The Demographic Wave: Rethinking Hispanic AP Trends

Kelcey Edwards & Ellen Sawtell

AP Annual Conference, Las Vegas, NV

July 19, 2013
Exploring the Data
Hispanic/Latino US public school graduates
The Demographic Wave
National Perspective – Class of 1992-2028

Rapid expansion and diversification of graduates
- Recent birthrate decline → drop in mid/late 2020s
- By the mid ‘20s, 1 in 4 graduates will be Hispanic

The Demographic Wave
Regional Perspective – Class of 1992-2028

Significant regional variation
Challenges.....or opportunities
Impacting K-12 and higher ed

<table>
<thead>
<tr>
<th>State</th>
<th>#</th>
<th>%*</th>
<th>Cum. %</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA</td>
<td>166,503</td>
<td>29.6</td>
<td>29.6</td>
</tr>
<tr>
<td>TX</td>
<td>123,250</td>
<td>21.9</td>
<td>51.5</td>
</tr>
<tr>
<td>FL</td>
<td>36,909</td>
<td>6.6</td>
<td>58.1</td>
</tr>
<tr>
<td>NY</td>
<td>33,248</td>
<td>5.9</td>
<td>64.0</td>
</tr>
<tr>
<td>IL</td>
<td>24,070</td>
<td>4.3</td>
<td>68.2</td>
</tr>
<tr>
<td>AZ</td>
<td>23,150</td>
<td>4.1</td>
<td>72.4</td>
</tr>
<tr>
<td>NJ</td>
<td>16,245</td>
<td>2.9</td>
<td>75.2</td>
</tr>
<tr>
<td>CO</td>
<td>11,862</td>
<td>2.1</td>
<td>77.4</td>
</tr>
<tr>
<td>NM</td>
<td>9,567</td>
<td>1.7</td>
<td>79.1</td>
</tr>
<tr>
<td>NV</td>
<td>8,553</td>
<td>1.5</td>
<td>80.6</td>
</tr>
</tbody>
</table>

* % of US Hispanic graduates

Source: WICHE, *Knocking at the College Door*, December 2012 (Public Schools only)
Exploring the Data

Hispanic/Latino students in AP
Key Concepts

- AP student vs AP examinee
- Cohort vs Admin(istration)
- Participation (Access) vs Performance (Success)
- APRN = AP Report to the Nation
  - http://apreport.collegeboard.org/
Lingering questions and assumptions

Hispanic students in AP

- They *only* take AP Spanish Language.
- AP Spanish Language is the ‘gateway’ AP.
- All Hispanic students speak Spanish.
- Hispanic parents are less familiar with AP.
- Etc....

- Do our data support or negate these notions?
How representative are the AP data?

Number of Births, HS Graduates, College Enrollees, and AP Examinees

Births: 4.0 million, 1994; 3.4 million, 2012; ~2.1 million, 2012; 1.1 million, 2012

HS Graduates: ~2.1 million, 2012

Immediate College Enrollees: 954,070, Public

AP Examinees: 9

Sources: CDC National Center for Health Statistics Monthly Vital Statistics Reports (births); Western Interstate Commission for Higher Education 2012 (US high school graduates); NCES Digest of Educational Statistics 2012 (immediate college enrollees); College Board (AP Examinees in total US Cohort)
The Demographic Wave in AP
National Perspective – Class of 2002-2012 – Public Schools

Number of AP Examinees by Race/Ethnicity

- American Indian
- Asian
- Black
- Hispanic
- White
- Other/No Response

2002: 10,000
2003: 15,000
2004: 20,000
2005: 25,000
2006: 30,000
2007: 35,000
2008: 40,000
2009: 45,000
2010: 50,000
2011: 55,000
2012: 60,000
The Demographic Wave in AP
National Perspective – Class of 2002-2012 – Public Schools

Percent of AP Examinees by Race/Ethnicity

- American Indian
- Asian
- Black
- Hispanic
- White
- Other/No Response

2002: 11.5%
2012: 17.8%

CollegeBoard
Hispanic and white graduates participate in AP at the same rate
Participation in AP
National Perspective – Class of 2002-2012 – Public Schools

Percent of Graduates who took an AP Exam During High School

- Nation
- American Indian
- Asian
- Black
- Hispanic
- White

The Demographic Wave: Rethinking Hispanic AP Trends
Performance gap evident between Hispanic and white graduates.
Success in AP
National Perspective – Class of 2002-2012 – Public Schools

Percent of Graduates who Scored 3 or Higher on an AP Exam During High School

- Nation
- American Indian
- Asian
- Black
- Hispanic
- White

The Demographic Wave: Rethinking Hispanic AP Trends
Success in AP
National Perspective – Class of 2012 – Public Schools

Percent of Examinees who Scored 3 or Higher on an AP Exam During High School

- Nation: 60%
- American Indian: 47%
- Asian: 71%
- Black: 29%
- Hispanic: 54%
- White: 66%

The Demographic Wave: Rethinking Hispanic AP Trends
Success in AP
National Perspective – Class of 2002-2012 – Public Schools

Percent of Examinees who Scored 3 or Higher on an AP Exam During High School

- Nation
- American Indian
- Asian
- Black
- Hispanic
- White

The Demographic Wave: Rethinking Hispanic AP Trends 17
Success in AP – Excluding Spanish Language
National Perspective – Class of 2012 – Public Schools

Percent of Examinees who Scored 3 or Higher on an AP Exam During High School

- Nation: 60% with Spanish Language, 58% excluding
- American Indian: 47% with Spanish Language, 47% excluding
- Asian: 71% with Spanish Language, 71% excluding
- Black: 29% with Spanish Language, 29% excluding
- Hispanic: 54% with Spanish Language, 39% excluding
- White: 66% with Spanish Language, 66% excluding

Legend: 
- With Spanish Language
- Excluding Spanish Language
Family Background

Exploring demographic characteristics of Hispanic AP Examinees
Family Background

What do we know about Hispanic AP Examinees?

- Parent Education
  - Range: < HS Diploma to Graduate Degree
  - Highest level based on reported mother and father level(s)

- Socioeconomic Status (SES)
  - Fee waiver, based on federal Free/Reduced Lunch thresholds

- Language(s) spoken at home
  - Best language: English, English+, or Another
  - Spanish-speaking household
    - for AP Spanish Language examinees only
## Parent Education

### National Perspective – Public Schools – Class of 2012

<table>
<thead>
<tr>
<th>Highest Level</th>
<th>American Indian</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; HS Diploma</td>
<td>3.3</td>
<td>10.2</td>
<td>4.6</td>
<td>31.6</td>
<td>0.8</td>
</tr>
<tr>
<td>HS Diploma</td>
<td>36.7</td>
<td>25.6</td>
<td>40.9</td>
<td>38.2</td>
<td>23.2</td>
</tr>
<tr>
<td>Associate</td>
<td>10.8</td>
<td>5.5</td>
<td>11.5</td>
<td>6.3</td>
<td>8.3</td>
</tr>
<tr>
<td>Bachelors</td>
<td>31.6</td>
<td>31.1</td>
<td>26.6</td>
<td>15.0</td>
<td>40.2</td>
</tr>
<tr>
<td>Graduate</td>
<td>17.7</td>
<td>27.6</td>
<td>16.3</td>
<td>9.0</td>
<td>27.5</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Generation</th>
<th>American Indian</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>40.0</td>
<td>35.8</td>
<td>45.6</td>
<td>69.8</td>
<td>24.0</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AA or Higher</th>
<th>American Indian</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>60.0</td>
<td>64.2</td>
<td>54.4</td>
<td>30.2</td>
<td>76.0</td>
<td></td>
</tr>
</tbody>
</table>
AP parents are more highly educated than respective racial/ethnic group as a whole

Source: College Board & Census Current Population Survey, as reported in NCES Digest of Education Statistics 2012
SES – Low Income
National Perspective – Public Schools – Class of 2003-2012

General upward trend in fee waivers
- Economic recession
- Increased outreach/coordinator outreach
- Increased number of schools with AP
- District/state partnerships
SES – Low Income
National Perspective – Public Schools – Class of 2012

Percent of Examinees Using Fee Waivers

- Nation: 26.6%
- American Indian: 30.5%
- Asian: 28.5%
- Black: 49.1%
- Hispanic: 61.6%
- White: 11.3%
7 out of 10 Hispanic examinees from CA and TX
**SES – Low Income**

National Perspective – Public Schools – Class of 2012

*Demographic Distribution of AP Examinees*

- Underrepresented students are overrepresented among low income examinees
Language Background

National Perspective – US Public Schools – Class of 2012

<table>
<thead>
<tr>
<th>Group</th>
<th>Non-Hispanic Examinees (%)</th>
<th>Hispanic Examinees (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Only</td>
<td>93</td>
<td>46</td>
</tr>
<tr>
<td>English and Another Language</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>Another Language</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

- Hispanic examinees are more bilingual than examinees as a whole
- Nearly half Hispanic examinees report English only
Additional questions:
- Have you lived or studied for one month or more in a country where Spanish is spoken?
- Do you regularly speak or hear Spanish at home?

Standard vs Non-Standard Group
- Standard = “No” to both questions

64% of AP Spanish Language examinees in the class of 2012 were Hispanic
## Language Background
### AP Spanish Language Examinees

<table>
<thead>
<tr>
<th></th>
<th>Hispanic Examinees</th>
<th>Non-Hispanic Examinees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish spoken at home</td>
<td>92</td>
<td>6</td>
</tr>
<tr>
<td>Lived in Spanish speaking country; not spoken at home</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Standard Group</td>
<td>6</td>
<td>90</td>
</tr>
</tbody>
</table>

*Nearly all Hispanic AP Spanish Language examinees indicate that Spanish is spoken at home*
The Gateway Hypothesis

Does AP Spanish Language serve as a gateway to AP for Hispanic students?
"Hispanic students take AP Spanish Language, and it boosts their confidence and motivation to take additional AP courses."

- True
- False
- We don’t know
The Gateway Hypothesis
National Perspective – Public Schools

- Assigned all Hispanic examinees based on AP test-taking history
  - which exams and when they were taken

<table>
<thead>
<tr>
<th>Group</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Language Only</td>
<td>Student's only AP exam was AP Spanish Language</td>
</tr>
<tr>
<td>Gateway</td>
<td>Student took AP Spanish as first AP exam, followed by other exams in subsequent administrations</td>
</tr>
<tr>
<td>Concurrent</td>
<td>Student took AP Spanish in addition to one or more exams in first or only administration</td>
</tr>
<tr>
<td>Anti-Gateway</td>
<td>Student took other exam as first AP exam, followed by Spanish Language (with or without other exams)</td>
</tr>
<tr>
<td>No Spanish Language</td>
<td>Student never took AP Spanish language</td>
</tr>
</tbody>
</table>
Estimate the distribution of the class of 2012 across these categories:

<table>
<thead>
<tr>
<th>Group</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish Language Only</td>
<td>15.3</td>
</tr>
<tr>
<td>Gateway</td>
<td>5.9</td>
</tr>
<tr>
<td>Concurrent</td>
<td>8.8</td>
</tr>
<tr>
<td>Anti-Gateway</td>
<td>7.4</td>
</tr>
<tr>
<td>No Spanish Language</td>
<td>62.6</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

MYTH BUSTED!
The Gateway Hypothesis

National Perspective – Public Schools – Class of 2002-2012
The Gateway Hypothesis

National Perspective – Public Schools – Class of 2002-2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Spanish Language Only</th>
<th>Gateway</th>
<th>Concurrent</th>
<th>Anti-Gateway</th>
<th>No Spanish Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>27.9</td>
<td>7.9</td>
<td>10.7</td>
<td>4.9</td>
<td>48.6</td>
</tr>
<tr>
<td>2003</td>
<td>27.2</td>
<td>7.4</td>
<td>10.7</td>
<td>5.6</td>
<td>49.0</td>
</tr>
<tr>
<td>2004</td>
<td>26.5</td>
<td>7.9</td>
<td>10.7</td>
<td>5.7</td>
<td>49.2</td>
</tr>
<tr>
<td>2005</td>
<td>25.9</td>
<td>7.8</td>
<td>10.3</td>
<td>6.1</td>
<td>49.9</td>
</tr>
<tr>
<td>2006</td>
<td>24.2</td>
<td>7.7</td>
<td>10.0</td>
<td>6.1</td>
<td>51.9</td>
</tr>
<tr>
<td>2007</td>
<td>22.3</td>
<td>7.4</td>
<td>9.7</td>
<td>6.2</td>
<td>54.4</td>
</tr>
<tr>
<td>2008</td>
<td>20.2</td>
<td>6.9</td>
<td>9.4</td>
<td>6.5</td>
<td>56.9</td>
</tr>
<tr>
<td>2009</td>
<td>19.2</td>
<td>6.4</td>
<td>9.0</td>
<td>6.7</td>
<td>58.7</td>
</tr>
<tr>
<td>2010</td>
<td>18.0</td>
<td>6.1</td>
<td>8.8</td>
<td>6.8</td>
<td>60.3</td>
</tr>
<tr>
<td>2011</td>
<td>16.0</td>
<td>5.9</td>
<td>8.8</td>
<td>7.2</td>
<td>62.1</td>
</tr>
<tr>
<td>2012</td>
<td>15.3</td>
<td>5.9</td>
<td>8.8</td>
<td>7.4</td>
<td>62.6</td>
</tr>
</tbody>
</table>
### The Gateway Hypothesis

#### State Perspective – Public Schools – Class of 2012

<table>
<thead>
<tr>
<th>State</th>
<th>Total Hispanic Examinees</th>
<th>Spanish Language Only</th>
<th>Gateway</th>
<th>Concurrent</th>
<th>Anti-Gateway</th>
<th>No Spanish Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>53,249</td>
<td>18.8</td>
<td>7.8</td>
<td>13.2</td>
<td>9.8</td>
<td>50.4</td>
</tr>
<tr>
<td>Texas</td>
<td>39,456</td>
<td>15.3</td>
<td>6.9</td>
<td>8.2</td>
<td>5.3</td>
<td>64.3</td>
</tr>
<tr>
<td>Florida</td>
<td>19,791</td>
<td>11.8</td>
<td>5.4</td>
<td>5.0</td>
<td>8.3</td>
<td>69.5</td>
</tr>
<tr>
<td>New York</td>
<td>9,034</td>
<td>19.6</td>
<td>6.6</td>
<td>5.7</td>
<td>5.7</td>
<td>62.5</td>
</tr>
<tr>
<td>Illinois</td>
<td>7,441</td>
<td>12.0</td>
<td>3.5</td>
<td>7.9</td>
<td>7.6</td>
<td>69.0</td>
</tr>
<tr>
<td>Nation</td>
<td>169,521</td>
<td>15.3</td>
<td>5.9</td>
<td>8.8</td>
<td>7.4</td>
<td>62.6</td>
</tr>
</tbody>
</table>
The Gateway Hypothesis

Does it have potential?

Very little research on the topic

- Texas Education Agency - Texas Middle School Program for AP Spanish: Summary of Success
  - [http://www.teamiddleschoolspanish.org/](http://www.teamiddleschoolspanish.org/)

Research needed with high school students

- Pre/post comparison of confidence, motivation, aspirations
- “Official” vs “unofficial” research
The Gateway Hypothesis

Digging into the schools

- **Curriculum/scheduling constraints**
  - How many schools offer AP Spanish courses?
  - How early can students take AP Spanish Language?
    - Limited gateway if students can’t take until 11th or 12th grade

- **Our data provided limited insight into these issues.**
  - Approved Spanish Language courses
    - <5,000 or ~22% of US Public Schools
  - AP Spanish Language exams taken by freshmen/sophomores
    - 14,133 Hispanic examinees in the class of 2012 from 1,903 US public schools with as many as 225 Hispanic examinees who took AP Spanish Language
Key Findings

Hispanic Students in AP
Hispanic AP Examinees

Key Findings – Class of 2012 – US Public Schools

❖ 54.7% come from California or Texas
  – Whereas 51.5% of Hispanic graduates were from these states

❖ 69.8% were first-generation
  – Compared to 28.8% of non-Hispanic examinees
  – 31.6% report that neither parent had earned a HS diploma

❖ 61.6% were low-income
  – Compared to 19.0% of non-Hispanic examinees
  – 70.2% of Hispanic examinees from Texas and 68.9% of those from California utilized fee waivers
  – Hispanic students comprised 17.8% of examinees vs 41.1% of low income examinees

❖ 45.8% report ‘English Only’ as Best Language
  – Compared to 92.6% of non-Hispanic examinees
Hispanic AP Examinees
Key Findings – Class of 2012

- 31.5% of Hispanic graduates took an AP Exam
  - Slightly higher than the white participation rate (31.2%)

- 17.0% of Hispanic graduates succeeded on an AP Exam
  - Slightly lower than the white E&E rate (20.6%)

- 37.4% of Hispanic examinees took AP Spanish Language
  - 91.8% of Hispanics who took AP Spanish speak Spanish at home
  - 5.9% of Hispanics examinees took AP Spanish Language in their first administration, followed by exam(s) in subsequent admins

- 53.9% of Hispanic examinees succeeded on an AP Exam
  - Compared to 39.3% when AP Spanish Language is removed from the analysis
Collecting & Reporting Race/Ethnicity

Recent changes, upcoming challenges
Race vs. Ethnicity

Background

What is the difference?
- Race: Biological, Physical Appearance e.g., skin color, eye color, hair color, bone/jaw structure, etc.
- Ethnicity: Sociological, Cultural Factors e.g., nationality, culture, ancestry, language and beliefs

Why do we care about this?

Why is this important to discussions about education? AP?
Federal Data on Race/ethnicity

History of Standards

1976

Americans of Spanish Origins Social Statistics Act
• Formal law requiring the collection and publication of Hispanic-origin data

1977

OMB's Statistical Policy Directive No. 15
• First attempt to standardize the federal collection of R/E data
• Required that data be collected and reported for a minimum of four major racial groups (white, black, Asian/Pacific Islander, and American Indian) and two ethnicities (Hispanic origin and non-Hispanic origin).
• Separate collection of data on race and ethnicity was preferred.
Federal Data on Race/ethnicity

History of Standards

1980-90

1980 and 1990 Censuses
• OMB’s Directive 15 guided the collection of R/E data in both censuses.
• The Hispanic origin question followed the race question with other questions (age, marital status) in between.

Revisions to the Standards for the Classification of Federal Data on Race and Ethnicity
• OMB's 1997 Statistical Policy Directive No. 15 revised:
  – Asian or Pacific Islander category divided into two distinct categories;
  – respondents were to be allowed to self-identify with more than one racial group.
Federal Data on Race/ethnicity

History of Standards

2000 and 2010 Censuses

- OMB’s 1997 revisions guided the collection of R/E data in both censuses.
- Respondents instructed to “mark one or more” instead of “fill one circle” for the race question for the first time in 2000.
- The Hispanic origin question was moved in 2000 to immediately before the race question.
- OMB allowed the census to continue to include an “other” category for race.

Final guidance on maintaining/collecting/reporting R/E data to the U.S. DOE released, to be implemented starting the 2010-2011 school year.
US DoE/NCES Definitions


- **Ethnicity** is based on the following categorization:
  - **Hispanic or Latino**: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic or Latino."

- **Race** is based in the following five categorizations:
  - **American Indian or Alaska Native**: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
  - **Asian**: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
  - **Black or African American**: A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."
  - **Native Hawaiian or Other Pacific Islander**: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
  - **White**: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
**Federal Data on Race/ethnicity**

### History of Standards

- **Starting in the 2010-2011 school year**, U.S. DoE requires *all* education institutions to collect and report data in the following manner:

  1. **What is this person's ethnicity?**
     - Hispanic or Latino
     - Not Hispanic or Latino
  2. **What is this person's race? (mark one or more races)**
     - American Indian or Alaska Native
     - Asian
     - Black or African American
     - Native Hawaiian or Other Pacific Islander
     - White

### Collecting data

### Reporting data

- **Seven categories**
  1. Hispanic/Latino of any race
  2. American Indian or Alaska Native
  3. Asian
  4. Black or African American
  5. Native Hawaiian or Other Pacific Islander
  6. White
  7. Two or more races
### Checking Assumptions

**Pop Quiz**

A student notes she is Hispanic and Black. Her school will report this student as:

<table>
<thead>
<tr>
<th>Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Black or African American</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>Two or more races</td>
</tr>
</tbody>
</table>
A student notes he is Asian and Black. His school will report this student as:

<table>
<thead>
<tr>
<th>Reporting Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
</tr>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Black or African American</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td><strong>Two or more races</strong></td>
</tr>
</tbody>
</table>
Piloted two versions of a new R/E question in the SAT questionnaire.

### Current

Please choose a response from the list below (Mark one only):

- American Indian or Alaska Native
- Asian, Asian American, or Pacific Islander
- Black or African American
- Mexican or Mexican American
- Puerto Rican
- Other Hispanic, Latino, or Latin American
- White
- Other
- I do not wish to respond

### Version A: Check All

Please check one or more of the following options that you identify with:

- American Indian or Alaska Native
- Asian or Asian American
- Native Hawaiian or Other Pacific Islander
- Black or African American
- Mexican or Mexican American
- Puerto Rican
- Other Hispanic, Latino, or Latin American
- White
- Other
- I do not wish to respond

### Version B: 2-part Q

**Are you Hispanic or Latino (including Spanish and other Spanish origin)?**

- Yes, Mexican or Mexican American
- Yes, Puerto Rican
- Yes, Other Hispanic, Latino, Latin American
- No
- I do not wish to respond

**Please check one or more of the following options that you identify with.**

- American Indian or Alaska Native
- Asian or Asian American (including Indian Subcontinent)
- Black or African American (including African and Afro-Caribbean)
- Native Hawaiian or other Pacific Islander
- White (including Portuguese, Brazilian, Persian, and Middle Eastern)
- I do not wish to respond
## College Board Collection/Reporting

### Pilot Results – Demographic Distribution (%)

<table>
<thead>
<tr>
<th></th>
<th>Check One</th>
<th>A Check All</th>
<th>B Two-Part</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.6</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Asian, Asian American or Pacific Islander</td>
<td>12</td>
<td>10.5</td>
<td>10.5</td>
</tr>
<tr>
<td>Black or African American</td>
<td>12</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>14</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>White</td>
<td>54</td>
<td>51</td>
<td>52</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Multi-Response, Non-Hispanic</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>4</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>
The distribution of SAT takers across race/ethnicity categories did not differ significantly between version A (Check All) and B (Two-part Question) compared to overall cohort.

Approximately 8-9% of students selected multiple responses when allowed. Non-Hispanic end up in the ‘Two or more races’ category.

Only 38% of Hispanic SAT takers responded to the second question (race) in version B (vs 21% providing race in A). Do students perceive a difference between race and ethnicity?

Non-response rate was slightly higher for version B.

21.5% of "Other" race indicate non-US citizenship. Do categories appeal to international conceptions of race?
Hispanic Racial Identity

Census data and studies (1990 to 2010) demonstrated:

- Many Hispanics did not identify with standard racial categories.
- Many Hispanics did not distinguish between Hispanic ethnicity/nationality and race.
- Hispanics had high levels of inconsistent reporting in the race question.

Nearly 40% of Hispanics marked “other race” in the race question; almost 97% of individuals reporting “other race” were Hispanics.

Many Hispanics self-identified their race as “Latino,” “Mexican,” “Puerto Rican,” or other national origins or ethnicities despite the new 2010 Census instruction of “For this census, Hispanic origins are not races.”

Census study\(^1\) found that 45% of Hispanics have different races reported in the evaluation survey compared to the 2000 Census, a much higher inconsistency rate than non-Hispanics (e.g. white 6%, black 7%).

\(^1\) The 2000 Accuracy and Coverage Evaluation Survey
The following benefits of the combined question were found:

- Considerably lower question nonresponse rates; focus groups echoed the finding that people of Hispanic origin had less difficulty reporting their identity in a combined question.

- The proportion of population reporting Some Other Race was reduced from ~6% (two-part question) to 0.2%.

- The proportion of white population was lower in the combined question, focus group research indicated that a number of Hispanics felt forced to choose a race category in the 2nd question and reported their race as White in the absence of alternative options.

- Focus group participants consistently expressed concerns over the separate Hispanic origin question, which was seen as unfair and problematic.

- Disproving earlier assumptions, the proportion of the Hispanic population was similar between a combined question and a two-part question.
Preliminary Recommendations

Based on research to date...

- Allow students to check all race and ethnicity categories that apply
- Use single question – do not separate Hispanic from race identifiers
- Include clear and all inclusive definition of each race/ethnicity category (e.g. “White” refers to a person having origins in Europe, the Middle East, or North Africa)
- Instruct students to “select options that you identify with” instead of “select options that describe you”

For further consideration

- Inclusion of the “other” category
- Inclusion/addition of sub-categories within a racial/ethnic group (e.g. Puerto Rican, Cuban, Chinese, Vietnamese, etc.)
Implications

- **Break in trends**
  - Are we able to compare Hispanic students from before and after the transition?

- **Bridge Tabulation Methods from the Feds**
  - Smallest Group
  - Largest Group other than White
  - Largest Group
  - Plurality
  - Deterministic Equal Fractions
  - NHIS Fractions
AP Equity & Access Policy

The Demographic Wave: Rethinking Hispanic AP Trends 58
We strongly encourage educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP.
Equity and Access Policy

We encourage educators to:

• **Eliminate barriers** that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved.

• Make every effort to ensure their AP classes **reflect the diversity** of their student population.

• Provide all students with access to academically challenging course work **before** they enroll in AP classes.

http://professionals.collegeboard.com/k-12/assessment/ap/equity
APRN Demographics – Class of 2012

US Public Schools

The Demographic Wave: Rethinking Hispanic AP Trends

American Indian/Alaska Native
- Graduates: 1.1%
- AP Examinees: 0.6%
- Successful AP Examinees: 0.5%

Asian/Asian American/Pacific Islander
- Graduates: 6.0%
- AP Examinees: 10.6%
- Successful AP Examinees: 12.5%

Black/African American
- Graduates: 14.5%
- AP Examinees: 9.2%
- Successful AP Examinees: 4.4%

Hispanic/Latino
- Graduates: 18.3%
- AP Examinees: 17.8%
- Successful AP Examinees: 15.9%

White
- Graduates: 58.5%
- AP Examinees: 56.4%
- Successful AP Examinees: 61.9%

*Other/No Response not shown
Thank You

Researchers are encouraged to freely express their professional judgment. Therefore, points of view or opinions stated in College Board presentations do not necessarily represent official College Board position or policy.

Questions? Contact kedwards@collegeboard.org or esawtell@collegeboard.org