

Title: Under- and Over-Enrollments: Gender, Race, and Place in the International Baccalaureate Diploma Program

Abstract: College preparatory classes and programs have expanded rapidly in the United States in the last 20 years. Among these is the International Baccalaureate Diploma Program (IBDP), a rigorous, liberal-arts program serving secondary students in the last two years of high school. Though this program has seen substantial growth – an increase of 480 percent in the number of schools offering the program since 1995 – this recent, rapid expansion has not benefitted all race-ethnic groups equally. Compared to high school enrollment estimates, IBDPs tend to overserve White and Asian students, and underserve Black and Latina/o students. In this presentation, I examine how gender and race-ethnicity intersect in the under- and overserving of students, and pinpoint the characteristics of IBDP schools that have the largest gender and race-ethnic gaps, as well as the geographic areas in which these schools are located.

Bio: Kristi Donaldson is a doctoral candidate in the Department of Sociology and Center for Research on Educational Opportunity at the University of Notre Dame and a Gender Studies Graduate Minor student. Kristi was a Gender Studies Teaching Apprenticeship Recipient 2013-2014. Her research and teaching interests are stratification, education, gender and research methods. In her dissertation research, she studies issues of equity and access in advanced course taking, focusing on the International Baccalaureate Diploma Program. Specifically, she evaluates how the growth of the program in the U.S. has contributed to opportunities for Black and Latina/o student participation in advanced course taking, as well as the race-ethnic segregation of schools.