ 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).⁹ 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 these 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.

⁸ At all institutions classified as more selective, at least 80 percent of undergraduates are enrolled full time.

⁹ 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 of 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 students' 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 these 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 the Degree Verify service contribute complete student degree data to the NSC.¹⁰ While our analysis captured student enrollments at the postsecondary institutions that participated in Student Tracker at the time IB obtained the data, degree information may be incomplete for the institutions that did not participate in Degree Verify 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 calculated for this school increased dramatically.¹¹

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).¹² 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.¹³

¹⁰ National Student Clearinghouse Student Tracker brochure. Retrieved from http://www.studentclearinghouse.org/colleges/Tracker/pdfs/ST_SchoolBrochure.pdf

¹¹ The calculated graduation rates 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

¹² Institutions accredited by regional or national accrediting agencies recognized by the U.S. Department of Education.

¹³ 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.

Note that The University of Texas at Austin (UT), the flagship public university in a state with almost 5 percent of the IB students in our cohorts (Exhibit 5), did not participate in the NSC at the time we obtained the data for this analysis. We were concerned that missing enrollments at such a large postsecondary institution might artificially depress the reported college enrollment rates. When we re-ran the analysis excluding all IB students from Texas, the enrollment rates at the various institution types remained virtually unchanged. This suggests that the missing enrollments from UT did not have a large impact on the enrollment rates we calculated, although it is possible that these rates would have increased very slightly, particularly for the research universities category, if a high proportion of IB students from Texas in our cohorts did attend UT.¹⁴

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 was 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, 2002, and who entered without a prior degree.¹⁵

¹⁴ Specifically, the rates we calculate would increase only if, with the inclusion of enrollments at UT, a higher-than-average proportion of IB students from Texas enrolled full time at a 4-year institution.

¹⁵ We used this date filter as a way of identifying schools where we were likely to have complete degree information 6 years out from first enrollment.

Full Results

Exhibits 4 through 6 present descriptive information about the 2000 and 2001 IB cohorts used in the analysis. In Exhibit 4, the percent column presents the percentage of the total number of IB students, combining certificate and diploma candidates. In Exhibit 5, the percent column shows the percentage of the total number of IB students in a given category combined (overall and then separately for diploma and certificate candidates). In Exhibit 6, the *N* column displays the number of IB students from public, private, and all high schools, and the percent column represents the percentage of these students who were international students.

Exhibit 4: Characteristics of IB Students, 2000 and 2001 Graduating Domestic Cohorts

	Number	Percent	Mean number of exams per student	Mean exam score
IB students	24,487	100.0	4.0	4.37
Male	10,232	41.8	4.1	4.33
Female	14,255	58.2	4.0	4.40
Diploma candidates	12,834	52.4	6.0	4.63
Diploma recipients	10,016	40.9	6.0	4.96
Diploma nonrecipients	2,818	11.5	5.7	3.48
Students from private high schools	1,282	5.2	6.0	4.84
Students from public high schools	11,552	47.2	6.0	4.61
Certificate candidates	11,653	47.6	1.9	4.09
Taking fewer than three exams	8,710	35.6	1.3	4.07
Taking three or more exams	2,943	12.0	3.6	4.13

Exhibit 5: IB Students by State Where High School Is Located

	IB students		Certificate candidates		Diploma candidates	
	Number	Percent	Number	Percent	Number	Percent
Florida	4,297	17.5	361	3.1	3,936	30.7
California	3,571	14.6	2,270	19.5	1,301	10.1
Virginia	3,422	14.0	2,652	22.8	770	6.0
Minnesota	1,283	5.2	1,048	9.0	235	1.8
New York	1,206	4.9	720	6.2	486	3.8
Texas	1,148	4.7	600	5.1	548	4.3
Colorado	1,046	4.3	92	0.8	954	7.4
North Carolina	946	3.9	349	3.0	597	4.7
Washington	896	3.7	544	4.7	352	2.7
Maryland	741	3.0	267	2.3	474	3.7

Exhibit 6: International IB Students from Public and Private High Schools

	IB students		Certificate candidates		Diploma candidates	
	Number	Percent	Number	Percent	Number	Percent
Public high schools	22,421	6.8	10,869	7.1	11,552	6.5
Private high schools	2,066	23.7	784	8.6	1,282	32.9
Overall	24,487	8.2	11,653	7.2	12,834	9.1

Note: These students had a country other than the United States listed as their first and second nationality in the IB student data.

Postsecondary Enrollments

Exhibits 7 through 12b 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. **The percentages in all subsequent rows below are based on this *total* number of students in both cohorts.**
- The row under “Any postsecondary enrollment” shows the percentage of the entire cohort that appears in the NSC file, meaning that after completing high school, these students enrolled in at least one class at a postsecondary institution that participates in the NSC.
- 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.¹⁶
- 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).

¹⁶ The first full-time 4-year enrollment at any public or private institution percentage (row 9) is generally higher than the first full-time enrollment percentage at a 4-year institution (row 7) because it includes some students who previously enrolled full-time in a 2-year institution (row 6) so whose first full-time enrollment was at a 2-year school.

**Exhibit 7: IB Students Enrolled in U.S. Postsecondary Institutions,
2000 and 2001 Graduating Domestic Cohorts**

	All IB students	Certificate candidates	Diploma candidates	Diploma candidates	
				Diploma received	Diploma not received
<i>N</i>	24,487	11,653	12,834	10,016	2,818
Any postsecondary enrollment					
Total (%)	84.6	83.4	85.7	85.9	85.0
First full-time enrollment (%)					
Any 2- or 4-year school	71.0	68.9	72.8	73.5	70.6
2 year	3.8	5.5	2.2	1.3	5.3
4 year	67.1	63.3	70.6	72.1	65.3
First full-time 4-year enrollment (%)					
Any public or private school	68.8	65.7	71.5	72.6	67.6
Public	44.8	45.0	44.6	43.4	49.1
Private	24.0	20.8	26.9	29.3	18.5
More selective	45.0	36.1	53.0	57.2	37.8
Somewhat selective	19.4	24.6	14.7	12.2	23.8
4-year more selective schools (%)					
Small arts and sciences colleges	3.3	2.7	3.9	4.5	2.0
Research universities	30.4	21.1	38.9	42.2	27.3

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

Exhibit 8: IB Students Enrolled in U.S. Postsecondary Institutions by Number of Exams Scored 4 or Higher, 2000 and 2001 Graduating Domestic Cohorts

	Number of exams scored 4 or higher		
	None	1 to 2	3 or more
<i>N</i>	2,042	8,687	13,758
Any postsecondary enrollment			
Total (%)	82.4	83.2	85.8
First full-time enrollment (%)			
Any 2- or 4-year school	66.7	68.5	73.2
2 year	9.1	5.4	2.0
4 year	57.6	63.0	71.2
First full-time 4-year enrollment (%)			
Any public or private school	61.1	65.4	72.0
Public	45.9	44.9	44.6
Private	15.2	20.5	27.5
More selective	23.3	35.9	53.9
Somewhat selective	30.5	24.6	14.5
4-year more selective schools (%)			
Small arts and sciences colleges	1.2	2.4	4.2
Research universities	12.9	22.0	38.4

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

Exhibit 9: IB Diploma Candidates Enrolled in U.S. Postsecondary Institutions by High School Type, 2000 and 2001 Graduating Domestic Cohorts

	Overall	High school type	
		Public	Private
<i>N</i>	12,834	11,552	1,282
Any postsecondary enrollment			
Total (%)	85.7	87.5	69.4
First full-time enrollment (%)			
Any 2- or 4-year school	72.8	74.6	56.6
2 year	2.2	2.4	0.7
4 year	70.6	72.3	55.8
First full-time 4-year enrollment (%)			
Any public or private school	71.5	73.2	56.2
Public	44.6	47.5	18.6
Private	26.9	25.7	37.6
More selective	53.0	53.9	44.6
Somewhat selective	14.7	15.4	8.4
4-year more selective schools (%)			
Small arts and sciences colleges	3.9	3.7	6.2
Research universities	38.9	39.7	31.4

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

Exhibit 10: IB Diploma Candidates Enrolled in U.S. Postsecondary Institutions by Total Points Earned Toward Diploma, 2000 and 2001 Graduating Domestic Cohorts

	Overall	Points to diploma		
		0 to 23	24 to 26	27 or more
<i>N</i>	12,834	2,025	2,079	8,730
Any postsecondary enrollment				
Total (%)	85.7	84.5	86.2	85.8
First full-time enrollment (%)				
Any 2- or 4-year school	72.8	69.8	73.8	73.3
2 year	2.2	6.1	2.7	1.2
4 year	70.6	63.7	71.1	72.1
First full-time 4-year enrollment (%)				
Any public or private school	71.5	66.3	72.3	72.6
Public	44.6	48.4	48.8	42.7
Private	26.9	17.8	23.5	29.8
More selective	53.0	34.2	46.9	58.8
Somewhat selective	14.7	25.2	21.4	10.7
4-year more selective schools (%)				
Small arts and sciences colleges	3.9	1.5	2.8	4.8
Research universities	38.9	24.4	34.5	43.3

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

Exhibit 11a: IB Diploma Candidates Enrolled in U.S. Postsecondary Institutions by Number of Exams Scored 4 or Higher, 2000 and 2001 Graduating Domestic Cohorts

	Overall	Exams scored 4 or higher		
		None	1 to 2	3 or more
<i>N</i>	12,834	73	758	12,003
Any postsecondary enrollment				
Total (%)	85.7	72.6	83.5	85.9
First full-time enrollment (%)				
Any 2- or 4-year school	72.8	56.2	68.6	73.2
2 year	2.2	12.3	7.1	1.8
4 year	70.6	43.8	61.5	71.3
First full-time 4-year school enrollment (%)				
Any public or private school	71.5	52.1	64.0	72.1
Public	44.6	37.0	48.9	44.4
Private	26.9	15.1	15.0	27.7
More selective	53.0	15.1	30.1	54.6
Somewhat selective	14.7	27.4	26.3	13.9
4-year more selective schools (%)				
Small arts and sciences colleges	3.9	2.7	0.8	4.1
Research universities	38.9	8.2	23.1	40.1

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

Exhibit 11b: IB Diploma Candidates Enrolled in U.S. Postsecondary Institutions by Number of Exams Scored 6 or Higher, 2000 and 2001 Graduating Domestic Cohorts

	Overall	Exams scored 6 or higher		
		None	1 to 2	3 or more
<i>N</i>	12,834	4,540	5,292	3,002
Any postsecondary enrollment				
Total (%)	85.7	85.8	85.7	85.4
First full-time enrollment (%)				
Any 2- or 4-year school	72.8	72.4	73.7	72.0
2 year	2.2	3.7	1.6	0.9
4 year	70.6	68.6	72.1	71.1
First full-time 4-year enrollment (%)				
Any public or private school	71.5	70.2	72.7	71.6
Public	44.6	48.7	45.9	36.2
Private	26.9	21.5	26.8	35.3
More selective	53.0	44.0	55.8	61.6
Somewhat selective	14.7	21.4	13.3	7.2
4-year more selective schools (%)				
Small arts and sciences colleges	3.9	2.5	3.9	6.2
Research universities	38.9	31.5	41.4	45.7

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

Exhibit 12a: IB Certificate Candidates Enrolled in U.S. Postsecondary Institutions by Number of Exams Taken and Number Scored 4 or Higher, 2000 and 2001 Graduating Domestic Cohorts

	Overall	Exams taken		Exams scored 4 or higher		
		1	2 or more	None	1 to 2	3 or more
<i>N</i>	11,653	5,878	5,775	1,969	7,929	1,755
Any postsecondary enrollment						
Total (%)	83.4	81.9	85.0	82.7	83.2	85.3
First full-time enrollment (%)						
Any 2- or 4-year school	68.9	66.3	71.6	67.1	68.5	72.9
2 year	5.5	6.5	4.5	8.9	5.2	2.8
4 year	63.3	59.7	67.0	58.1	63.2	70.0
First full-time 4-year enrollment (%)						
Any	65.7	62.4	69.1	61.4	65.6	71.3
Public	45.0	43.7	46.3	46.2	44.5	45.7
Private	20.8	18.7	22.8	15.2	21.1	25.6
More selective	36.1	31.8	40.5	23.6	36.4	48.9
Somewhat selective	24.6	25.5	23.7	30.6	24.5	18.7
4-year more selective schools (%)						
Small arts and sciences colleges	2.7	2.0	3.4	1.1	2.6	5.0
Research universities	21.1	18.5	23.8	13.1	21.9	26.9

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

Exhibit 12b: IB Certificate Candidates Enrolled in U.S. Postsecondary Institutions by Number of Exams Scored 6 or Higher, 2000 and 2001 Graduating Domestic Cohorts

	Number of exams scored 6 or higher			
	Overall	None	1 to 2	3 or more
<i>N</i>	11,653	9,038	2,495	120
Any postsecondary enrollment				
Total (%)	83.4	83.5	83.3	83.3
First full-time enrollment				
Any 2- or 4-year school	68.9	68.7	69.5	69.2
2 year	5.5	6.1	3.6	0.0
4 year	63.3	62.6	65.9	69.2
First full-time 4-year school enrollment (%)				
Any	65.7	65.2	67.4	69.2
Public	45.0	45.5	43.2	40.8
Private	20.8	19.7	24.2	28.3
More selective	36.1	33.9	43.2	55.0
Somewhat selective	24.6	26.3	19.2	12.5
4-year more selective schools (%)				
Small arts and sciences colleges	2.7	2.3	3.7	8.3
Research universities	21.1	19.6	26.2	31.7

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

Postsecondary Graduation Rates

Exhibits 13 through 16 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 rate 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, 2002, in calculating the IB-student graduation rates. IB students, both diploma and certificate candidates, had higher 4- and 6-year graduation rates than the institutional average at almost every institution on these lists.

Any reported IB student graduation rates from schools that did not participate in NSC’s Degree Verify service as of summer 2009, such as the University of North Carolina at Chapel Hill, should be considered lower limits, because these institutions may not have provided the NSC with complete degree data. See page 7 and the appendix for more information.

**Exhibit 13: Four-Year Postsecondary Institutions with Highest Number of IB Student Enrollments,
2000 and 2001 Graduating Domestic Cohorts**

Rank	School	IB students		4-year graduation rate		6-year graduation rate	
		Number*	Percent	IB students	Institution	IB students	Institution
1	UNIVERSITY OF FLORIDA	1,422	8.8	71.7	53.0	86.9	81.0
2	GEORGE MASON UNIVERSITY	360	2.2	38.0	31.0	55.6	58.0
3	UNIVERSITY OF VIRGINIA	320	2.0	89.3	84.0	96.6	93.0
4	UNIVERSITY OF COLORADO AT BOULDER	281	1.7	69.5	41.0	83.6	67.0
5	UNIVERSITY OF NORTH CAROLINA - CHAPEL HILL	275	1.7	58.2	71.0	66.9	83.0
6	VIRGINIA POLYTECH AND STATE UNIV	272	1.7	68.6	51.0	83.7	78.0
7	UNIVERSITY OF CALIFORNIA - LOS ANGELES	271	1.7	82.9	66.0	93.7	90.0
8	JAMES MADISON UNIVERSITY	248	1.5	75.0	65.0	83.9	81.0
9	UNIVERSITY OF CENTRAL FLORIDA	246	1.5	57.2	31.0	76.4	59.0
10	UNIVERSITY OF MINNESOTA - TWIN CITIES	223	1.4	45.5	37.0	64.1	63.0
11	UNIVERSITY OF WASHINGTON - SEATTLE	213	1.3	60.0	48.0	82.7	75.0
12	UNIVERSITY OF SOUTHERN CALIFORNIA	209	1.3	76.4	66.0	87.9	85.0
13	UNIVERSITY OF MIAMI	206	1.3	80.2	63.0	85.9	76.0
14	UNIVERSITY OF MICHIGAN - CENTRAL CAMPUS	200	1.2	84.6	70.0	93.6	88.0
15	COLLEGE OF WILLIAM & MARY	188	1.2	91.3	84.0	95.4	91.0
16	NEW YORK UNIVERSITY	174	1.1	83.0	78.0	88.4	84.0
17	UNIVERSITY OF MARYLAND - COLLEGE PARK	164	1.0	66.9	58.0	80.3	80.0
18	UNIVERSITY OF WISCONSIN - MADISON	149	0.9	62.8	46.0	79.1	79.0
19	UNIVERSITY OF CALIFORNIA - SANTA BARBARA	145	0.9	69.2	50.0	80.8	80.0
20	GEORGIA INSTITUTE OF TECHNOLOGY	143	0.9	51.9	33.0	82.7	78.0
21	NORTH CAROLINA STATE UNIVERSITY	137	0.8	65.1	37.0	82.9	70.0
22	STANFORD UNIVERSITY	128	0.8	89.4	80.0	99.0	95.0
23	VIRGINIA COMMONWEALTH UNIVERSITY	125	0.8	38.0	20.0	62.0	47.0
24	UNIVERSITY OF CALIFORNIA - SANTA CRUZ	124	0.8	**	46.0	**	68.0
25	BOSTON UNIVERSITY	122	0.8	73.5	76.0	74.5	82.0

* This column includes enrollments after January 31, 2002. We excluded those enrollments when calculating the graduation rates for IB students.

**No degree information provided

**Exhibit 14: Four-Year Postsecondary Institutions with Highest Number of IB Certificate Candidate Enrollments,
2000 and 2001 Graduating Domestic Cohorts**

Rank	School	IB students		4-year graduation rate		6-year graduation rate	
		Number*	Percent	Certificate candidates	Institution	Certificate candidates	Institution
1	GEORGE MASON UNIVERSITY	326	4.4	36.4	31.0	54.2	58.0
2	VIRGINIA POLYTECH AND STATE UNIV	202	2.7	66.5	51.0	81.8	78.0
3	JAMES MADISON UNIVERSITY	199	2.7	73.4	65.0	83.6	81.0
4	UNIVERSITY OF MINNESOTA - TWIN CITIES	163	2.2	40.6	37.0	56.4	63.0
5	UNIVERSITY OF VIRGINIA	139	1.9	85.5	84.0	95.7	93.0
6	UNIVERSITY OF WASHINGTON - SEATTLE	126	1.7	63.2	48.0	83.0	75.0
7	UNIVERSITY OF CALIFORNIA - LOS ANGELES	108	1.5	87.5	66.0	96.3	90.0
8	VIRGINIA COMMONWEALTH UNIVERSITY	103	1.4	31.6	20.0	55.7	47.0
9	UNIVERSITY OF CALIFORNIA - SANTA BARBARA	101	1.4	73.5	50.0	83.1	80.0
10	UNIVERSITY OF SOUTHERN CALIFORNIA	97	1.3	76.9	66.0	91.0	85.0
11	UNIVERSITY OF WISCONSIN - MADISON	94	1.3	56.8	46.0	76.5	79.0
12	UNIVERSITY OF CALIFORNIA - SANTA CRUZ	93	1.3	**	46.0	**	68.0
13	UNIVERSITY OF MISSOURI - COLUMBIA	83	1.1	60.8	41.0	74.3	67.0
14	UNIVERSITY OF MICHIGAN - CENTRAL CAMPUS	78	1.1	78.9	70.0	87.3	88.0
15	NEW YORK UNIVERSITY	73	1.0	82.3	78.0	90.3	84.0
16	UNIVERSITY OF NORTH CAROLINA - CHAPEL HILL	72	1.0	61.0	71.0	69.5	83.0
17	SUNY BUFFALO	71	1.0	16.7	39.0	38.3	61.0
18	UNIVERSITY OF FLORIDA	71	1.0	75.8	53.0	87.9	81.0
19	UNIVERSITY OF OREGON, MAIN CAMPUS	68	0.9	57.1	41.0	69.6	65.0
20	COLLEGE OF WILLIAM & MARY	67	0.9	96.4	84.0	100.0	91.0
21	UNIVERSITY OF CALIFORNIA - RIVERSIDE	64	0.9	11.1	38.0	13.0	66.0
22	ARIZONA STATE UNIVERSITY	62	0.8	56.8	28.0	70.5	56.0
23	FLORIDA INTERNATIONAL UNIVERSITY	62	0.8	36.4	21.0	61.4	49.0
24	TEXAS A&M UNIVERSITY	60	0.8	53.5	38.0	81.4	78.0
25	CALIFORNIA POLYTECHNIC STATE UNIVERSITY	58	0.8	4.0	21.0	8.0	66.0

* This column includes enrollments after January 31, 2002. We excluded those enrollments when calculating the graduation rates for IB students.

**No degree information provided

**Exhibit 15: Four-Year Postsecondary Institutions with Highest Number of IB Diploma Candidate Enrollments,
2000 and 2001 Graduating Domestic Cohorts**

Rank	School	IB students		4-year graduation rate		6-year graduation rate	
		Number*	Percent	Diploma candidates	Institution	Diploma candidates	Institution
1	UNIVERSITY OF FLORIDA	1,351	15.4	71.5	53.0	86.9	81.0
2	UNIVERSITY OF COLORADO AT BOULDER	243	2.8	71.7	41.0	83.2	67.0
3	UNIVERSITY OF CENTRAL FLORIDA	220	2.5	57.9	31.0	74.9	59.0
4	UNIVERSITY OF NORTH CAROLINA - CHAPEL HILL	203	2.3	57.3	71.0	66.1	83.0
5	UNIVERSITY OF VIRGINIA	181	2.1	91.9	84.0	97.1	93.0
6	UNIVERSITY OF MIAMI	165	1.9	81.9	63.0	87.7	76.0
7	UNIVERSITY OF CALIFORNIA - LOS ANGELES	163	1.9	80.3	66.0	92.3	90.0
8	GEORGIA INSTITUTE OF TECHNOLOGY	124	1.4	56.4	33.0	82.9	78.0
9	UNIVERSITY OF MICHIGAN - CENTRAL CAMPUS	122	1.4	88.0	70.0	97.4	88.0
10	COLLEGE OF WILLIAM & MARY	121	1.4	88.9	84.0	93.2	91.0
11	UNIVERSITY OF SOUTHERN CALIFORNIA	112	1.3	76.0	66.0	85.6	85.0
12	STANFORD UNIVERSITY	111	1.3	87.9	80.0	98.9	95.0
13	UNIVERSITY OF MARYLAND - COLLEGE PARK	107	1.2	73.3	58.0	85.6	80.0
14	UNIVERSITY OF PENNSYLVANIA	104	1.2	75.8	87.0	77.8	95.0
15	NEW YORK UNIVERSITY	101	1.1	83.5	78.0	87.1	84.0
16	COLORADO STATE UNIVERSITY	97	1.1	59.8	35.0	78.0	62.0
17	UNIVERSITY OF WASHINGTON - SEATTLE	87	1.0	55.7	48.0	82.3	75.0
18	GEORGETOWN UNIVERSITY	86	1.0	92.5	90.0	95.0	93.0
19	NORTH CAROLINA STATE UNIVERSITY	86	1.0	69.0	37.0	84.5	70.0
20	BOSTON UNIVERSITY	85	1.0	70.8	76.0	72.2	82.0
21	EMORY UNIVERSITY	83	0.9	88.3	83.0	89.6	88.0
22	NORTHWESTERN UNIVERSITY	81	0.9	95.9	86.0	98.6	93.0
23	FLORIDA ATLANTIC UNIVERSITY	74	0.8	58.9	15.0	71.4	38.0
24	VIRGINIA POLYTECH AND STATE UNIV	70	0.8	73.9	51.0	88.4	78.0
25	UNIVERSITY OF ILLINOIS at URBANA	69	0.8	70.5	63.0	85.2	82.0

* This column includes enrollments after January 31, 2002. We excluded those enrollments when calculating the graduation rates for IB students.

**Exhibit 16: Four-Year Postsecondary Institutions with Highest Number of IB Diploma Recipient Enrollments,
2000 and 2001 Graduating Domestic Cohorts**

Rank	School	IB students		4-year graduation rate		6-year graduation rate	
		Number*	Percent	Diploma recipients	Institution	Diploma recipients	Institution
1	UNIVERSITY OF FLORIDA	1,090	15.7	75.2	53.0	90.2	81.0
2	UNIVERSITY OF COLORADO AT BOULDER	208	3.0	74.2	41.0	85.6	67.0
3	UNIVERSITY OF NORTH CAROLINA - CHAPEL HILL	170	2.5	59.0	71.0	68.9	83.0
4	UNIVERSITY OF VIRGINIA	167	2.4	93.2	84.0	98.8	93.0
5	UNIVERSITY OF CENTRAL FLORIDA	148	2.1	65.0	31.0	81.0	59.0
6	UNIVERSITY OF MIAMI	139	2.0	81.7	63.0	87.8	76.0
7	UNIVERSITY OF CALIFORNIA - LOS ANGELES	128	1.8	82.2	66.0	94.9	90.0
8	UNIVERSITY OF MICHIGAN-CENTRAL CAMPUS	117	1.7	88.4	70.0	97.3	88.0
9	COLLEGE OF WILLIAM & MARY	112	1.6	91.7	84.0	94.5	91.0
10	STANFORD UNIVERSITY	108	1.6	87.5	80.0	98.9	95.0
11	GEORGIA INSTITUTE OF TECHNOLOGY	104	1.5	58.8	33.0	86.6	78.0
12	UNIVERSITY OF MARYLAND - COLLEGE PARK	98	1.4	76.5	58.0	87.1	80.0
13	UNIVERSITY OF PENNSYLVANIA	98	1.4	77.7	87.0	79.8	95.0
14	NEW YORK UNIVERSITY	93	1.3	86.3	78.0	90.0	84.0
15	UNIVERSITY OF SOUTHERN CALIFORNIA	93	1.3	80.0	66.0	90.6	85.0
16	GEORGETOWN UNIVERSITY	83	1.2	92.2	90.0	94.8	93.0
17	NORTHWESTERN UNIVERSITY	77	1.1	98.6	86.0	100.0	93.0
18	COLORADO STATE UNIVERSITY	75	1.1	68.3	35.0	79.4	62.0
19	EMORY UNIVERSITY	73	1.1	91.3	83.0	92.8	88.0
20	BOSTON UNIVERSITY	72	1.0	75.8	76.0	77.4	82.0
21	UNIVERSITY OF WASHINGTON - SEATTLE	69	1.0	59.0	48.0	86.9	75.0
22	NORTH CAROLINA STATE UNIVERSITY	60	0.9	70.7	37.0	87.9	70.0
23	UNIVERSITY OF ILLINOIS at URBANA	58	0.8	76.5	63.0	88.2	82.0
24	WASHINGTON UNIVERSITY	58	0.8	91.1	83.0	94.6	92.0
25	GEORGE WASHINGTON UNIVERSITY	55	0.8	82.0	73.0	82.0	78.0

* This column includes enrollments after January 31, 2002. We excluded those enrollments when calculating the graduation rates for IB students.

Exhibits 17 and 18 present the graduation rates for IB students who enrolled full time at a 4-year institution and graduated within 4 and 6 years of this initial full-time enrollment date. In Exhibit 17, 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 18 shows graduation rates for all IB students and is organized by postsecondary institution type using the same classifications as in Exhibits 7 through 12b. Graduation rates in Exhibit 18 represent a degree earned from the initial 4-year institution where the student enrolled.

Exhibit 17: 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, 2000 and 2001 Graduating Domestic Cohorts

	N*	4 years		6 years	
		Number	Percent	Number	Percent
IB students	13,191	8,383	63.6	10,687	81.0
Certificate candidates	5,554	3,090	55.6	4,184	75.3
<u>Exams scored 4 or higher</u>					
0	802	310	38.7	482	60.1
1-2	3,706	2,103	56.7	2,839	76.6
3 or more	1,046	677	64.7	863	82.5
Diploma candidates	7,637	5,293	69.3	6,503	85.2
Diploma recipients	6,130	4,506	73.5	5,414	88.3
Diploma nonrecipients	1,507	787	52.2	1,089	72.3
<u>Exams scored 6 or higher</u>					
0	2,616	1,588	60.7	2,065	78.9
1-2	3,261	2,323	71.2	2,823	86.6
3 or more	1,760	1,382	78.5	1,615	91.8
<u>Total points to diploma</u>					
0-23	1,049	531	50.6	740	70.5
24-26	1,265	786	62.1	1,018	80.5
27 or more	5,323	3,976	74.7	4,745	89.1

Note: These numbers exclude students who enrolled after January 31, 2002, to ensure that we had 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 18: 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, 2000 and 2001 Graduating Domestic Cohorts

	<i>N</i>	4 years		6 years	
		Number	Percent	Number	Percent
4-year institutions					
Any	13,191	8,469	64.2	10,032	76.1
Public	8,571	5,039	58.8	6,328	73.8
Private	4,620	3,430	74.2	3,704	80.2
More selective	9,304	6,660	71.6	7,648	82.2
Somewhat selective	3,424	1,629	47.6	2,151	62.8
4-year more selective schools					
Arts and sciences colleges	745	593	79.6	604	81.1
Research universities	6,262	4,479	71.5	5,213	83.2

Note: These numbers exclude students who enrolled after January 31, 2002, to ensure that we had 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 — Institutions in the Subsets of Small Arts and Sciences Colleges and Research Universities

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. Degree information for these institutions may not be complete.

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