

REQUEST FOR PROPOSALS

Postsecondary outcomes of IB Diploma Programme graduates in Canada

PROJECT OVERVIEW

About the International Baccalaureate Organization

The International Baccalaureate (IB) is a non-profit educational foundation, motivated by its mission to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. The organization has built a hard-earned reputation for quality, high standards and pedagogical leadership in the field of international education, encouraging students across the world to become engaged world citizens who are active, compassionate and lifelong learners.

Founded in 1968, the IB currently works with 5,000 schools in more than 150 countries to develop and offer four programmes¹ to over one million students aged 3 to 19 years. In close alignment with the four educational programmes, the IB has developed a cohesive professional development framework consisting of workshops designed for teachers and school leaders. Annually more than 85,000 teachers and school leaders around the world participate in more than 4,500 workshops delivered in a variety of formats.

About the Current Study

To support the growth and development of IB World Schools, the IB Research Department commissions studies that seek to identify the efficacy and impact of the IB's programmes and services. As part of this agenda, the current project will:

- Examine postsecondary outcomes among graduates from Canadian International Baccalaureate Diploma Programmes (DP) and then enroll in Canadian universities, comparing them with similar groups of students or Canadian national benchmarks;
- Identify postsecondary pathways of graduates from Canadian DPs, accounting for student, secondary-school, and university characteristics.

Interested vendors are invited to submit proposals to undertake the project. This document offers a brief description of the DP and outlines the study's objectives, budget, and timeline.

The IB Diploma Programme

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities. IB DP students study courses from six subject groups that together provide a breadth and depth of experience and understandings in languages, social studies, the experimental sciences and mathematics. In addition, students complete three core

¹ The four programmes offered by the IB are the Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP).

elements—the extended essay (EE), theory of knowledge (TOK), and creativity, action, service (CAS), which encourage independent research, critical thinking and to engage in arts and creativity. Taken together, the IB Diploma strives to create confident and globally minded learners. In Canada, there are nearly 200 DPs.

Further information about the IB DP can be found at: <http://www.ibo.org/diploma/>

DP postsecondary research background

Previous studies in Anglophone contexts show DP students finding greater postsecondary success than peers who did not undertake IB secondary-school curricula (Bergeron, 2015; Coca et al., 2012; Conley et al., 2014; Edwards & Underwood, 2012; Halic, 2013; Higher Education Statistics Agency, 2011; 2016; Shah, Dean, & Chen, 2010). In Australia, DP alumni graduated from higher education institutions (HEIs) faster and were more employable than non-DP peers, although they had comparable grades and rates of continuing onto graduate school (Edwards & Underwood, 2012). In the UK, DP students were more likely than peers taking A-level exams to enrol in Top 20 HEIs, receive academic honours/awards, and to be employable, especially in high-paying jobs that require graduate degrees.

In the US, DP alumni enrolled and persisted at HEIs more readily than peers in a matched comparison group, even at selective institutions (Coca et al., 2012). DP students who enrolled in the University of California System earned significantly higher first-year and final grade-point averages (GPAs) and graduated faster than students in a comparison group (Shah et al., 2010). Postsecondary enrolment and completion rates at four-year institutions for U.S. DP students outpaced national samples (Caspary, 2011; Halic, 2013; Bergeron, 2015).

One possible explanation for these successes is the possibility that DP alumni are more college-ready than non-DP peers, as evidenced by studies of admissions exam scores, high school graduation rates, college enrolment, or student-perceived preparedness (Aldana & Mayer, 2017; Caspary et al., 2015; Conley et al., 2014; Halic, 2013; Inkelas et al., 2013; Shah et al., 2010). In Canada, DP alumni attribute better university preparation to their Extended Essay experiences (Aulls et al., 2013), echoing findings from DP alumni who attended the University of Virginia (Inkelas et al., 2013) and alumni from a range of socioeconomic statuses and racial/ethnic groups at a Baltimore public school (Berg, forthcoming).

Little is known about postsecondary outcomes among Anglophone or Francophone IB alumni who attend Canadian universities. In general, 90% of Canadians who attend university do so in their home province. Barely 3% of Canadian undergraduates study abroad (Universities Canada, 2015), starkly contrasting 11% in the US (Open Doors, 2018).²

PROJECT GOALS

Research objective

The goal of this proposed study is to examine postsecondary outcomes among graduates of Canadian DPs who attend five high-profile Canadian universities in five distinct provinces and to compare them against similar groups of Canadian university students or national benchmarks. Specifically, the study will examine university admissions overall and in honours programmes, enrollment, persistence to the second year of study, study-abroad experiences, majors sought, graduation rates, degrees earned, and subsequent graduate school enrollments. These analyses will also account for characteristics of students (secondary-school academic achievement, citizenship/immigration

² In 2014, the U.S. proportion of undergraduates was 9.4% (Open Doors, 2014).

status, mother tongue, First Nations status), secondary schools (language of instruction, language immersion, public or independent governance, province), and university (prevalence of study abroad and enrollment).

Research questions

Research questions addressed in this study include, but are not limited to the following:

1. How do rates of university admissions overall, honors programme admissions, and enrollment overall among graduates from Canadian DPs compare to those rates among similar groups of students or those rates for Canadian national benchmarks?
 - a) Do rates of university admissions overall, honors programme admissions, and enrollment overall vary among graduates of Canadian DPs by:
 - student's: secondary-school academic achievement (e.g., classroom grades, IB exam and overall scores); citizenship/immigration status; mother tongue; and First Nations' status
 - secondary school's: language of instruction; language immersion or not; governance type (i.e., province-funded or private); and province
 - university's: prevalence of study abroad and enrollment (i.e., size)
 - b) To what extent do any student-level, secondary school-level, or university-level variations in university enrollment rates for graduates of Canadian DPs align with corresponding variations among similar groups of students or Canadian national benchmarks?
2. How do rates of persistence to the second year of university among graduates from Canadian DPs compare to those rates among similar groups of students or those rates for Canadian national benchmarks?
 - a) Do rates of persistence to the second year of university vary among graduates from Canadian DPs by the student, secondary-school, and university characteristics listed above?
 - b) To what extent do any student-level, secondary school-level, or university-level variations in rates of persistence to the second year of university for graduates of Canadian DPs align with corresponding variations among similar groups of students or Canadian national benchmarks?
3. How do study-abroad participation rates among graduates from Canadian DPs compare to those rates among similar groups of students or those rates for Canadian national benchmarks?
 - a) Do study-abroad participation rates vary among graduates from Canadian DPs by the student, secondary-school, and university characteristics listed above?
 - b) To what extent do any student-level, secondary school-level, or university-level variations in study-abroad participation rates for graduates of Canadian DPs align with corresponding variations among similar groups of students or Canadian national benchmarks?
4. What are the distributions of majors, certificates, and courses of study among graduates from Canadian DPs?
 - a) Do those distributions among graduates from Canadian DPs differ from corresponding distributions for similar groups of students or Canadian national benchmarks?
 - b) Do distributions of majors, certificates, and courses of study vary among graduates from Canadian

- DPs by the student, secondary-school, and university characteristics listed above?
- c) To what extent do any student-level, secondary-school, or university-level variations in distributions of majors, certificates, and courses of study for graduates of Canadian DPs align with corresponding variations among similar groups of students or Canadian national benchmarks?
5. How do university graduation rates among graduates from Canadian DPs compare to those rates among similar groups of students or those rates for Canadian national benchmarks?
 - a) Do university graduation rates vary among graduates from Canadian DPs by the student, secondary-school, and university characteristics listed above?
 - b) To what extent do any student-level, secondary-level, or university-level variations in university graduation rates for graduates of Canadian DPs align with corresponding variations among similar groups of students or Canadian national benchmarks?
 6. How do graduate school enrollment rates among graduate from Canadian DPs compare to those rates among similar groups of students or for Canadian national benchmarks?³
 - a) Do graduate school enrollment rates vary among graduates from Canadian DPs by the student, secondary-school, and university characteristics listed above?
 - b) To what extent do any student-level, secondary-level, or university-level variations in graduate school enrollment rates for graduates of Canadian DPs align with corresponding variations among similar groups of students or Canadian national benchmarks?

PROJECT DESIGN

We ask researchers to propose a study based on their own knowledge of appropriate designs and data-collection strategies. A successful proposal will thoroughly describe its data sources (e.g., Postsecondary Student Information System; university partnerships), as well as its approaches to and rationales for variables of interest. Sampling strategies should feature at least five provinces to represent Canada’s regional and linguistic variety. We expect that differences in provincial and university data-collection procedures might necessitate distinct models per university, making within-university inferential comparisons possible, but potentially affording only descriptive comparisons across universities.

The final study design and data analysis approaches will be decided upon in consultation with the IB research department prior to the study implementation.

PROJECT BUDGET

The project budget is approximately USD 65,000-75,000.

PROJECT DELIVERABLES AND TIMELINES

The successful vendor will be required to provide the following project deliverables:

³ This research question might require cohort-specific examination to account for longitudinal data that might not be kept uniformly across university contexts.

1. A brief document giving a research update which details the project's overall progress and preliminary findings will be expected mid-project.
2. A final copyedited report will be submitted to IB for review. The report is expected to include an executive summary, review of relevant literature, methodology, findings, discussion and conclusions. The report will be written in clear, accessible language and, if relevant, will provide detailed implications/recommendations.
3. De-identified quantitative data sets collected during the project.

SUBMISSION REQUIREMENTS

All proposals should include the following:

1. An email notification of a vendor's intent to respond to this RFP that Michael Thier (Research Manager: Outcomes, International Baccalaureate) receives at michael.thier@ibo.org by **May 13, 2019**.
2. Description of the services that the vendor will provide, including their professional contacts/networks that would enable collection of relevant data for this project.
3. Research design and methodological approach: descriptions should detail how the research design and methodological approach (including analysis of resulting data) will address the research questions.
4. Itemized budget.
5. Key personnel including qualifications, background and expertise the vendor will bring to this project. The proposal must also detail the contribution and time that chief/principal investigators will contribute to the study, and the contributions of supporting staff. **It is required that chief/principal investigators take an active role in the study.**
6. Evidence should be given to demonstrate the vendor's capacity to undertake this project, especially the ability to gather data from sites in multiple provinces. This could include recent reports/publications related to the topic proposed in this RFP.
7. CVs can be included as attachments but these should only provide information relevant to the proposed study.
8. Contact details for two referees. It is desirable that these include previous organizations the vendor has undertaken commissioned studies for (please note that referees will be contacted).
9. Timeline of research activities and deliverables.
10. Proposals should not exceed 4,000 words for the description of services and research design/methodology (All other submission requirements can be included as appendices).

REVIEW PROCESS & CRITERIA

Proposals will be evaluated on their methodological rigor, the feasibility of proposed timelines, and the proposed budget. Members of IB's research team will review proposals, seeking input from external research advisors when appropriate. All applicants will be notified of the IB's decision within a month.

DEADLINES

Review of proposals will begin immediately upon receipt. All proposals received on or before **May 28, 2019** will be considered. The project is expected to be completed by **January 2020**.

*An email notice of a vendor's intent to respond to this RFP should be sent to Michael Thier by **May 13, 2019**.* Please submit proposal electronically or by mail to:

Please submit proposal electronically or by mail to:

Michael Thier

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