

Reflections on the International Baccalaureate Program:

Graduates' Perspectives

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This paper presents the results of a survey administered during the spring of 2005. At this time, graduates of the International Baccalaureate (IB) Program from two public schools in a large city in British Columbia, Canada, were asked to respond to 20 statements on a 4-point Likert-type scale, and to 7 open-ended questions. Graduates from the years 1996 and 2000 were selected. At the time of this survey, many of the graduates of 2000 were just finishing their undergraduate postsecondary programs, and the graduates of 1996 were settling into their chosen careers. Both groups were in a position to reflect on their experiences while they were in the program, and also to analyze the benefits of IB, if any, that they experienced during their postsecondary studies. Overall, graduates reported positive experiences in the program. They felt that the rich curriculum to which they were exposed, and the critical thinking and time management skills that they developed, were well worth the extra effort required to earn an IB diploma. Furthermore, they felt that the IB experience prepared them well for postsecondary studies.

The International Baccalaureate Diploma Programme is a challenging educational program designed for capable, highly motivated students in their final 2 years of high school. The International Baccalaureate Organization (IBO) originated in post-World War II Europe. As diplomats and others involved in the reconstruction effort relocated throughout Europe, their children required a common high school curriculum that would fulfill the entrance requirements of universities worldwide. As a result, the International Baccalaureate Diploma Programme (IB DP), a course of study for students in the final 2 years of school before university, was established in 1968. That year, seven schools participated in trial IB examinations (International Baccalaureate Organization [IBO], 2005a). Since that time, the IBO has undergone remarkable growth, and as of May 2005, 1,059 schools worldwide offered the DP, with 62,885 students writing

210,724 examinations (International Baccalaureate North America, 2005).

The IB DP curriculum requires that students select one course from each of six different subject areas: language A1, offered in more than 80 languages and intended for students to maintain strong ties to their first language and culture; a second language, focusing on spoken and written communication; individuals and societies; experimental sciences; mathematics and computer science; and the arts. Because of the specific entrance requirements of many postsecondary institutions, students are permitted some flexibility in substituting a second subject from one of those first five subject areas for a course in the arts group. In each of these six courses, a core of material, requiring 150 hours of instructional time, is studied. An additional 90 hours of instructional time for higher level material is required for three of those courses, known as Higher Level (HL) courses. A seventh course requirement

is Theory of Knowledge, which challenges students to question how they know what they know, and to appreciate differences in cultural perspectives. In addition, DP candidates must write an Extended Essay (EE), which is a 4,000-word essay based on independent research. Finally, candidates are required to devote the equivalent of at least 3 hours per week during the 2 years of the program in Creativity, Action, and Service (CAS). "Participation in the school's CAS programme encourages students to be involved in artistic pursuits, sports and community service work, thus fostering their awareness and appreciation of life outside the academic arena" (IBO, 2006, p. 1). All of these requirements must be fulfilled concurrently during 2 years of study.

The IB DP was not developed as a curriculum exclusively for gifted students; the IBO states that the DP "is designed for highly motivated secondary students aged 16 to 19" (IBO, 2005b, p. 1). However, by comparing the features of a successfully implemented DP to the research literature on gifted adolescents, Tookey (1999/2000) argued that the DP is "conducive to the continued academic, cognitive, motivational, emotional, and social growth of a gifted adolescent" (p. 52). Although there is little empirical evidence to support Tookey's endorsement of the entire DP, the results of a study undertaken by Poelzer and Feldhusen (1996) indicated that in the subject areas of chemistry, physics, and biology, IB students experienced a significantly greater increase in achievement than students in the regular curriculum. In addition, as a result of interviewing 11 IB science teachers, and after gathering other anecdotal evidence, Poelzer and Feldhusen (1997) endorsed the entire DP as "an alternative secondary programme for gifted youth" (p. 168). It is offered by many jurisdictions as an option for gifted secondary students.

More recently, however, the National Research Council (NRC) commissioned a study of advanced programs, such as IB, in science and mathematics education. The subsequent report states, "The primary goal of advanced study in any discipline should be for students to achieve a deep conceptual understanding of the discipline's content and unifying concepts" (Gollub, Bertenthal, Labov, & Curtis, 2002, p. 12). With reference to recent research on learning and program design, this report criticized the DP mathematics and science curriculum for being too broad, thus requiring that the pace of instruction be too quick to allow for sufficient emphasis on concepts and key ideas.

Although not designed exclusively for the gifted, the DP is one of the few educational choices available to gifted secondary students. Due to its rapid growth, Callahan (2003) reviewed the DP, particularly with regard to the fit of the DP for gifted students seeking advanced study in

science and mathematics. Callahan identified some of the advantages of the DP, as noted by students, and also the disadvantages noted by students, college and university faculty, and stemming from learning research. Many of these issues echo the NRC report, but are discussed within the framework of gifted education. The report concludes with recommendations for parents and educators regarding the choice of the DP for gifted secondary students. It raises questions "about equity issues, the appropriateness of the curriculum for all gifted students, and the concurrent concerns about the degree to which [the IB DP] becomes the only option available to high-end learners at the secondary level" (p. 23). Rather than narrowing the options available to gifted students, this report cautioned parents and educators to consider "the effectiveness and appropriateness of [the IB DP] as compared to other curricula that have been developed or might be developed for secondary gifted students" (p. 22).

The first author has taught IB Chemistry in a large city in British Columbia, Canada, for 15 years, and has attended IB teacher training workshops on a number of occasions. She and her colleagues, both locally and at conferences, frequently discuss mutual concerns about the general well-being of their students. It has been the author's experience with her own students, reinforced by the anecdotal experiences of other IB teachers, that many DP students question the value of pursuing an IB Diploma while they are in the midst of their DP studies. Often their parents share those concerns, which are discussed below.

One goal common to all parties is that the DP candidates will be admitted to the postsecondary institutions of their choice, and that they will be well prepared for their postsecondary studies. IB candidates know that those who graduate with an IB Diploma are often given special recognition by admissions officers. However, this advantage must be weighed against the perception that the individual has had to work much harder, and to sacrifice many of the usual extracurricular activities, in order to achieve high grades as a DP candidate, and that likely the same individual could have achieved at least as high, or possibly higher grades in the regular school curriculum. Teachers are faced with questions about the amount of homework to assign, recognizing that the IB curriculum, although perhaps more interesting than the regular curriculum, does require much more work by the student in school and at home, and that this increased workload is true for all of the components of the DP, not just for one subject.

Furthermore, there seems to be little time to stray from the prescribed curriculum into current topics in the news, for example, or for other more creative explorations. This issue is particularly true when provincial/state cur-

riculum requirements must be met simultaneously with the DP requirements. Although there may be considerable overlap between the two curricula, externally mandated examinations required by IB are over and above those required by the province or state. In short, at times it feels as though there is too much work and too little time to do it well; as a result, students in the DP are tired and stressed. The rewards—an IB diploma, scholarships, post-secondary admission and preparation, and appreciation of an internationally recognized education—seem distant and perhaps unattainable.

These first-hand experiences are borne out in the research by others. According to Taylor, Pogrebin, and Dodge (2002), students enrolled in the IB DP felt a great deal of pressure to meet the scholastic expectations of parents, peers, and teachers. Furthermore, Marsh and Hau (2003) demonstrated that academically selective programs can negatively affect academic self-concept. Although the criteria for selection into the DP vary from school to school, those who are selected generally have a proven record of high academic ability. It is reasonable to assume that for many of those students who have transferred into the DP from other, more heterogeneous classrooms, similar pressures of negative self-concept arise. However, once in the more homogeneous grouping of the DP, students face a significant workload, taught at a fast pace. In order to sustain their academic standing, these students often must work much harder than they previously had been required to do. Nicholls' (1984) research into conceptions of ability suggested that this reduces their confidence in their academic abilities.

Purpose of the Study

Although previous studies have compared the IB Program to accepted principles of gifted education (Tookey, 1999/2000), and have compared the gains in achievement of those in the IB Program to those in the regular school program (Poelzer & Feldhusen, 1996), other education panels have warned that the IB Program has too much breadth and not enough depth (Callahan, 2003; Gollub et al., 2002). Anecdotal evidence indicates that while students are actually in the IB DP, they frequently question its value, and that parents and teachers are concerned about the stress levels of these young people. However, to date little information has been gathered from IB graduates. The purpose of this present study was, in part, to solicit their retrospective views of the DP experience. In hindsight, did they feel the pace of instruction was appropriate? Did they perceive that they developed strong writing and critical

thinking skills? Looking back, did they feel the stress they experienced while they were in IB was detrimental to their well-being? A second goal was to determine whether they felt they had, in fact, been better prepared for postsecondary studies compared to those who had not been in the IB DP. Finally, did they foresee any long-lasting benefits to having been in the IB Program? Ultimately, did they view the IB DP as a worthwhile experience? In other words, this study asked IB DP graduates themselves to reflect on and evaluate their experiences in the IB Program.

Method

A survey of IB graduates from two public schools in a large city in British Columbia, Canada, was administered during the spring of 2005. One school serves an inner city population; the other, a middle-class population. Both schools have been accredited IB DP schools for more than 15 years. They are the only two high schools in the city that offer the IB Program. Graduates from the years 1996 and 2000 were selected. At the time of this survey, many of the graduates of 2000 had just completed, or were about to complete, their undergraduate postsecondary degrees, and the graduates of 1996 were well into their postgraduate studies or were in the early stages of their chosen careers. Both groups were in a position to reflect on their IB experiences and on whether their participation in the IB Program had prepared them well for their postsecondary studies.

Although both authors live in this city and the first author has taught in this school district for 16 years, finding up-to-date contact information proved to be difficult. As a result, of the district's 76 DP graduates in 1996 and the 79 DP graduates in 2000, current contact information was located for only 26 of those graduates. Of those, seven graduates from 1996 and nine from 2000 responded. Ten were female and six were male. Reflecting the multicultural composition of this district, the respondents were predominately Caucasian and Asian.

All 26 graduates were contacted either by mail or e-mail, and were invited to respond via either method. The survey was divided into two parts. In Part 1, participants were asked to respond to a series of twenty statements using a 4-point scale, with 1 = *strongly agree*, 2 = *agree*, 3 = *disagree*, 4 = *strongly disagree*. They were also invited to add further comments to their responses. Part 2 consisted of seven open-ended questions. The following is the list of statements and questions:

Part 1

1. The pace of instruction in my IB courses was appropriate, and allowed me to absorb the information that was presented to me.
2. Because I was in the IB Program I participated in fewer extra-curricular activities than if I had been in the regular program.
3. I was granted advance credit for some of my first-year courses and this permitted me to take fewer post-secondary courses in order to meet the graduation requirements of my postsecondary program.
4. In my IB courses there was adequate time for thoughtful and reflective study of the disciplines.
5. I felt confident that I was well prepared to write the final IB exams.
6. Because I was in IB I was better prepared for introductory level postsecondary courses.
7. My IB courses taught me to think critically and flexibly.
8. While I was in the IB Program I felt that the workload was excessive and/or unmanageable.
9. Because I was in IB I was better prepared for advanced level postsecondary courses.
10. Compared to students in the regular high school program, I was introduced to a wider range of topics that were covered in greater detail.
11. While I was in the IB Program I frequently felt that the workload was detrimental to my well-being.
12. Graduating with an IB diploma allowed me to begin taking more advanced courses at the beginning of my postsecondary career.
13. I preferred the more challenging and therefore more intellectually stimulating and rewarding IB classes to the easier regular-track classes.
14. Sometimes I was really worried that I was not going to be able to meet the requirements of the IB Program.
15. During my first year of postsecondary studies, I felt less stressed than my classmates who had not been in the IB Program.
16. I would have been bored in high school were it not for taking the IB Program.
17. Sometimes I was really worried that I would not be able to keep up with all the work that was required, and I was afraid that I would not be accepted into the postsecondary institution of my choice.
18. The IB Program instilled in me a false sense of preparedness for postsecondary courses.

19. In IB I had an opportunity to explore topics with which I was fascinated, and to develop my own techniques for solving problems.
20. The IB Program has helped me to pursue my career goals to date.

Part 2

1. Why did you choose to participate in the IB Program?
2. Did the program meet your expectations? Please explain.
3. To what do you attribute your success in the IB Program?
4. What sacrifices, if any, did you have to make in order to attain your IB diploma?
5. Do you feel that there were long-lasting personal benefits to participating in the IB Program?
6. What advice would you give to a high school student considering enrolling in the IB Program?
7. Do you have any other comments?

Results

Responses to Part 1

The 20 statements fall within three main categories described below. The results were tallied, and percentages of positive and negative responses to each question were calculated. A detailed summary of the results can be found in the Appendix. Further comments were also collated and are summarized below.

Program Suitability. Questions 1, 4, 7, 10, 13, 16, and 19 were intended to garner DP graduates' insights into questions about the suitability of the IB Program for capable secondary students. That is, does the IB Program provide a suitable enriched curriculum that challenges secondary students academically? Eighty-seven and a half percent of respondents to Statement 1 felt that the pace of instruction was appropriate. Written comments indicate that at times they felt rushed, "but overall the pace was manageable." However, in response to Statement 4, a smaller majority (68.75%) indicated that there was adequate time for thoughtful and reflective study of the disciplines. As one respondent stated, "They encouraged reflection and critical thought, but I didn't have as much time as I would have liked." To Statements 7 and 10, 93.75% indicated their IB courses taught them to think critically and flexibly, and that they were introduced to a wider range of topics that were covered in greater detail compared to stu-

dents in the regular high school program. To Statements 13 and 19, 87.5% indicated they preferred the more challenging and intellectually stimulating IB classes than the regular-track classes; they felt they had opportunities to explore topics of interest to them, and to develop their own problem-solving strategies. To Statement 16, the majority (62.5%) indicated they felt that they would have been bored in high school were it not for taking the IB Program. Overall, a strong majority of those surveyed felt that the IB Program provided them with an intellectually stimulating curriculum. In retrospect, they were comfortable with the pace of instruction and enjoyed the broader range and deeper exploration of topics.

Psychological and Emotional Impact. Statements 2, 5, 8, 11, 14, and 17 were intended to elicit graduates' opinions about the stress that they experienced while in the DP. Did they feel that the level of stress they experienced in this program was too intense? Only 18.75% of respondents felt that they participated in fewer extracurricular activities than they would have had they been in a non-IB program. In fact, accompanying comments indicate that the CAS requirement of the IB DP resulted in these students being very involved in many extracurricular activities through artistic pursuits, sports, and community service work. A considerable proportion (37.5%) of the respondents felt their workload was excessive, unmanageable, and/or detrimental to their well-being while they were in the IB Program. However, additional comments indicate that although the workload was very high for secondary school, it was manageable as long as they kept up with the homework and studying. Procrastination, they said, led to "all-nighters." Of the respondents, 68.75% had worried that they were not going to be able to meet the requirements of the IB Program, and 43.75% recalled fearing that they would not be accepted into the postsecondary institution of their choice. However, 75% of the respondents felt they were well prepared to write their final IB exams.

Preparation for Postsecondary Study. Finally, Statements 3, 6, 9, 12, 15, 18, and 20 were intended to address questions about whether IB graduates really are better prepared to meet the challenges of postsecondary study, and whether this would be evident in the long-term career outcomes for those students. In other words, is the pressure and sacrifice IB students experience really worth the final outcome? Eighty-seven and a half percent of respondents felt that they were better prepared for introductory level postsecondary courses. "I found many of the first and second year courses were 'easy.' I would attribute this perception to my experience in the IB programme," said one. "I also felt IB prepared me in the sense that I was more disciplined and managed my time more wisely. Postsecondary also stresses

self-teaching and IB trained me well for that," wrote another. The majority (68.75%) also felt better prepared for advanced-level postsecondary courses. However, only 50% of respondents indicated that they felt less stressed during the first year of postsecondary studies than their classmates who had not been in the IB Program. Sixty-two and a half percent of the respondents were granted advance credit for some of their first-year courses, and those who chose to apply those credits stated that this saved them tuition and freed up time to pursue other interests. Moreover, only 12.5% reported a false sense of preparedness for postsecondary studies. However, only 43.75% were permitted to take advanced courses during their first year of postsecondary. One graduate indicated being well prepared for giving presentations, and another wrote, "It gave me confidence [that] was needed." Of the respondents, 87.5% credited the IB Program for helping them to pursue their career goals thus far.

Responses to Part 2

Responses to the seven open-ended questions were also very revealing.

1. *Why did you choose to participate in the IB Program?* Three reasons were repeatedly given: a more challenging secondary program, preparation for university, and encouragement by parents.

2. *Did the program meet your expectations?* Only two responses to this question were negative. One of these two answered, "Too much work; not enough reward." Five responses were mixed, in that some parts of the program met their expectations but other parts did not.

The remaining nine responses were positive. The response below captures the essence of what these respondents valued:

I read about and learned about things I never would have in the regular programme. I learned how to write *great* research papers, learned to question sources of information, learned about philosophy, world theatre, global perspectives, got to read higher level literature from all around the world, learned how to manage a lot of work, as well as extracurricular stuff (developed *great* time management skills), I was surrounded by kids who loved to learn—and by being around them, pushed myself harder—instead of looking downward and getting over-confident. I had to look upwards or ahead of myself, and to strive to be better. I had fantastic teachers, too.

3. *To what do you attribute your success in the IB Program?* All respondents indicated that their success was due to hard work, and many also added peer support, support from teachers and family, and time management.

4. *What sacrifices, if any, did you have to make in order to attain your IB diploma?* Half of the respondents indicated that they had to give up some free time and spent less time with their friends who were not in IB. However, many offered an explanation similar to this: "A lot of free time was given up, which in the end was a good thing, since I would have been spending time doing unproductive things." Four respondents indicated that they sacrificed a healthy lifestyle, and three indicated that they had a narrower selection of courses than they would have had outside the IB DP. Three respondents said that they made no sacrifices.

5. *Do you feel that there were long-lasting personal benefits to participating in the IB Program?* Two respondents replied that they have not experienced any lasting benefits. However, all other respondents indicated that they have carried forward a strong work ethic; critical thinking, organizational, time management, and communication skills; a broader perspective of the world; and life-long friendships. Added one respondent,

I feel like the IB Programme gave me the confidence that I could handle large workloads and demanding academic material. It gave me the confidence to challenge myself in university and elsewhere. I literally felt that if I could handle the IB Programme, I was sure I could handle anything else.

6. *What advice would you give to a high school student considering enrolling in the IB Program?* The response below captures the sentiment of all of those who answered:

I would tell them that you have to be prepared to work hard, but the long-term rewards are worth the effort. The programme will teach you general skills in learning and problem solving that will be useful no matter what career you choose. It is also important to use other friends in the programme as a support network, as the "IB Family" is something unique in the public school system!

7. *Do you have other comments?* Responses to this question were wide-ranging and for the most part repeated the themes that emerged in the previous six questions, although some respondents added comments about the challenges of meeting the IB curriculum requirements simultaneously with the provincial curriculum require-

ments. For one individual, in particular, this narrowing of his course options was a source of great frustration. One respondent also added this sentiment: "I feel that having an advanced programme in an inner-city school is necessary to give students in the area a chance to excel and get a head start for postsecondary education."

Discussion

This study focused on IB graduates' reflections on three aspects of the IB DP: the curriculum, the stress graduates experienced while in IB, and their preparation for postsecondary studies. With regard to the curriculum, most respondents appreciated being exposed to what they considered to be a richer curriculum with a wider range of topics they could discuss in some depth. They recognized that they did move through material at a faster pace than those not in the IB Program and occasionally this conflicted with the time required for deep reflection, but for the most part they felt that the pace was appropriate. They also felt that, as a result of being in IB, they developed good critical thinking skills. Overall, they rated the IB curriculum very highly.

Although they valued the rich IB curriculum, a significant minority of respondents indicated that they found the workload to be excessive and very stressful at times while they were in the IB Program. They worried about not being able to meet the requirements of the IB DP and about gaining entrance to a university. However, many indicated that it was procrastination that led to these problems. As a result, they developed good time management strategies to overcome that challenge. More than 80% of respondents indicated that they maintained their involvement in extracurricular activities, although this might be due to the CAS component of the IB DP. The goal of CAS is to develop interests and abilities beyond those directly linked to the curriculum. However, the requirement of a minimum of 150 hours of time devoted to CAS in addition to the greater demands of the curriculum itself does add to time pressures.

Of the respondents, 87.5% felt they were better prepared for introductory-level postsecondary courses than those not in IB, and the majority felt better prepared for advanced courses, as well. However, only 50% reported feeling less stressed than their non-IB counterparts. This finding might speak to the type of student who enrolls in IB, someone with high expectations of him- or herself, who still feels anxious that he or she is not prepared well enough, regardless of actual preparation. Sixty-two and a half percent of respondents were granted credit for some first-year

postsecondary courses, although several indicated that they chose not to invoke that option for a variety of reasons. Those graduating in 2000 were granted more credits than those in 1996, reflecting the changing attitudes of university administrators toward the rigor of the IB curriculum. Finally, most respondents felt that being in the IB Program had assisted them in pursuing their career goals thus far.

Conclusion

There is disagreement in the literature regarding the true value of the IB Program. Some researchers (Poelzer & Feldhusen, 1996; Tookey, 1999) have endorsed the IB DP for highly capable secondary students, while others (Callahan, 2003; Gollub et al., 2002) have expressed concern regarding the breadth of the curriculum at the expense of depth, particularly in mathematics and the sciences. Anecdotal evidence strongly suggests that students enter the IB DP with high expectations of themselves. They hope to maintain the high grades that they have achieved in previous years, and they hope to be well prepared for postsecondary studies upon graduation from high school. They also carry with them the high expectations of their families, friends, and teachers. These hopes and expectations, coupled with the demands of the IB curriculum itself, can lead to a stressful situation for IB candidates. The resultant stress leads students, parents, and teachers to ask if the pressures and challenges these students face are worth the final result. Are there long-lasting benefits to having been in the IB Program that compensate for the time and effort demanded by the IB DP? To answer these questions, this study sought the opinions of those who have been most directly involved, the IB graduates themselves, and it solicited their reflections about the program as a whole, not about specific subject areas within the program.

The results of this study indicate that graduates of the program were of mixed opinions about the workload. In retrospect, most did not feel that the workload was excessive or detrimental to their well-being, even though they sometimes worried about meeting the requirements of the IB DP. Nevertheless, when it came time for their final IB exams, most of them felt well prepared.

Furthermore, in spite of the stress, the majority of IB graduates valued the rich curriculum to which they were exposed. They were intellectually stimulated by the IB curriculum, and adapted to the full schedule of due dates and final exams. Although they indicated the pace was hectic at times, they valued the breadth and depth of the curriculum, and the critical thinking, study, and time management skills that they honed and carried forward

into postsecondary school and beyond. Moreover, they felt they were better prepared for their postsecondary studies than those who had not been in the IB DP, and in many cases they were offered advanced credit at the postsecondary institutions they attended. The graduates also stated that being in the IB Program assisted them in achieving their career goals. In retrospect, those who have graduated from the IB Diploma Program valued the lessons learned and the time and effort required. They regard the IB experience as highly worthwhile in preparation for postsecondary school and beyond.

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Appendix

The tables in this appendix summarize the responses to the 20 statements on the 4-point Likert-type scale. In order to facilitate interpretation of the results, the statements have been grouped here to address the three guiding questions of the survey. The numbers in the table headings indicate the actual order in which they appeared on the survey.

I. These questions focus on whether the IB Program is a suitable academic programme to offer capable secondary students. That is, does the IB Program provide a suitable enriched curriculum that challenges secondary students academically?

Table 1

Frequency of Responses to Question 1

Year	Likert Response				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	1	6	0	0	0
2000	4	3	2	0	0
Total	5	9	2	0	0

Agree or Strongly Agree: 87.50%; Disagree or Strongly Disagree: 12.50%

Table 2

Frequency of Responses to Question 4

Year	Likert Response				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	1	5	1	0	0
2000	1	4	4	0	0
Total	2	9	5	0	0

Agree or Strongly Agree: 68.75%; Disagree or Strongly Disagree: 31.25%

Table 3

Frequency of Responses to Question 7

Year	Likert Response				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	6	1	0	0	0
2000	4	4	1	0	0
Total	10	5	1	0	0

Agree or Strongly Agree: 93.75%; Disagree or Strongly Disagree: 6.25%

Table 4

Frequency of Responses to Question 10

Year	Likert Response				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	3	4	0	0	0
2000	7	1	1	0	0
Total	10	5	1	0	0

Agree or Strongly Agree: 93.75%; Disagree or Strongly Disagree: 6.25%

Table 5

Frequency of Responses to Question 13

Year	Likert Responses				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	4	2	0	1	0
2000	3	5	1	0	0
Total	7	7	1	1	0

Agree or Strongly Agree: 87.50%; Disagree or Strongly Disagree: 12.50%

Table 6

Frequency of Responses to Question 16

Year	Likert Responses				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	1	4	2	0	0
2000	2	3	4	0	0
Total	3	7	6	0	0

Agree or Strongly Agree: 62.50%; Disagree or Strongly Disagree: 37.50%

Table 7

Frequency of Responses to Question 19

Likert Responses					
Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	1	5	1	0	0
2000	2	6	1	0	0
Total	3	11	2	0	0

Agree or Strongly Agree: 87.50%; Disagree or Strongly Disagree: 12.50%

II. These questions investigate the psychological and emotional impact of the IB Program on its students. Is the level of stress which students in this programme experience too intense?

Table 8

Frequency of Responses to Question 2

Likert Response					
Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	0	0	1	6	0
2000	1	2	4	2	0
Total	1	2	5	8	0

Agree or Strongly Agree: 18.75%; Disagree or Strongly Disagree: 81.25%

Table 9

Frequency of Responses to Question 5

Likert Response					
Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	4	2	1	0	0
2000	1	5	3	0	0
Total	5	7	4	0	0

Agree or Strongly Agree: 75.00%; Disagree or Strongly Disagree: 25.00%

Table 10

Frequency of Responses to Question 8

Likert Responses					
Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	0	2	5	0	0
2000	2	2	5	0	0
Total	2	4	10	0	0

Agree or Strongly Agree: 37.50%; Disagree or Strongly Disagree: 62.50%

Table 11

Frequency of Responses to Question 11

Likert Responses					
Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	0	1	6	0	0
2000	1	4	3	1	0
Total	1	5	9	1	0

Agree or Strongly Agree: 37.50%; Disagree or Strongly Disagree: 62.50%

Table 12

Frequency of Responses to Question 14

Likert Responses					
Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	0	4	2	1	0
2000	2	5	2	0	0
Total	2	9	4	1	0

Agree or Strongly Agree: 68.75%; Disagree or Strongly Disagree: 31.25%

Table 13

Frequency of Responses to Question 17

Likert Responses					
Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	0	2	3	2	0
2000	2	3	3	1	0
Total	2	5	6	3	0

Agree or Strongly Agree: 43.75%; Disagree or Strongly Disagree: 56.25%

III. These questions focus on determining whether IB graduates really are better prepared to meet the challenges of postsecondary study, and whether this is evident in the long-term career outcomes for these students. In other words, are the pressures and sacrifices that IB students experience really worth the final outcome?

Table 14

Frequency of Responses to Question 3

Likert Responses					
Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	1	2	1	2	1
2000	2	5	1	1	0
Total	3	7	2	3	1

Agree or Strongly Agree: 62.50%; Disagree or Strongly Disagree: 31.25%

Table 15

Frequency of Responses to Question 6

Likert Responses					
Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	4	1	1	0	1
2000	7	2	0	0	0
Total	11	3	1	0	1

Agree or Strongly Agree: 87.50%; Disagree or Strongly Disagree: 6.25%

Table 18

Frequency of Responses to Question 15

Likert Responses					
Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	1	3	2	1	0
2000	2	2	4	1	0
Total	3	5	6	2	0

Agree or Strongly Agree: 50.00%; Disagree or Strongly Disagree: 50.00%

Table 16

Frequency of Responses to Question 9

Likert Responses					
Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	4	1	1	0	1
2000	4	2	1	1	1
Total	8	3	2	1	2

Agree or Strongly Agree: 68.75%; Disagree or Strongly Disagree: 18.75%

Table 19

Frequency of Responses to Question 18

Likert Responses					
Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	0	0	5	1	1
2000	0	2	4	3	0
Total	0	2	9	4	1

Agree or Strongly Agree: 12.50%; Disagree or Strongly Disagree: 81.25%

Table 17

Frequency of Responses to Question 12

Likert Responses					
Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	0	3	2	1	1
2000	1	3	3	2	0
Total	1	6	5	3	1

Agree or Strongly Agree: 43.75%; Disagree or Strongly Disagree: 50.00%

Table 20

Frequency of Responses to Question 20

Likert Responses					
Year	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1996	1	6	0	0	0
2000	2	5	1	1	0
Total	3	11	1	1	0

Agree or Strongly Agree: 87.50%; Disagree or Strongly Disagree: 12.50%