

Historically Underrepresented Students' Experience in AP Language and Composition: Learning from HBCU Remediation and Advancement Pedagogies

What brought you to this work?

This fall, Advance Placement (AP) classes were introduced to the high school where Stacy teaches. She teaches AP Language and Composition to predominantly African-American 11th and 12th graders with diverse educational and socio-economic backgrounds. However, the AP Language and Composition exam has a low pass rate, and in fact African-American students score better on all other exams.

Historically Black Colleges and Universities (HBCUs) have a reputation of taking students from diverse educational backgrounds and supporting their success and advancement in rigorous disciplines. Research efforts to study and codify HBCU best practices that promote student success are just getting underway in earnest. HBCUs are often successful in reducing the “achievement gap” or “education debt” where high schools that serve the same students are not.

Research questions

How might HBCU “remediation and advancement pedagogies” inform high school AP Language and Composition curriculum and instruction (or one of the other?) in order to advance and affirm Black students who have historically been underserved by the AP program?

Research plan

We will conduct a series of interviews with HBCU instructors, students, and alumni, in addition to conducting curriculum studies (document analysis) of AP Lang and Comp Curriculum. The researchers will also document reflections in journals. Data will be analyzed through coding.

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