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Predicting the success of the Cambridge Advanced International Certificate of Education (AICE) Diploma in the United States

Conference Paper Abstract

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Abstract

The Cambridge Advanced International Certificate of Education (AICE) Diploma is an international curriculum and examination system that emphasises the value of broad and balanced study. Alongside in-depth understanding of a variety of subjects, students also need to master a broader range of skills critical for success in university study and employment. The AICE Diploma is made up of Cambridge International Advanced Subsidiary (AS) Levels and Advanced (A) Levels for 16-19 year olds and is used as an indicator of pre-university readiness. Currently, more than 500 universities in the United States accept Cambridge International AS and A Levels and the Cambridge AICE Diploma. To establish the credibility of these qualifications in the US market, this study investigated the progression to higher education of students with these qualifications. It addressed two key stakeholder concerns: university enrolment and graduation. The study matched Cambridge examination entry and outcome data to information on students' postsecondary enrolment and degree attainment held by the National Student Clearinghouse. We examined college enrolment patterns between June 2011 and October 2016 for 5,543 students who took at least one AS or A level at one of 51 US high schools in the June 2011 exam session. This included 75% of US high school students who sat for one or more AS/A levels in the summer 2011 session. Enrolment and graduation rates were compared between students with and without the AICE diploma, and benchmarked, where possible, against published statistics from other acceleration programs and against nation-wide trends. Results showed, amongst other things, that students that take AS or A levels have 4-year graduation rates similar to those of typical US high school students. However, students that also achieve the AICE diploma graduate with significantly higher rates, and appear to be in line with students participating in AP courses.

Full paper

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