Examining the higher education outcomes of students in the UK, researchers explored the university enrollment and achievement of matched cohorts of DP and A level students. Results showed that DP students were significantly more likely than their A level peers to attend a top twenty university in the UK and to receive a first-class honours degree. DP and A level students were about equally likely to persist in their university studies (from the first to second year), however, DP alumni were somewhat more likely to engage in further studies after completing university (HESA 2016).

A study conducted by the IB Research department examined the university pathways of low-income and under-represented minority students in Title I schools in the United States (n = 20,403). Findings indicated that low-income DP students in Title I schools enrolled in college at similar rates to all DP students in US public schools (79% compared to 82% respectively) and at much higher rates than the national average for low-income students (46%). Additionally, African-American DP students from Title I schools enrolled in college at higher rates (87%) than any other racial or ethnic group in the study (Gordon, VanderKamp and Halic 2015).

Researchers in a global study conducted a curricular comparison of four DP mathematics courses along with five mathematics qualifications from around the world (Alberta Diploma, Advanced Placement, GCE A levels, Singapore-Cambridge GCE A Levels and Gāokăo). Of the curriculums investigated in this study, the DP offered the greatest number of mathematical course options for students with different needs. Additionally, based on the criteria used in this analysis, the IB’s further mathematics HL was determined to be the most cognitively demanding course of the curriculums examined, followed by A level Further Mathematics and Singapore H3 Mathematics respectively (Alcântara 2016 and UK NARIC 2016).

In 2011, the Japanese government announced its plans to introduce the DP in 200 Japanese secondary schools. This study examined the implementation of the dual language DP (Japanese and English) in Japan. Compared to non-DP students, DP students had higher self-ratings for being “internationally-minded” and had higher expectations of acquiring problem-solving and leadership skills while in high school (Yamamoto et al 2016).
A study at the University of Oregon’s Honors College in the United States explored the academic and social-emotional university preparedness of DP and non-DP graduates. Although researchers found no difference in university grade point averages between the two groups, DP graduates were significantly more likely to persist and to complete college than their non-DP counterparts. Qualitative data also indicated that DP graduates were better able to adjust to the rigors of university coursework; students specifically highlighted a number of skills gained through participation in the DP, including critical-thinking, time management and research skills (Conley, McGaughy, Davis-Molin, Farkas and Fukuda, 2014).

To examine the critical-thinking skills of DP students in Australia, researchers used two different measures of critical-thinking skills. For both measures, quantitative findings revealed gains in critical-thinking skills between the two successive years of the DP (years 11 and 12). Furthermore, students completing their second year of the DP reported a higher likelihood of using an array of critical-thinking skills (Cole, Gannon, Ullman & Rooney 2014).

A large-scale quantitative study (n = 13,555) investigated the higher education outcomes of DP students in the United States (2008–2014). Findings showed that 92% of DP students who graduated from high school in 2008 enrolled in university within a six-year period, while 78% of students enrolled immediately after high school. DP students also had high four-year (79%) and six-year university graduation rates (83% for DP students, compared to 56% nationally) (Bergeron 2015). Researchers explored the academic persistence of DP students (n = 226) in five Eastern and Central European countries in comparison with non-DP students from top-ranking Romanian high schools (n = 328). The study found that the DP fosters students’ academic persistence to a higher degree than does the traditional education system (at least the Romanian system). The DP supports academic persistence both directly, through the curriculum, and indirectly, through the development of psychological traits supporting academic persistence. Lastly, DP students’ academic persistence further stimulates their academic performance and decreases their intention to drop out of school (Holman et al 2016).

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**Figure 3. Four-year graduation rates by institution type**

**Figure 4. Six-year graduation rates by institution type**

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**References**


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