



5-Year AP Program Strategy & Roadmap

College Board Forum

November 7, 2008

Today's Agenda

- ▶ Introduction: Why has the College Board developed a 5-Year AP Strategy and Roadmap?
- ▶ Focus on Teacher Support
- ▶ Focus on Higher Ed Support
 - ▶ Admission Officers and AP
 - ▶ Department Chairs and AP
 - ▶ New Research Studies
- ▶ Open Q&A

Why develop a 5-year strategy and roadmap for AP?

Many different stakeholders are requesting a multitude of changes or enhancements of AP: which requests are the priority?

AP Portuguese, AP Accounting, AP Engineering,
AP Russian, AP African-American Studies,
AP Theatre, AP Dance, etc., etc.

Proves that AP impacts college success

AP Testing in January

Reduce the breadth of the AP science courses and exams.

AP Exams are too early—our school doesn't close til June

Return AP Exam scores sooner

Improve AP Credit Policies

Move AP testing to the internet

Give teachers and administrators access to AP scores via the Web

Move the AP Reading to the Web

Keep the AP Reading face-to-face, but don't use hotels.

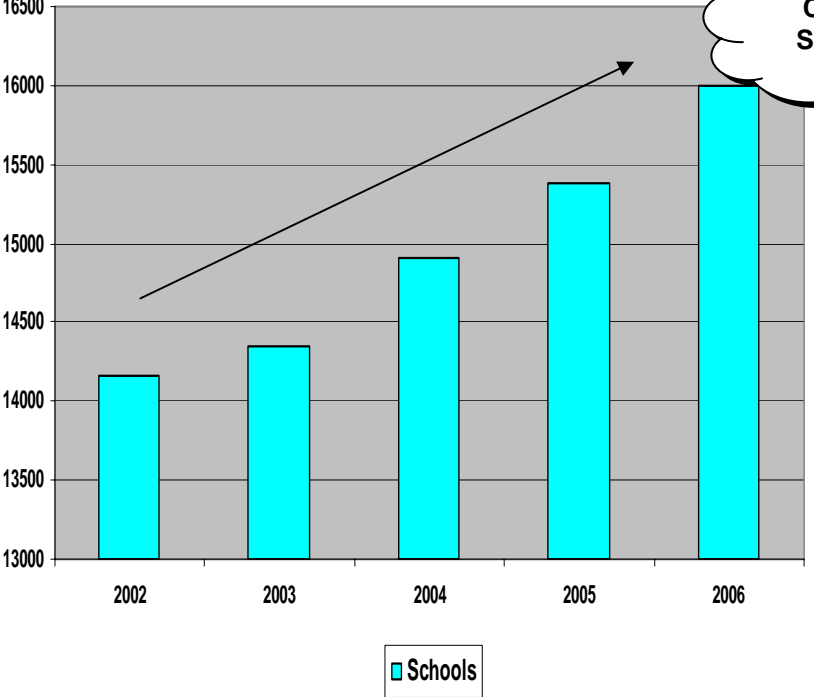
Provide an AP Diploma

Students should be able to register for AP online.

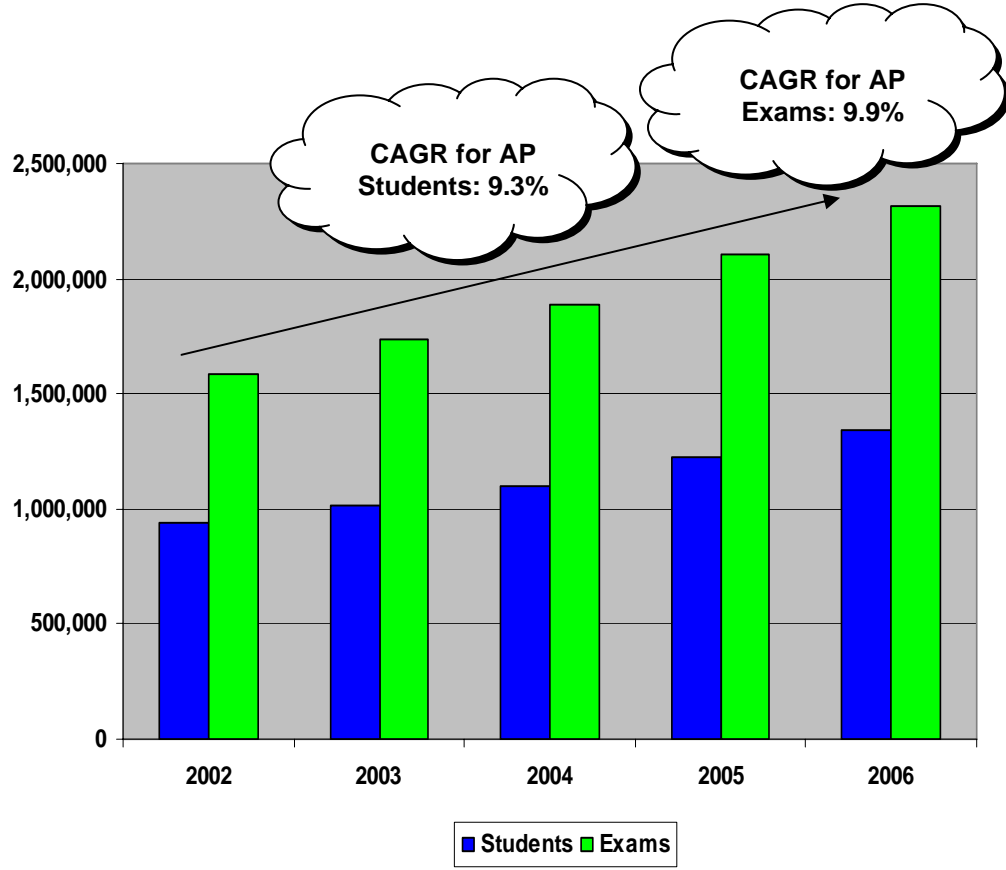
Make it easier to administer the AP language exams

All elements of AP have grown at a steady rate over the last 5 years

AP Growth: No. of Schools

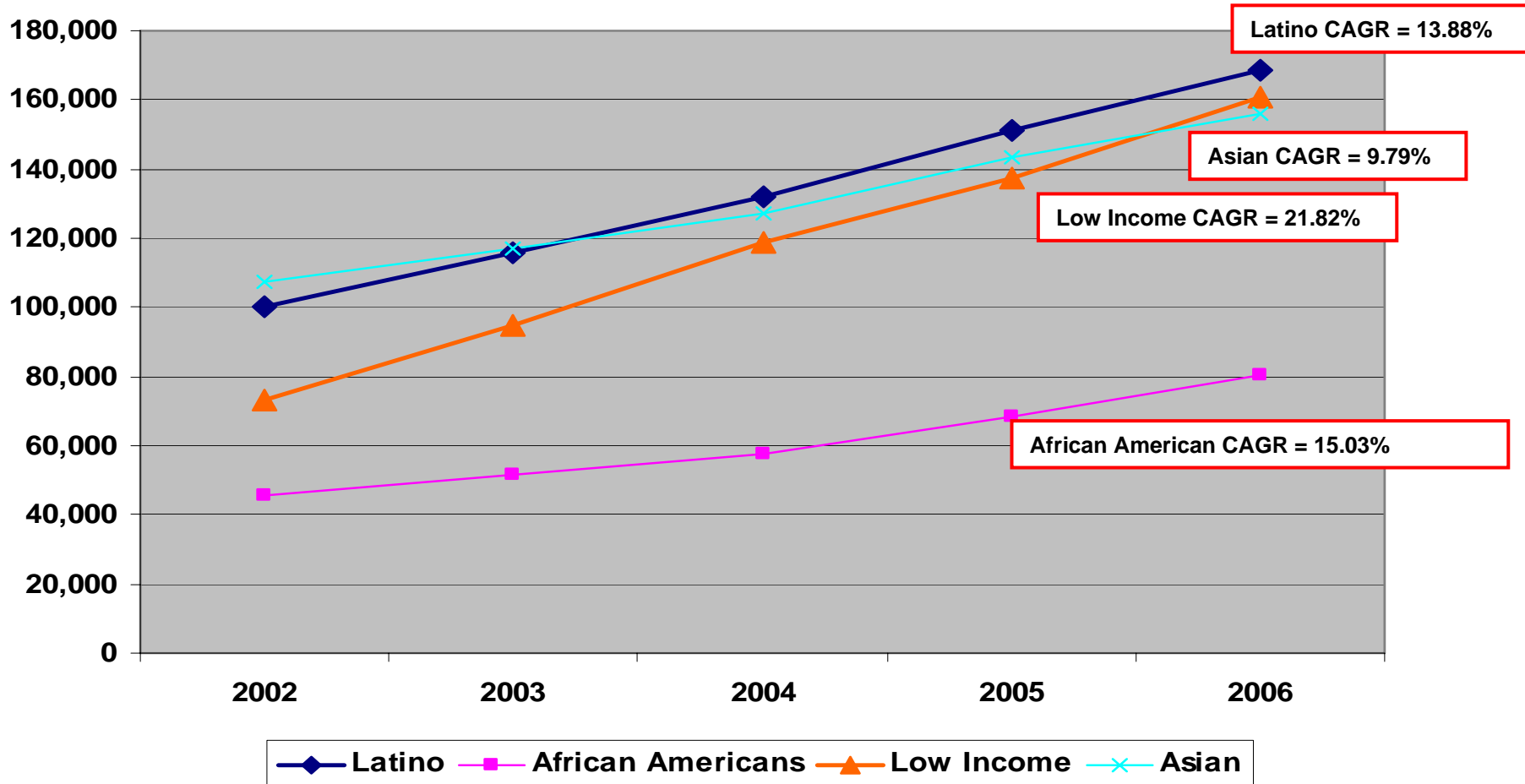


AP Growth: Students/Exams



Source: The College Board SDRS

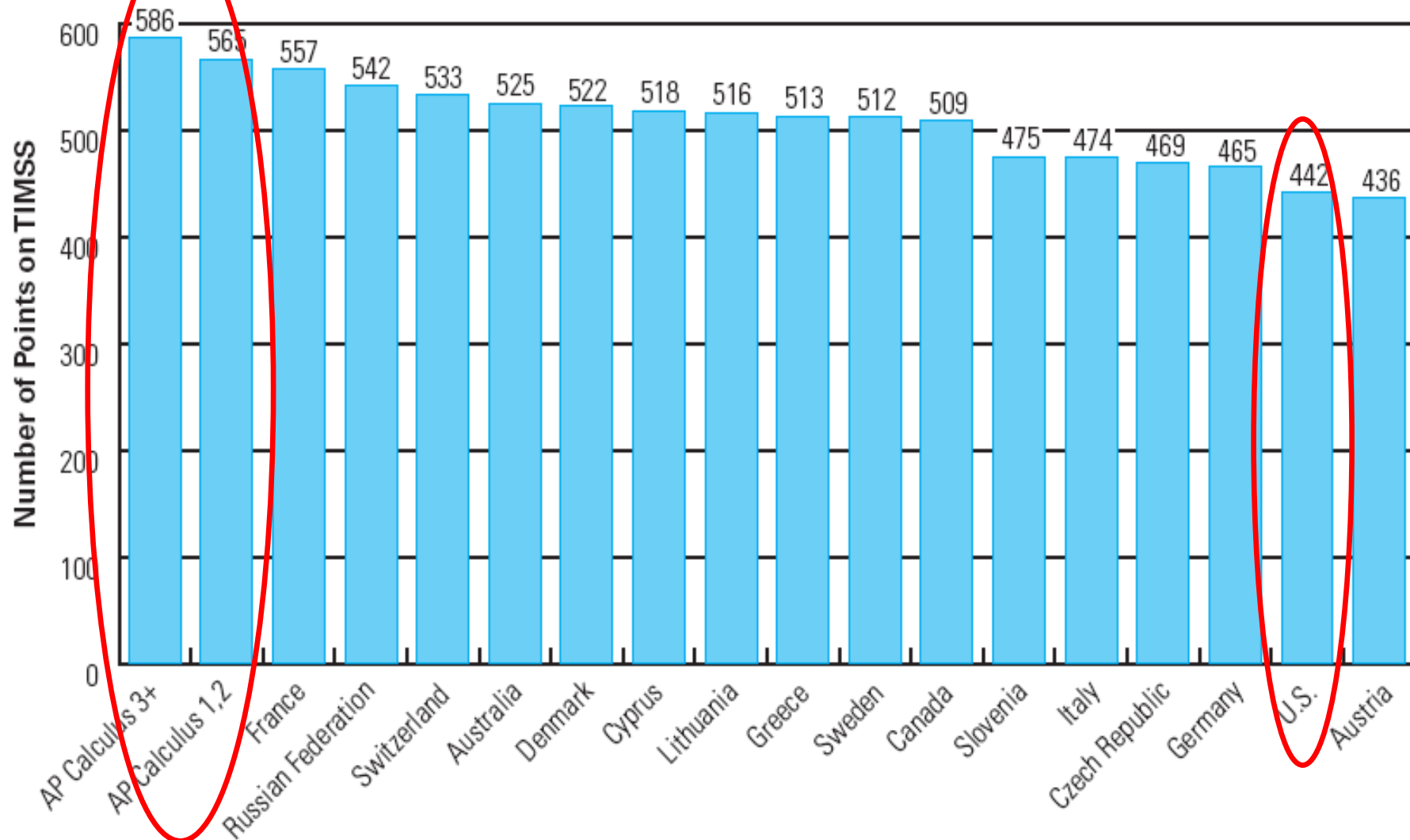
AP participation growth rate is greatest among low-income, African American, and Latino students



Source: SDRS 2002-2006

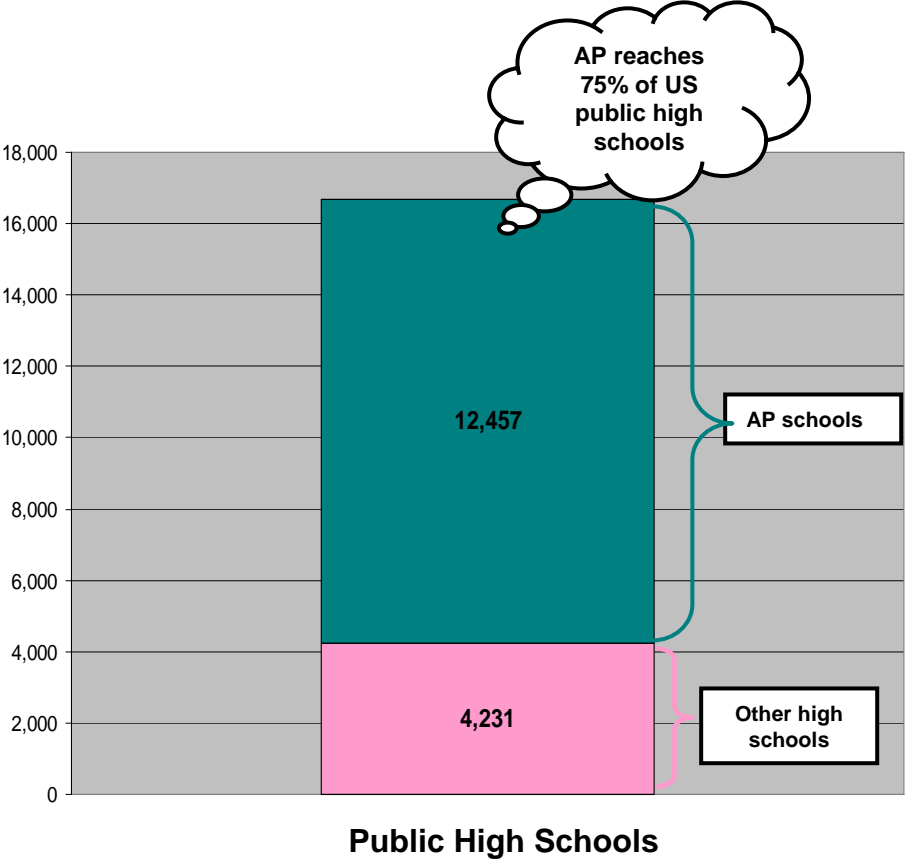
Note: CAGR for White students for the same time period = 7.63%

TIMSS Report: International Student Achievement in Mathematics



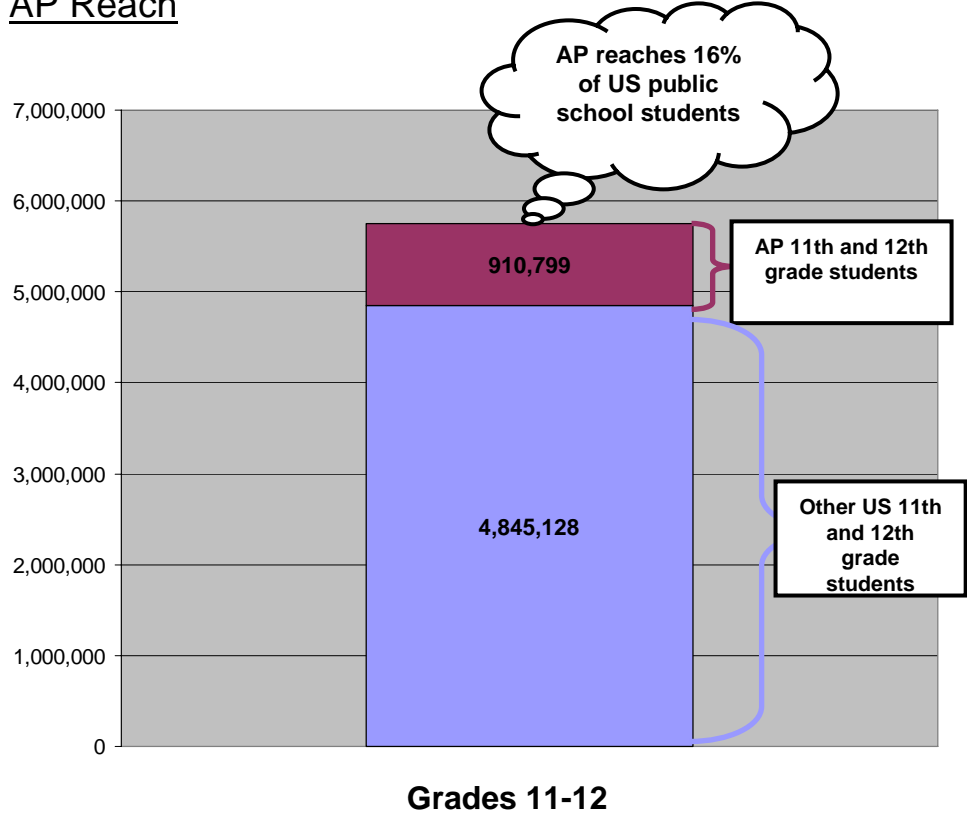
³ González, Eugenio J., Kathleen M. O'Connor, and Julia A. Miles. *How Well Do Advanced Placement Students Perform on the TIMSS Advanced Mathematics and Physics Tests?* The International Study Center, Boston College, 2001.

Currently, AP is present in 75% of US public high schools and reaches 16% of 11th and 12th grade students



Total number of US public high schools = 16,688

AP Reach

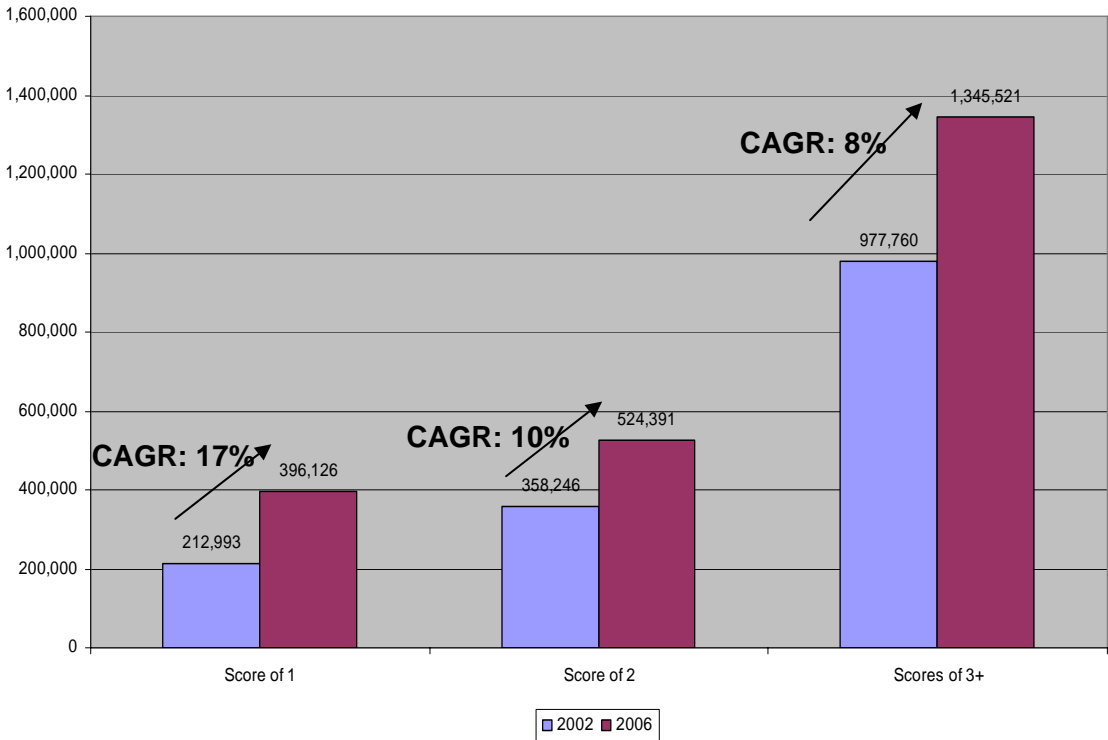


Total number of US public school students in grades 11-12 = 5,755,927

Source: MDR 2006

Exam scores of 1 are proliferating, whereas exam scores of 2 have remained steady, indicating that inadequate student preparation for AP is a problem

Number of AP Exams by Scores 1, 2, and 3+



Facts
18% of 2006 Vol.
Fastest growing segment

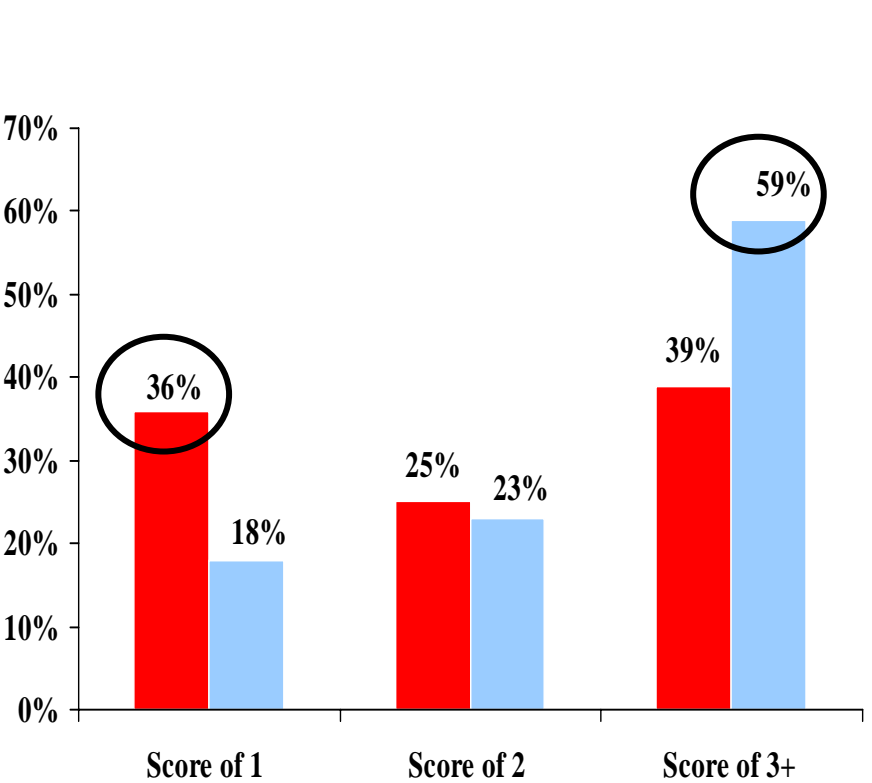
Facts
23% of 2006 Vol.

Facts
59% of 2006 Vol.

| Year | Score of 1 | Score of 2 | Scores of 3+ |
|-------------------------------|------------|------------|--------------|
| 006 | 17.5% | 23.1% | 59.4% |
| 005 | 17.4% | 23.3% | 59.4% |
| 004 | 15.8% | 22.8% | 61.4% |
| 003 | 14.4% | 24.1% | 61.5% |
| 002 | 13.8% | 23.1% | 63.1% |
| Δ in % of Total Exams 2002-06 | +3.7 | - | -3.7 |

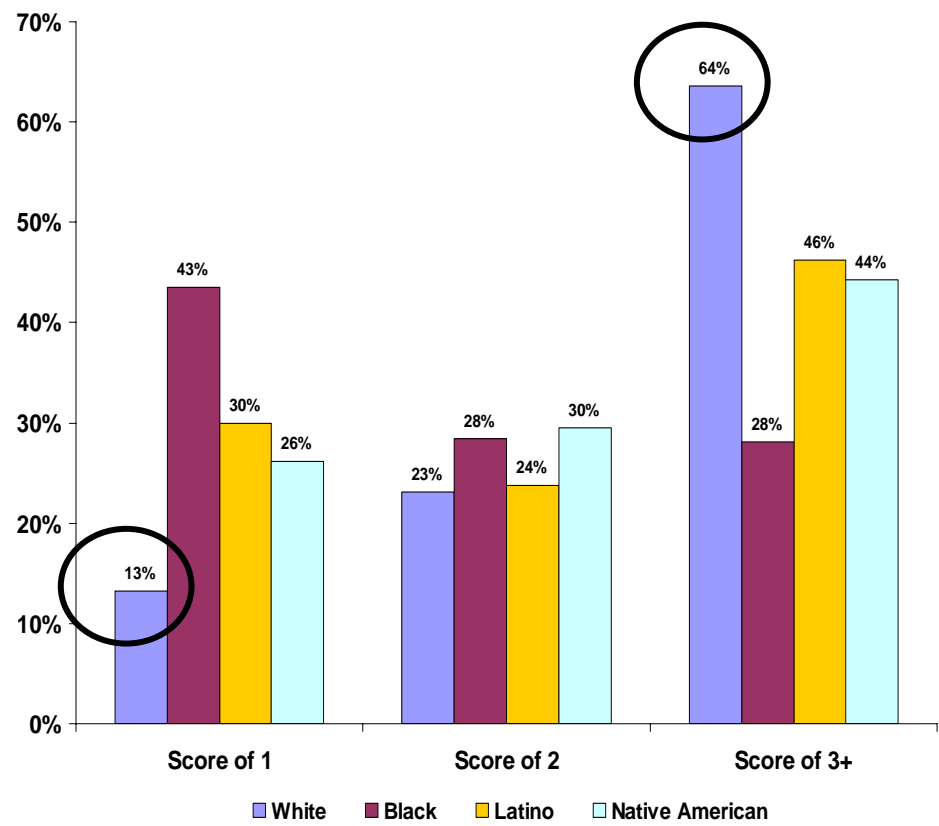
Equity gaps in performance (by income and ethnicity) continue to exist

2006 Percent of Total Exams Scored 1, 2, or 3+:
All Exams and Low Income (FR) Exams



ISSUE # 4 ■ Low Income AP Exams ■ All AP Exams

2006 Percent of Total Exams Scored 1, 2, or 3+:
By Ethnic / Racial Category

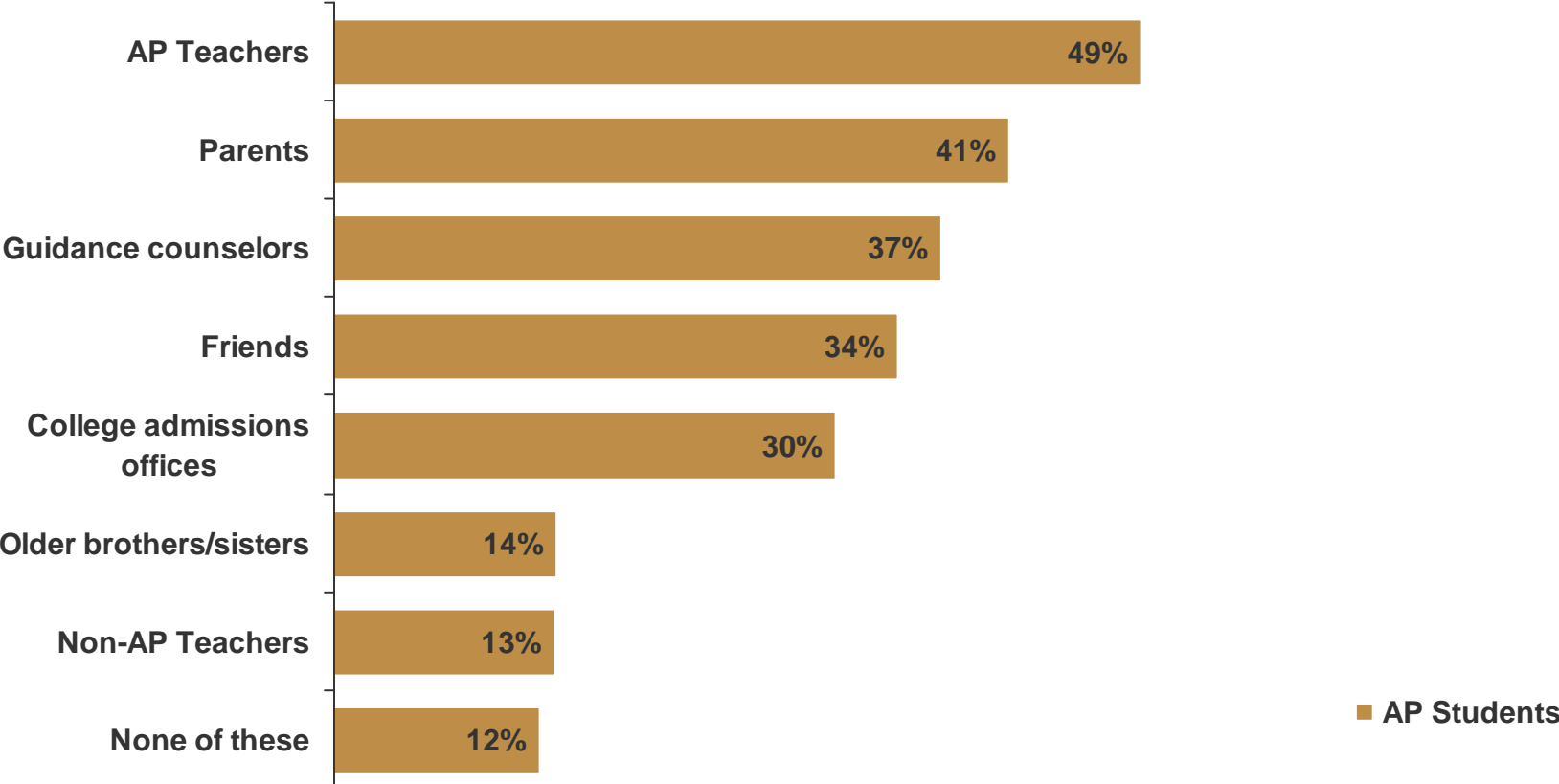


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There is a need for high quality teachers to replace retiring AP teachers, with a need to build commitment, advocacy, and AP loyalty

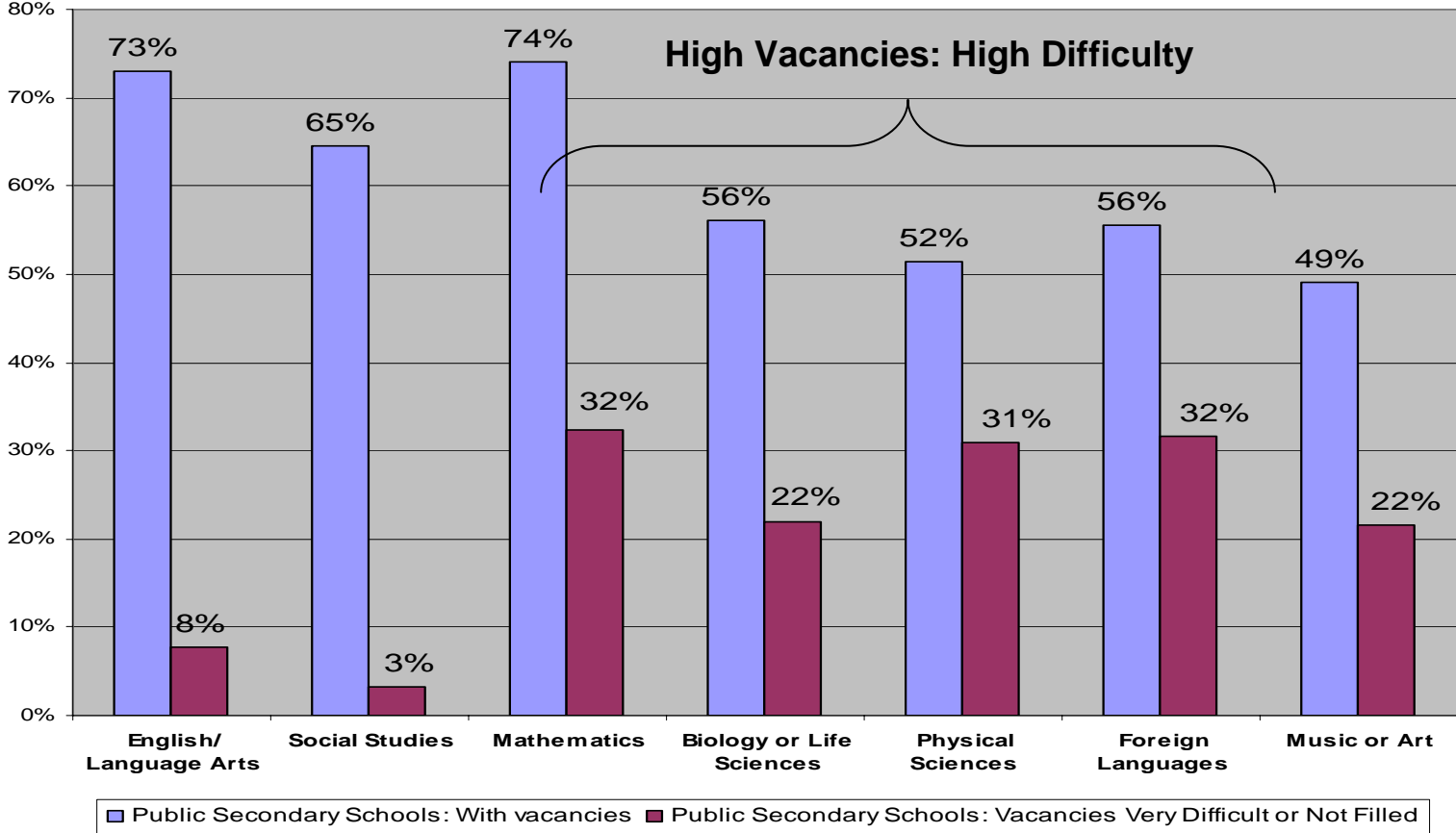
Which three of the following have been most influential to you when deciding whether to take an AP course?



ISSUE #3

There are potential shortages of new, qualified and committed teachers, particularly in high need schools and STEM subjects

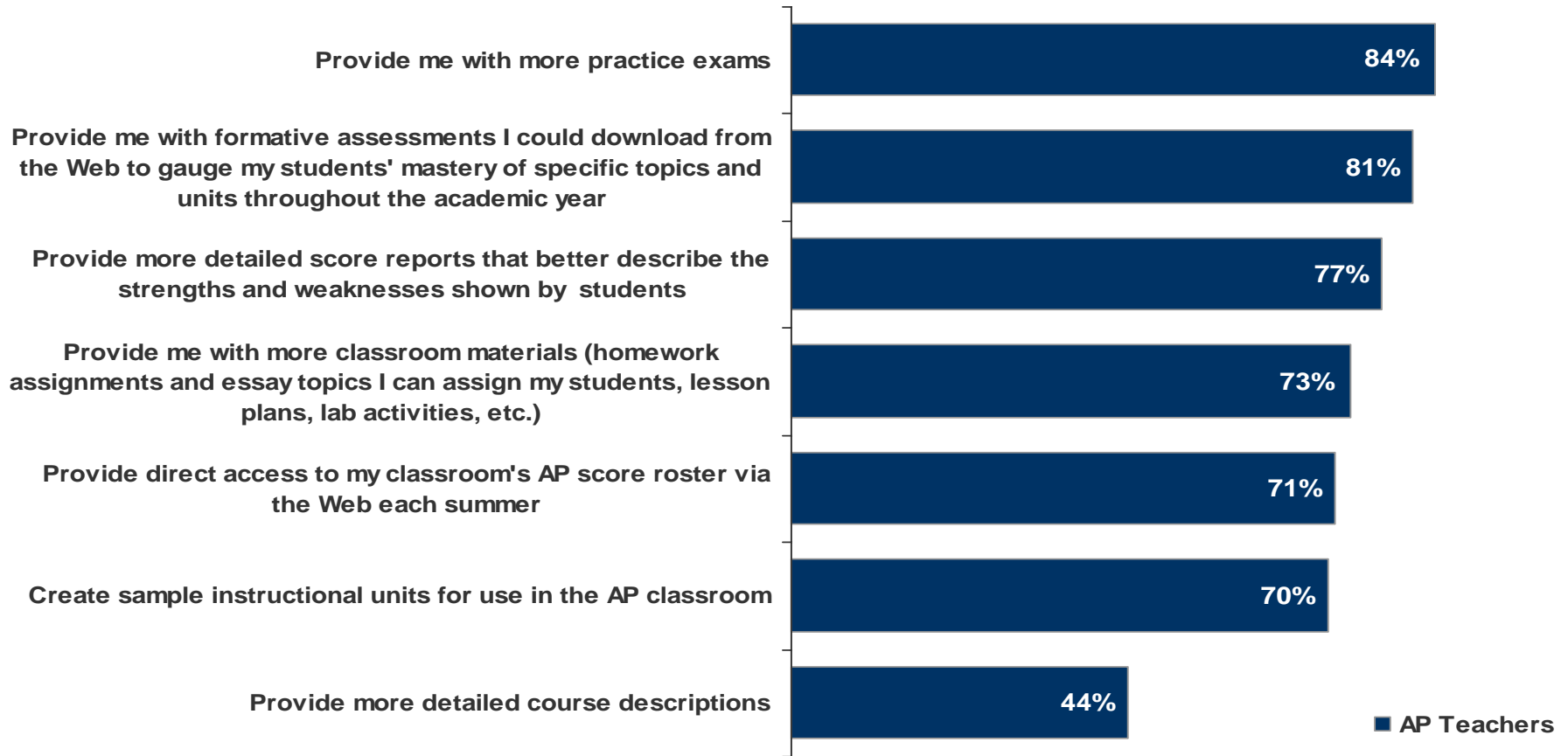
Public Secondary Schools Vacancies by Subject, 2003-04



AP teachers want more AP teaching resources (e.g. mid-year assessments, classroom materials, online score reports)

How important are each of the following potential changes the AP Program could make for teachers?

% Extremely / Very Important



Teacher support priorities

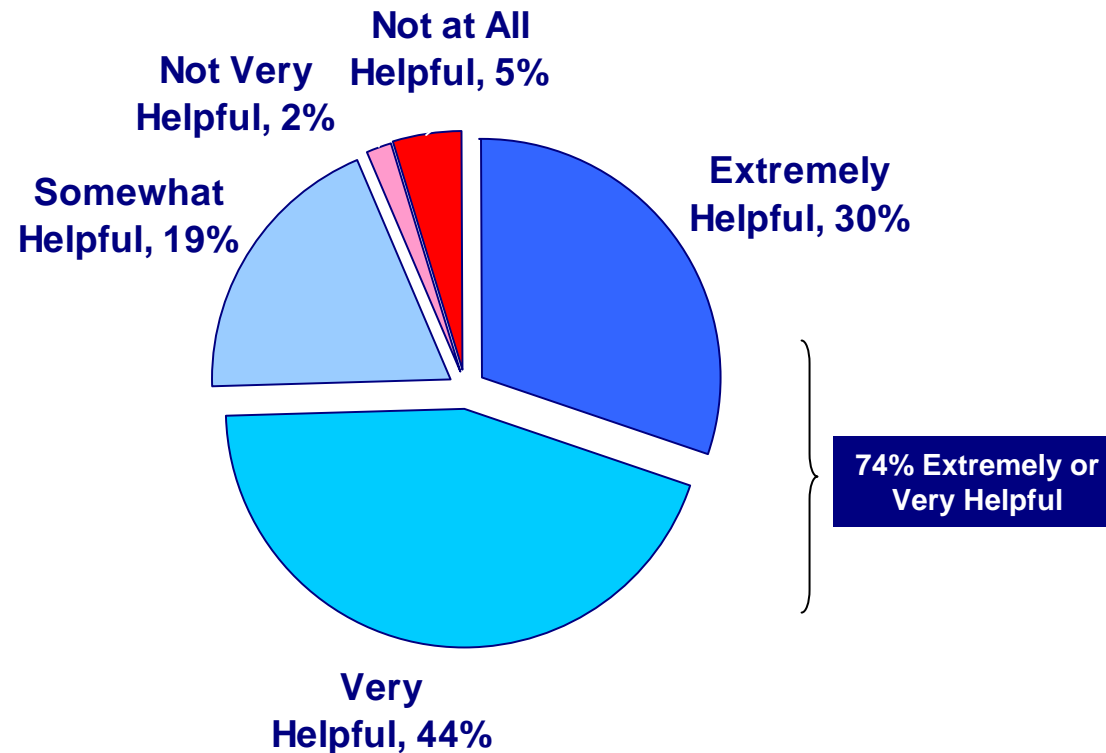
1. New Pre-AP Vertical Team support materials (fall 2009)
2. Piloting new AP curriculum supports (curriculum modules; formative assessments)
3. Online Score Reports for teachers, principals, AP Coordinators, and district officials (target July 1, 2010)
4. Updates to AP science, history, and world language curricula (timeline to be announced in Sept 2009)

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Most admissions officers find AP experience helpful in evaluating admissions candidates

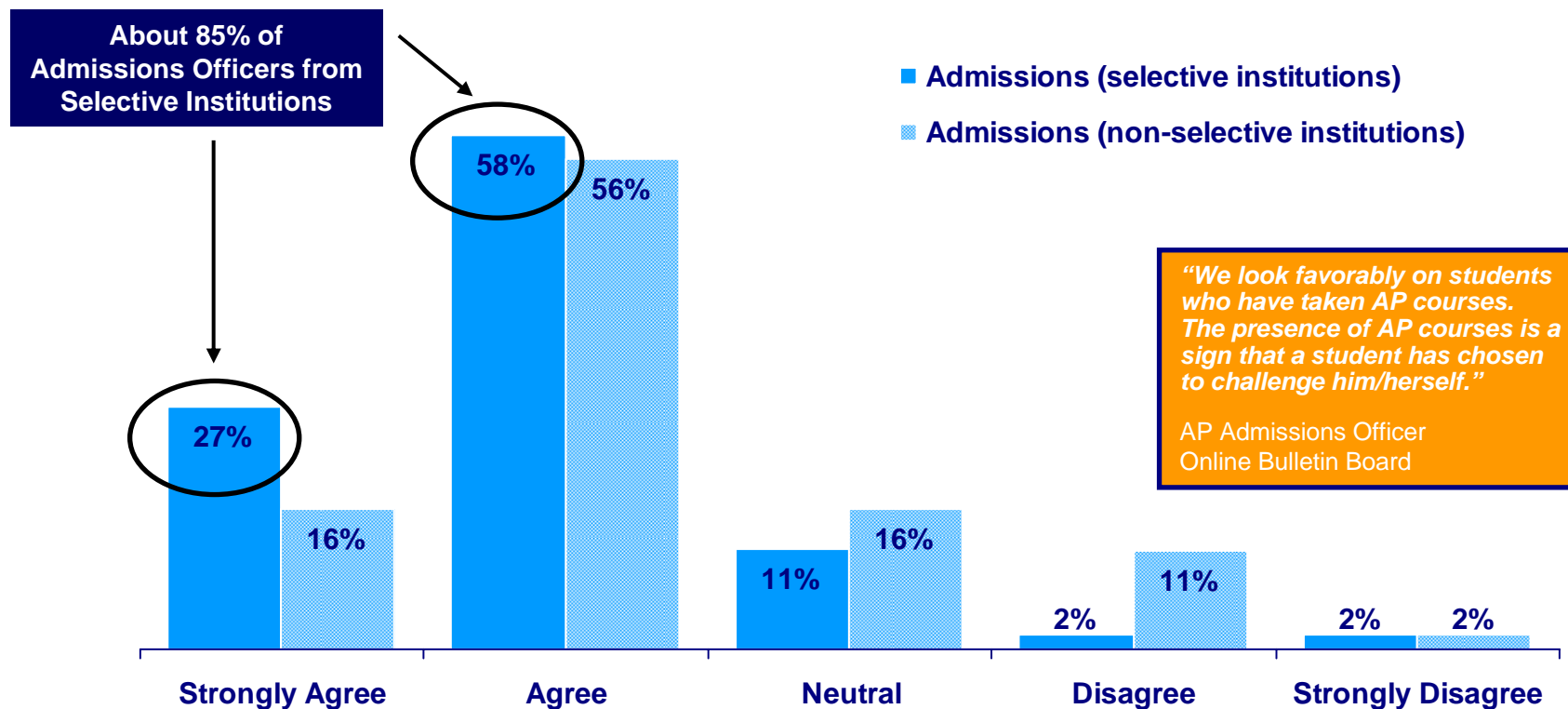
When evaluating a candidate for admission, how helpful is it to evaluate their AP course experience?



Admissions – Q300 Base: (n=125)

Approximately 85% of Admissions Officers from selective institutions feel that AP experience helps them make decisions

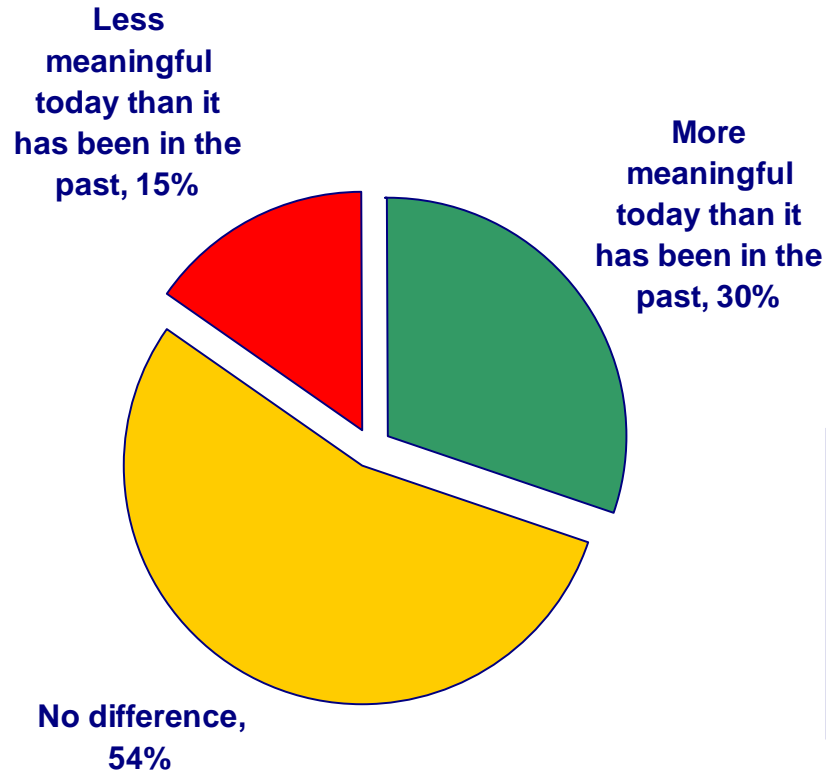
AP course experience favorably impacts admissions decisions



Admissions – Q340 Base: (n=125)

Many Admissions Officers find AP is more meaningful today than in the past

On the whole, do you feel that having AP on a college transcript is ...?



"Because AP is now available to so many different schools, which are clearly not equal."

Admissions Officer telephone survey

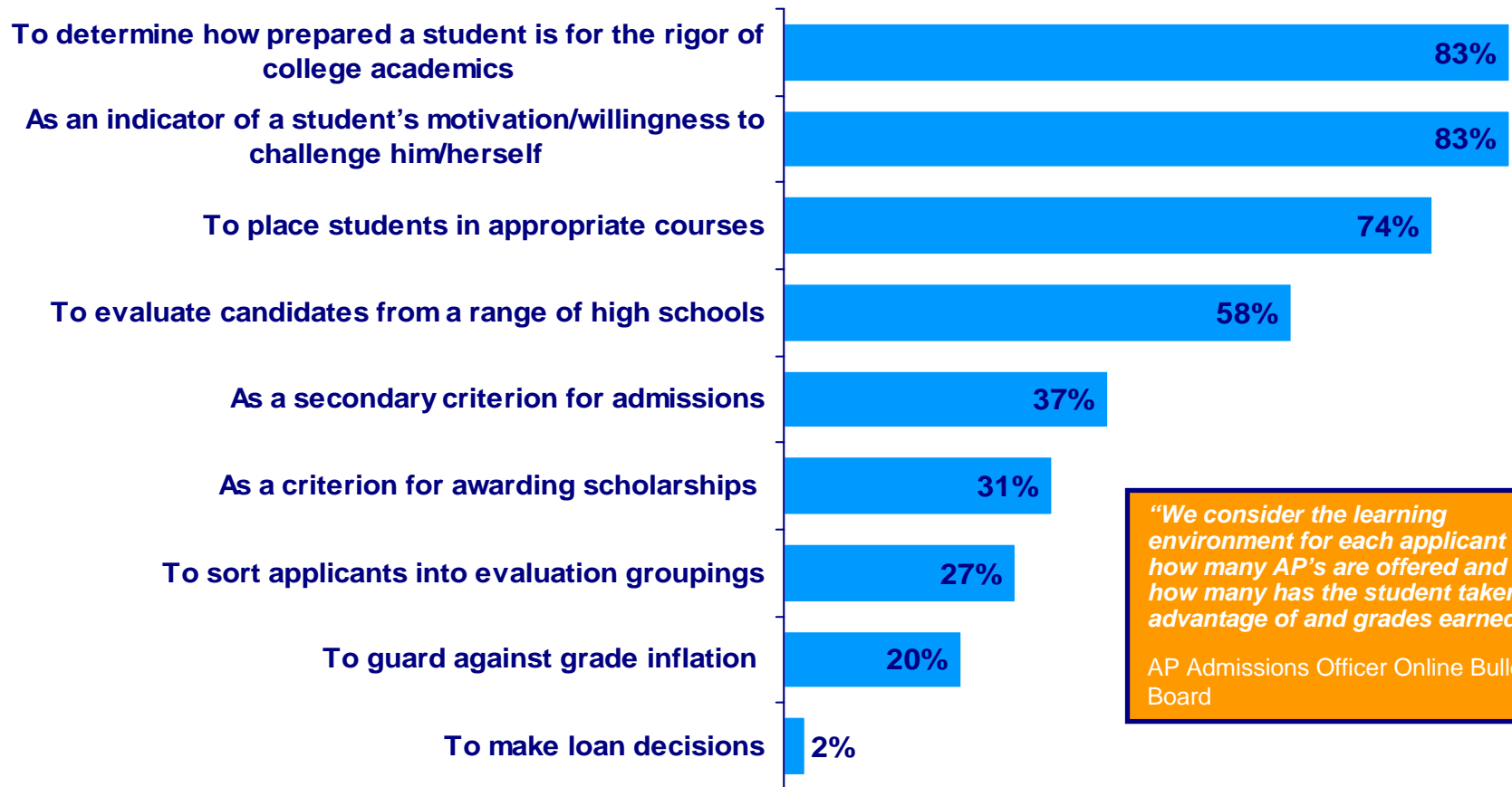
"Because of the growth of the AP program, such that the coursework is more readily available at schools...thus making it more useful for broad-based comparisons."

Admissions Officer telephone survey

Admissions – Q305 Base: (n=125)

Admissions Officers use AP to determine college preparedness, student motivation, and placement

How does your institution use AP, if at all, to support admissions decisions?



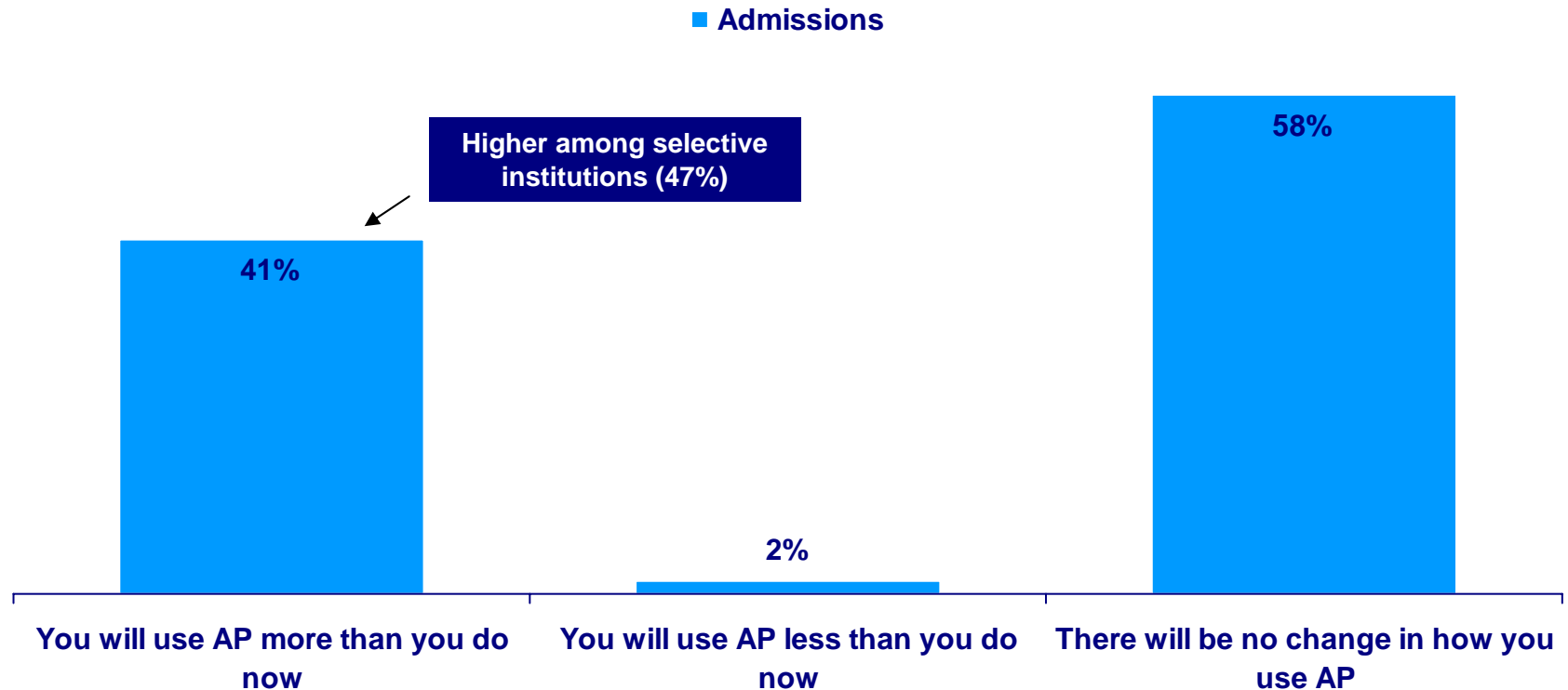
"We consider the learning environment for each applicant – how many AP's are offered and how many has the student taken advantage of and grades earned."
AP Admissions Officer Online Bulletin Board

All uses are employed at a higher rate at selective institutions

Admissions – Q301 Base: (n=125)

41% of Admissions Officers anticipate an increase in the use of AP in admissions in the future

Think about the use of AP in admissions decisions at your institution.
Five years from now, do you expect that ...?



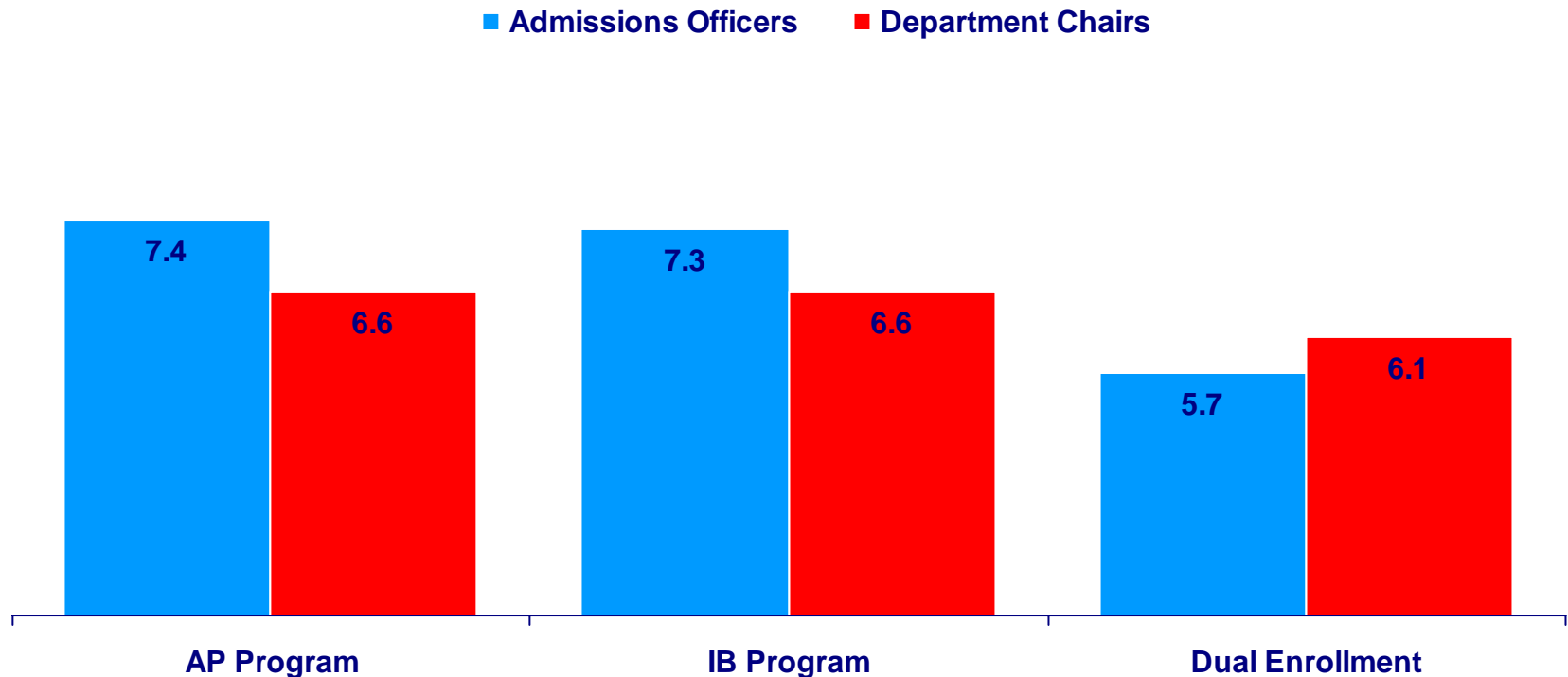
Admissions – Q705 Base: (n=125)

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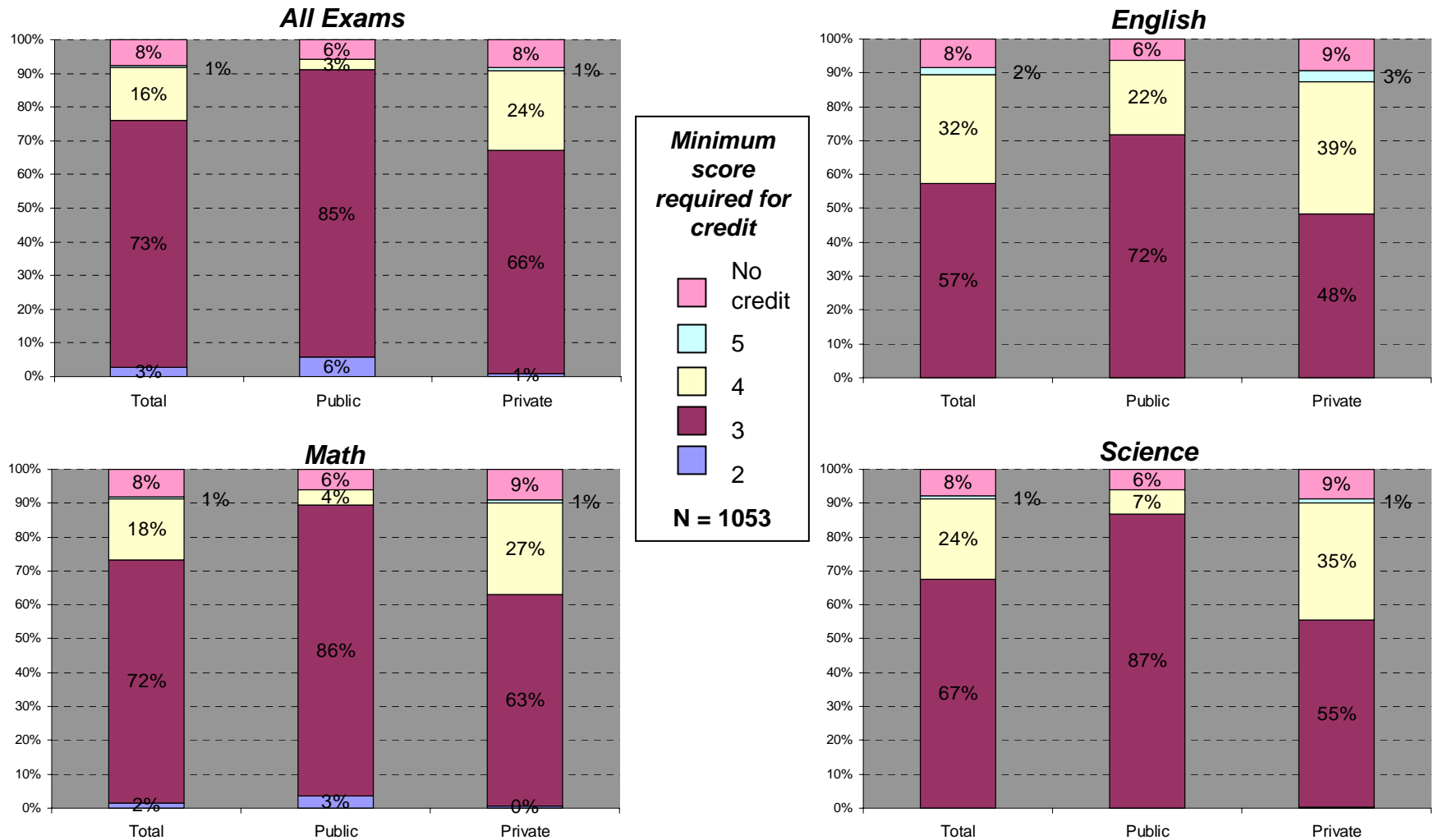
Admissions officers and department chairs compare AP, IB, and Dual Enrollment, seeing AP and IB as very similar

Mean Overall Satisfaction (10 point scale)



Admissions – Q385 Base: (n=125), Colleges that have students with IB/DE experience Q445/Q540 Base: (n=114/116)
Faculty – Q385 Base: (n=125), Colleges that have students with IB/DE experience Q445/Q540 Base: (n=80/53)

AP Credit policies at U.S. 4-year institutions



Source: Internal Data, 2006

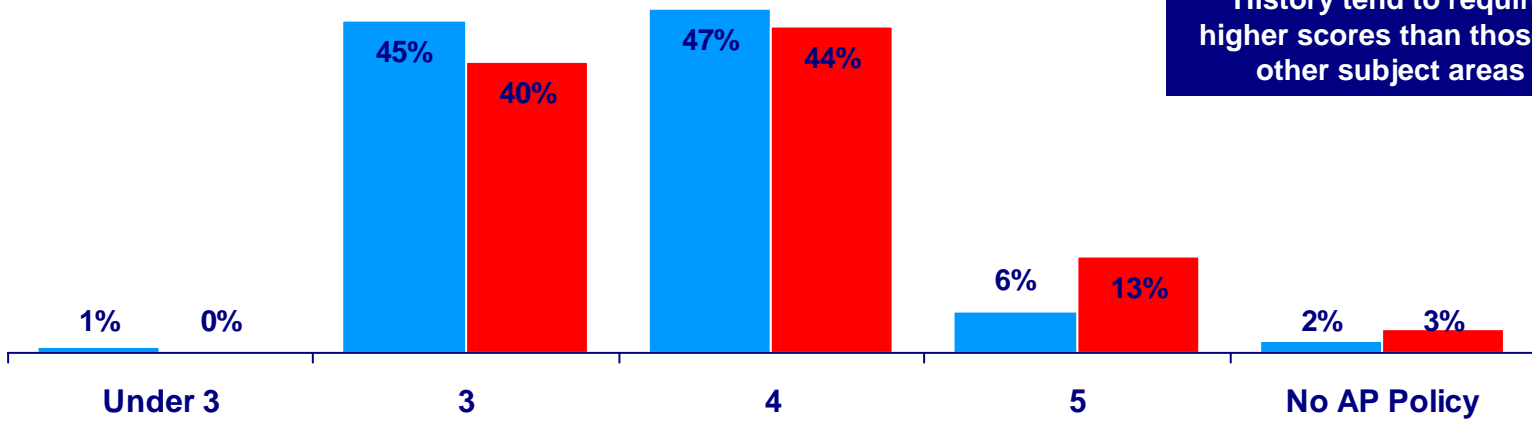
But when drilling down to the Top 200 universities, AP credit policies appear to be more restrictive

What is the minimum score/most typical score required by your department under its AP policy for advanced credit or placement?

Among Admissions Officers, 57% of selective and 78% of Top Third institutions require a 4 or higher

■ Admissions ■ Department Chairs

Dept. Chairs in Sciences and History tend to require higher scores than those in other subject areas

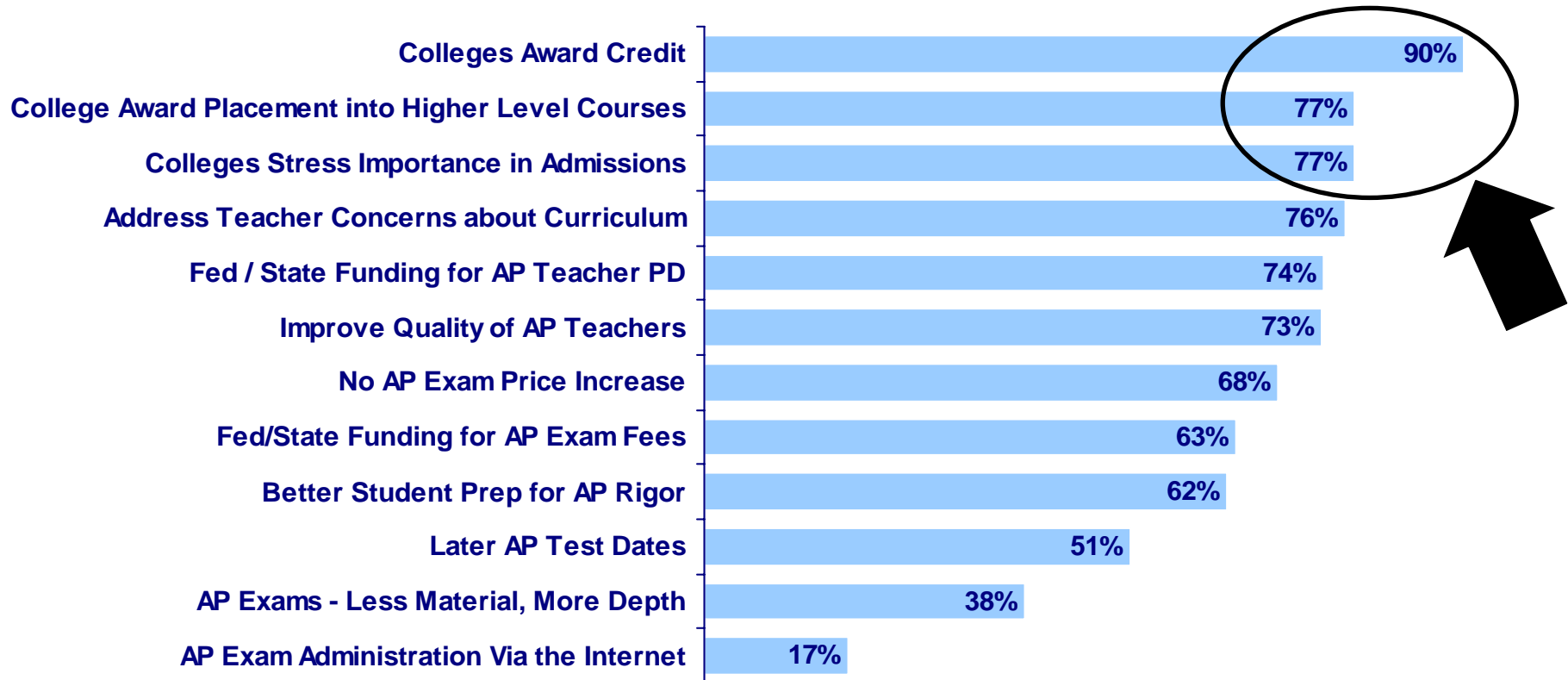


Admissions – Q345 Base: (n=125)
 Dept. Chairs – Q345 Base: (n=125)

AP Teachers generally rate higher ed policies as more essential to maintaining AP participation than other issues

To sustain your school's current level of participation in AP, how important is it that...

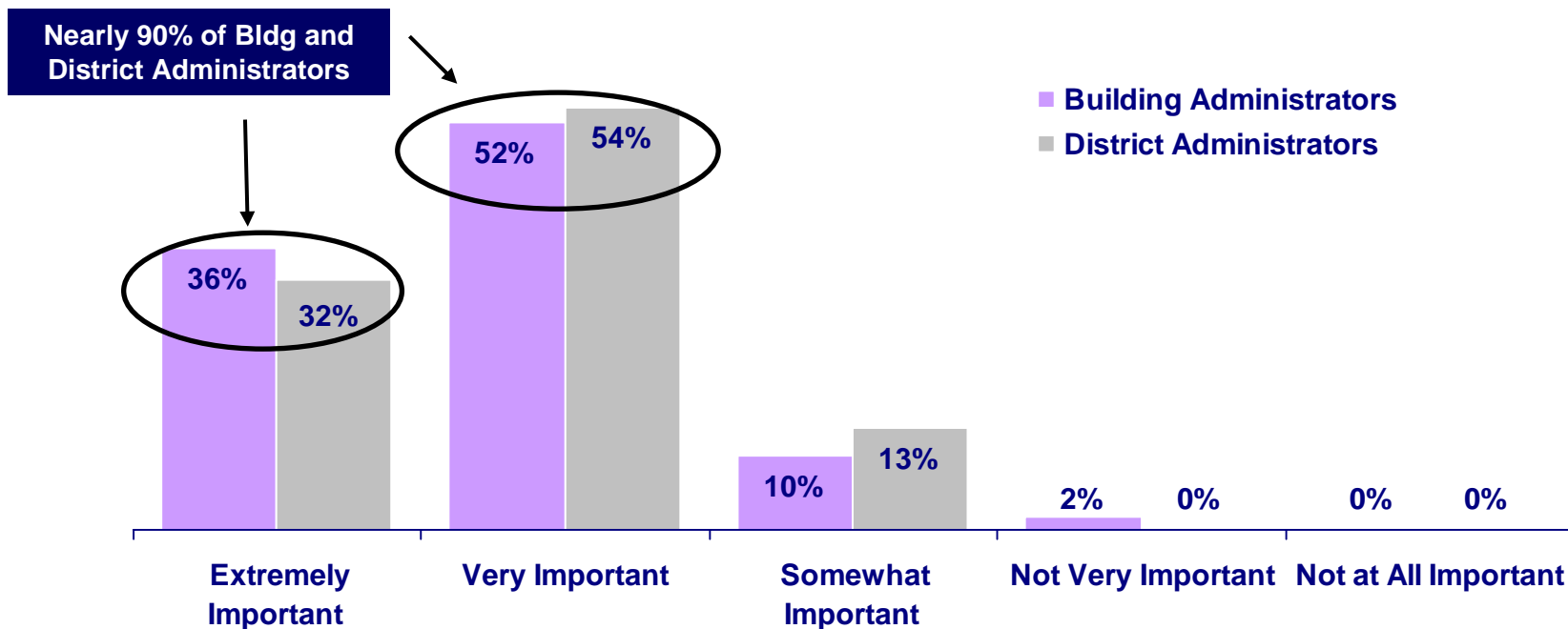
% Extremely / Very Important



AP Teachers – Q345 Base: (n=3,417)

Nearly 90% of Administrators believe that college credit policies are very important to maintaining participation

To sustain your school's/district's level of participation in AP, how important is the fact that colleges award credit for AP Scores?

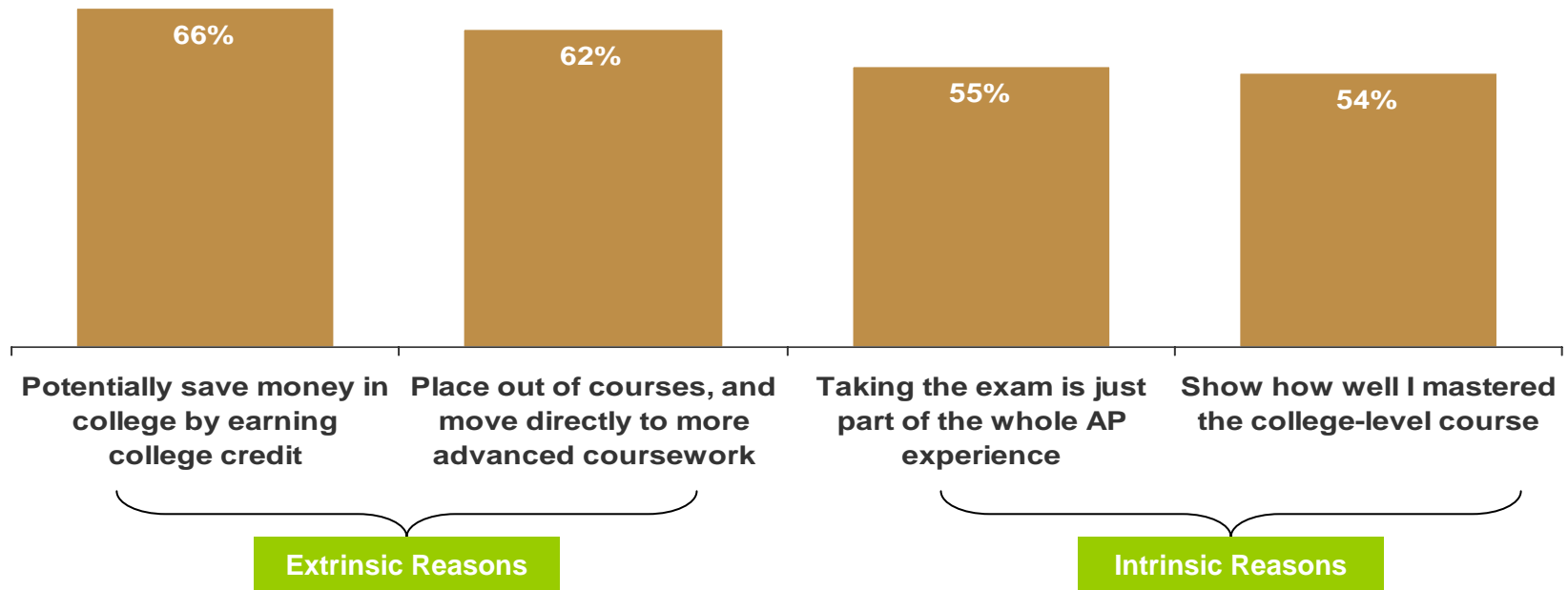


Administrators – Q313_02 Base: (n=604)

Credit / placement opportunities remain the strongest drivers of the decision to take the AP Exam

Which are key reasons why you would take an AP Exam at the end of an AP course?

■ AP Students

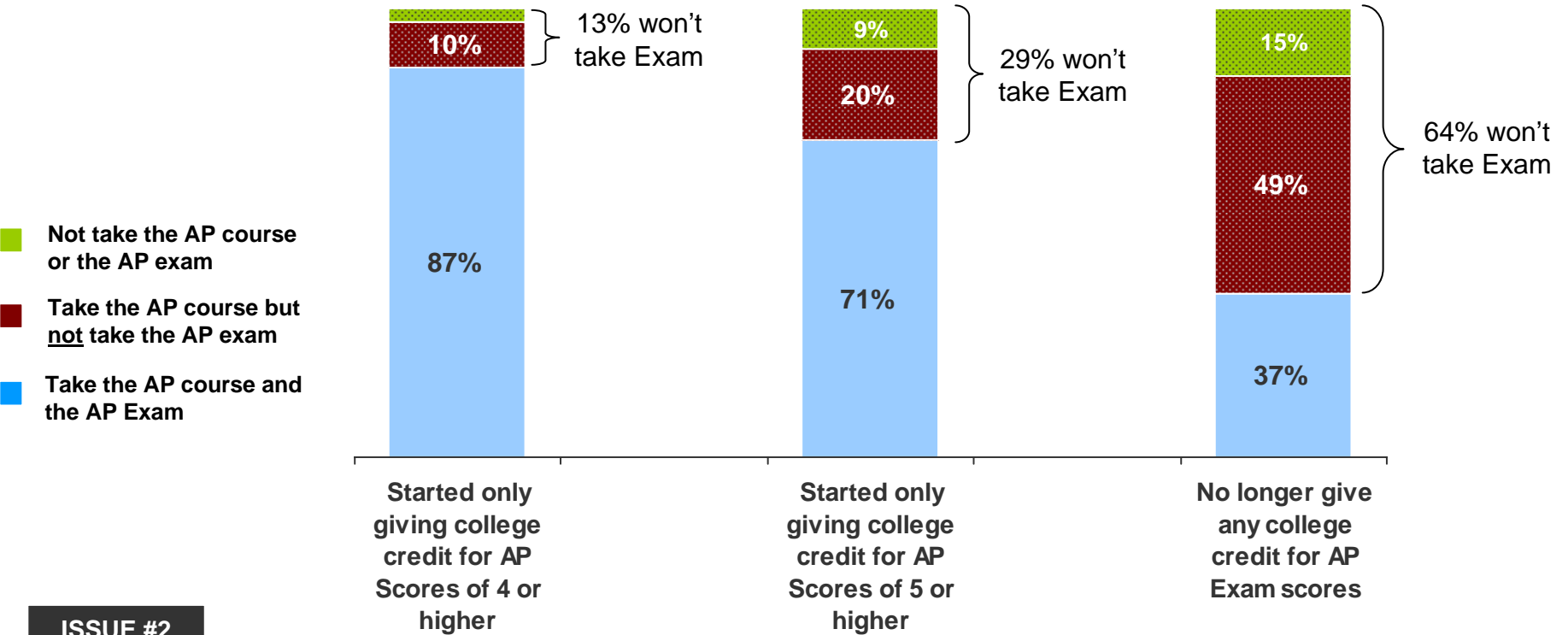


Consumers

Q630

Further credit and placement policy erosion will negatively impact student participation in AP Exams

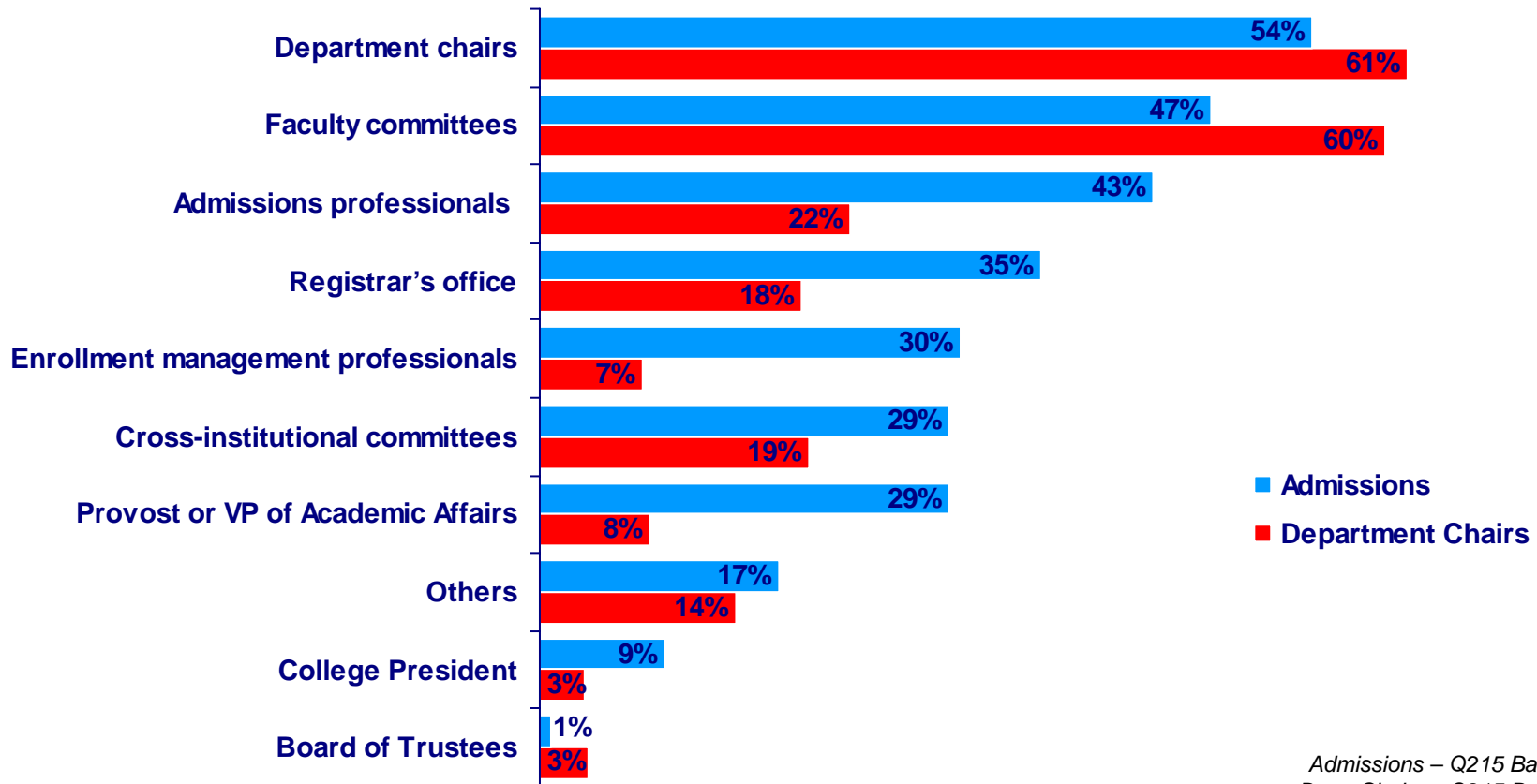
Suppose the colleges you want to attend ...
(among AP students)



ISSUE #2

Chairs tend to have the primary voice on credit policies; while college presidents and trustees have little impact

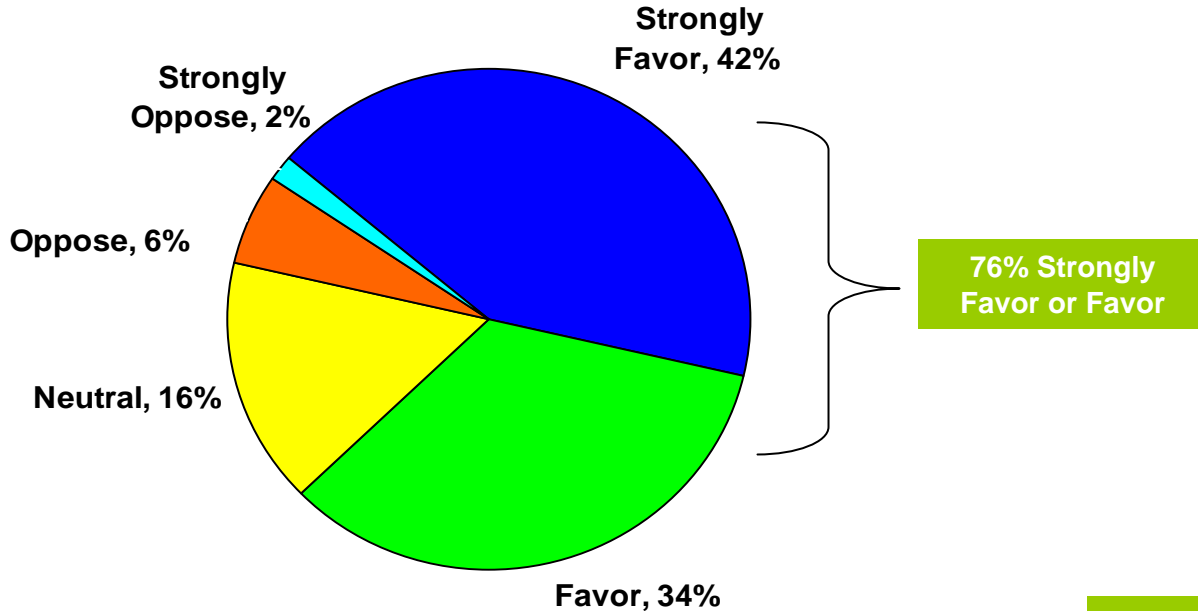
Who is involved in establishing your policies regarding how AP scores are used in credit and/or placement decisions?



Admissions – Q2 15 Base: (n=125)
Dept. Chairs – Q2 15 Base: (n=125)

While there remains healthy support for credit-by-examination business among the credit policymakers: higher ed faculty

In general, would you say you favor or oppose allowing AP students to receive credit or placement in your department?



76% Strongly Favor or Favor

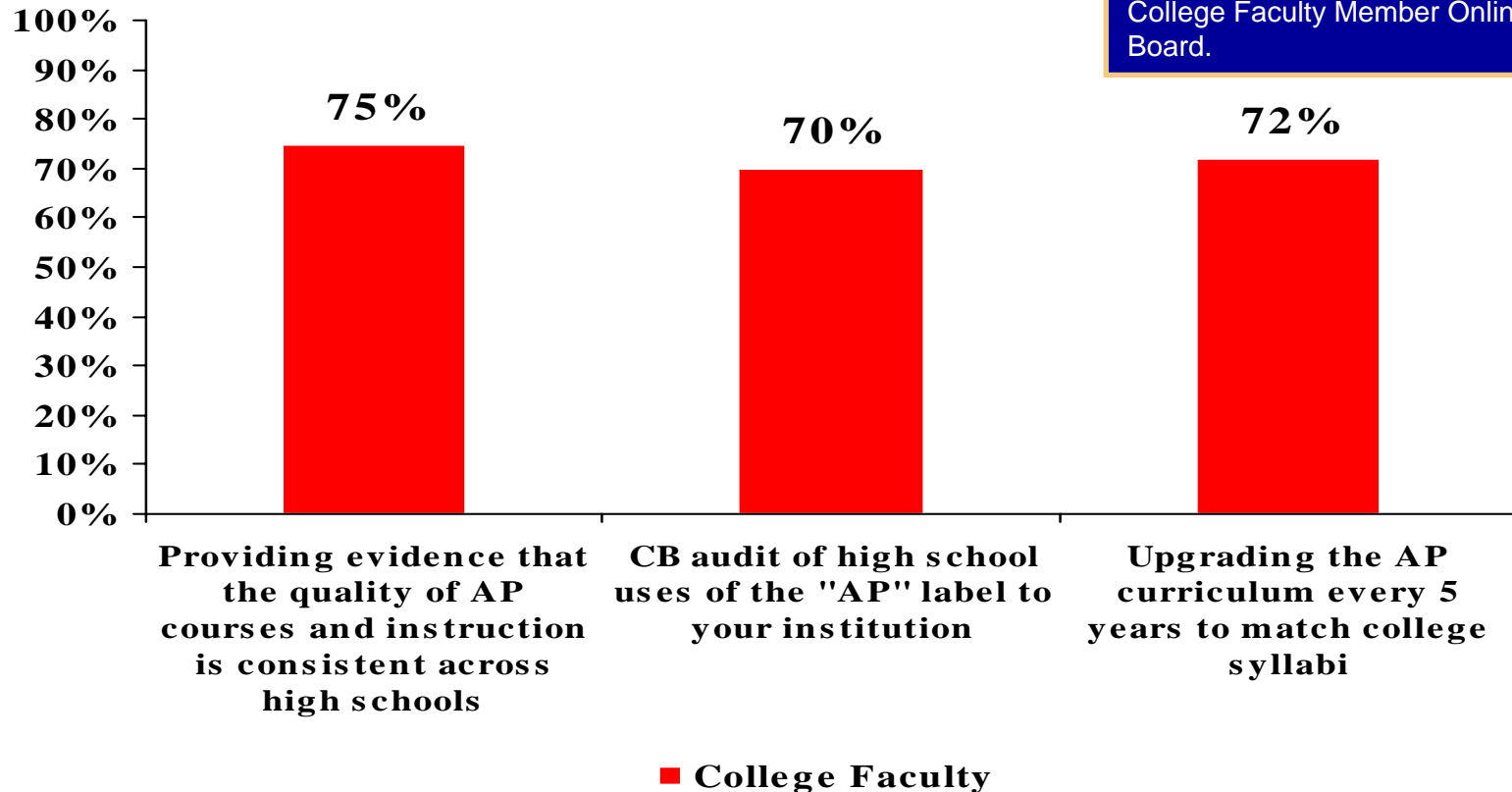
There were no differences based on selectivity

College faculty are looking for guarantees of AP quality, consistency, and rigor

% Very / Extremely Important

“For the gold standard to be in play, faculty and administrators need to have a greater sense of what AP actually is all about.”

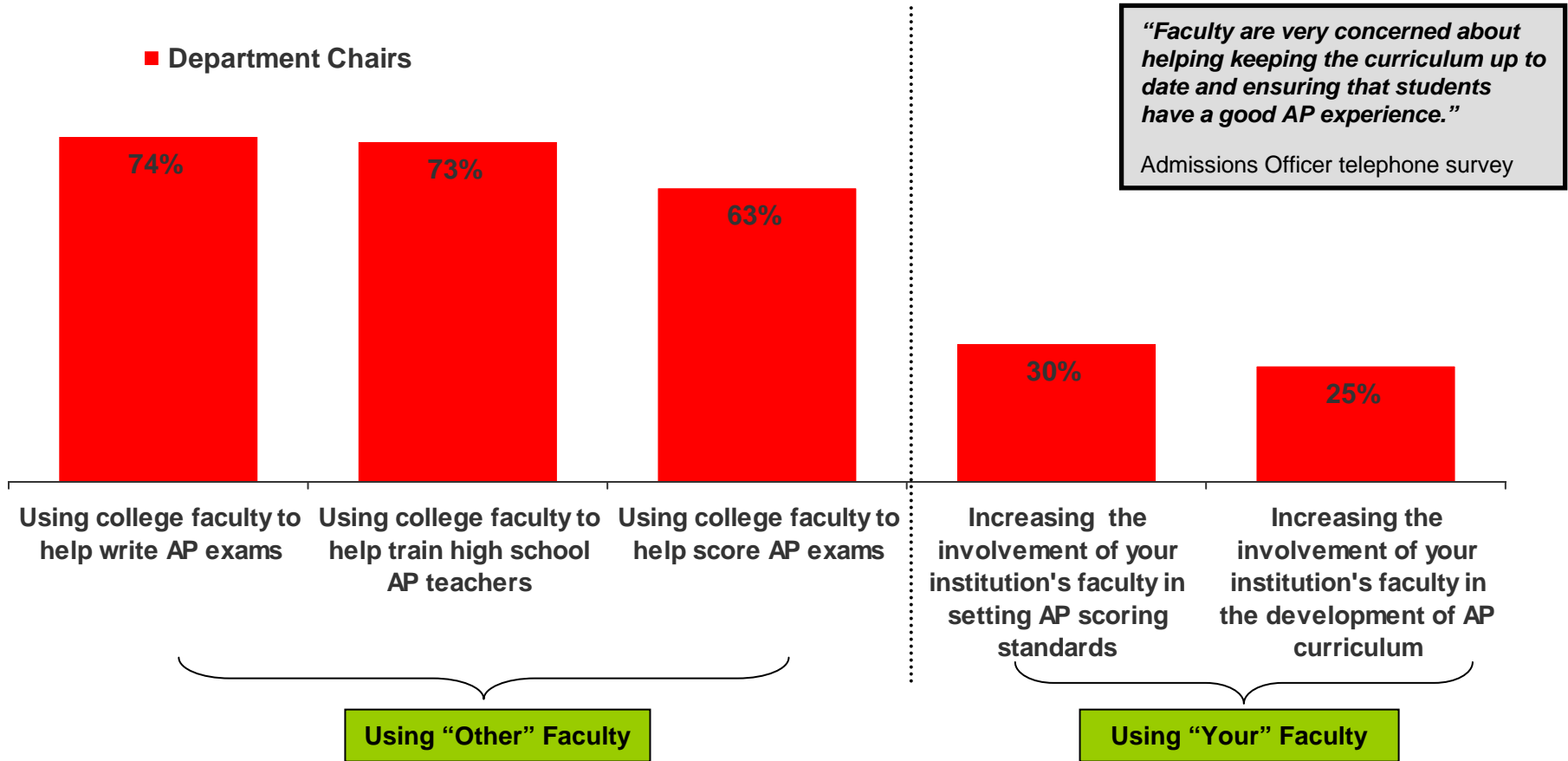
College Faculty Member Online Bulletin Board.



Department chairs strongly support the involvement of college faculty in AP Exam writing and scoring, and AP teacher training

How important is the following to you?
% Extremely / Very Important

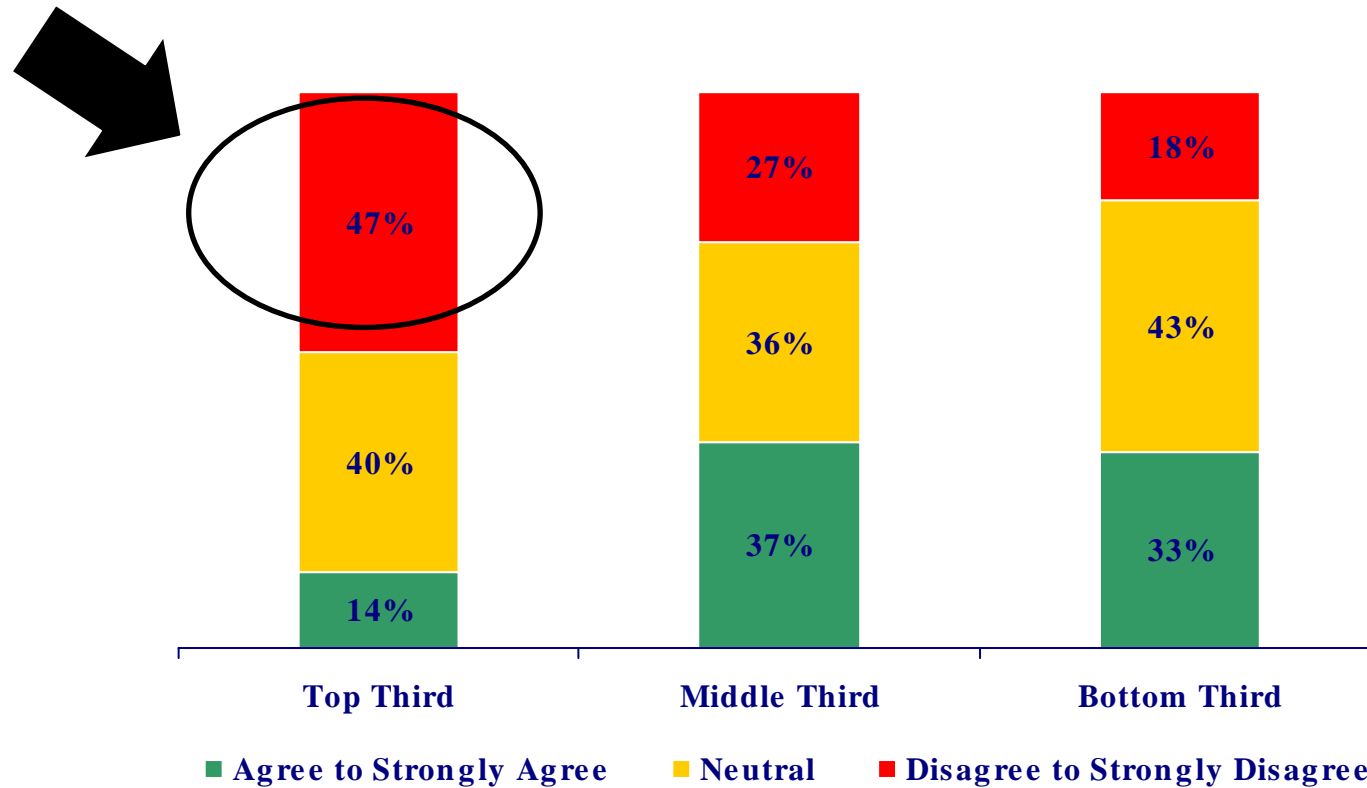
■ Department Chairs



"Faculty are very concerned about helping keeping the curriculum up to date and ensuring that students have a good AP experience."
Admissions Officer telephone survey

Many department chairs have a belief that AP teachers are not qualified to teach college-level courses

AP Teachers are Qualified to Teach College Level Work?



Dept. Chairs – Q340 Base: (n=125)

Research questions for higher ed

1. Does AP credit lead to drops in departmental enrollments in college?
2. Does AP contribute to students' likelihood of graduation and college success?
3. Do AP teachers prepare students to skip introductory college courses?

Research questions for higher ed

1. Does AP credit lead to drops in departmental enrollments in college?

2007, Morgan and Klaric

2. Does AP contribute to students' likelihood of graduation and college success?

2008, Hargrove, Godin, and Dodd

3. Do AP teachers prepare students to skip introductory college courses?

2008, Keng and Dodd