



Feedback on 2015 National Content Test Race & Ethnicity Study Plan

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Goals for Mid-Decade Race and Hispanic Origin Research

Key Dimensions to Explore

- Separate questions vs. combined question
- “Middle Eastern or North African” (MENA) category
- Instruction wording and terminology
- Web-based designs to improve question understanding and optimize reporting of detailed racial and ethnic groups

Research Questions and Decision Criteria

- Research questions, data tables, and decision criteria were developed for each of the NCT research dimensions
- Our hypotheses are presented as research questions (a priori), along with table shells and explanations of what will be analyzed
- Decision criteria present how the results will be evaluated to make recommendations

Question Format

Separate

→ NOTE: Please answer BOTH Question 8 about Hispanic ethnicity and Question 9 about race. For this census, Hispanic ethnicities are not races.

8. Is Person 1 Hispanic, Latino, or Spanish?
Mark all boxes that apply AND print ethnicities in the spaces below.
Note, you may report more than one group.

- No, not Hispanic, Latino, or Spanish
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish ethnicity – Print, for example, Salvadoran, Dominican, Colombian, Guatemalan, Spaniard, Ecuadorian, etc. z

9. What is Person 1's race?
Mark all boxes that apply AND print ethnicities in the spaces below.
Note, you may report more than one group.

- White – Print, for example, German, Irish, English, Italian, Polish, French, etc. z

- Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. z

- American Indian or Alaska Native – Print, for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. z

- | | | |
|---|-------------------------------------|--|
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Native Hawaiian |
| <input type="checkbox"/> Filipino | <input type="checkbox"/> Korean | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Japanese | <input type="checkbox"/> Chamorro |
| <input type="checkbox"/> Other Asian – Print, for example, Pakistani, Cambodian, Hmong, etc. z | | |
| <input type="checkbox"/> Other Pacific Islander – Print, for example, Tongan, Fijian, Marshallese, etc. z | | |

- Middle Eastern or North African – Print, for example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc. z

- Some other race – Print race or ethnicity. z

Combined w/ Write-Ins

8. What is Person 1's race or origin?

Mark all boxes that apply AND print origins in the spaces below.
Note, you may report more than one group.

- White – Print, for example, German, Irish, English, Italian, Polish, French, etc. z

- Hispanic, Latino, or Spanish origin – Print, for example, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, Colombian, etc. z

- Black or African Am. – Print, for example, African American, Jamaican, Haitian, Nigerian, Ethiopian, Somali, etc. z

- Asian – Print, for example, Chinese, Filipino, Asian Indian, Vietnamese, Korean, Japanese, etc. z

- American Indian or Alaska Native – Print, for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, etc. z

- Middle Eastern or North African – Print, for example, Lebanese, Iranian, Egyptian, Syrian, Moroccan, Algerian, etc. z

- Native Hawaiian or Other Pacific Islander – Print, for example, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, Marshallese, etc. z

- Some other race or origin – Print race or origin. z

Combined w/ Checkboxes

8. Which categories describe Person 1?

Mark all boxes that apply AND print details in the spaces below.
Note, you may report more than one group.

- WHITE – Provide details below.

- | | | |
|----------------------------------|---------------------------------|----------------------------------|
| <input type="checkbox"/> German | <input type="checkbox"/> Irish | <input type="checkbox"/> English |
| <input type="checkbox"/> Italian | <input type="checkbox"/> Polish | <input type="checkbox"/> French |

Print, for example, Scottish, Norwegian, Dutch, etc. z

- HISPANIC, LATINO, OR SPANISH – Provide details below.

- | | | |
|--|---------------------------------------|------------------------------------|
| <input type="checkbox"/> Mexican or Mexican American | <input type="checkbox"/> Puerto Rican | <input type="checkbox"/> Cuban |
| <input type="checkbox"/> Salvadoran | <input type="checkbox"/> Dominican | <input type="checkbox"/> Colombian |

Print, for example, Guatemalan, Spaniard, Ecuadorian, etc. z

- BLACK OR AFRICAN AM. – Provide details below.

- | | | |
|---|------------------------------------|----------------------------------|
| <input type="checkbox"/> African American | <input type="checkbox"/> Jamaican | <input type="checkbox"/> Haitian |
| <input type="checkbox"/> Nigerian | <input type="checkbox"/> Ethiopian | <input type="checkbox"/> Somali |

Print, for example, Ghanaian, South African, Barbadian, etc. z

- ASIAN – Provide details below.

- | | | |
|-------------------------------------|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> Chinese | <input type="checkbox"/> Filipino | <input type="checkbox"/> Asian Indian |
| <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Korean | <input type="checkbox"/> Japanese |

Print, for example, Pakistani, Cambodian, Hmong, etc. z

- AMERICAN INDIAN OR ALASKA NATIVE – Provide details below.

- | | | |
|--|--|---|
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Alaska Native | <input type="checkbox"/> Central or South American Indian |
|--|--|---|

Print, for example, Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat, Nome Eskimo Community, etc. z

- MIDDLE EASTERN OR NORTH AFRICAN – Provide details below.

- | | | |
|-----------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Lebanese | <input type="checkbox"/> Iranian | <input type="checkbox"/> Egyptian |
| <input type="checkbox"/> Syrian | <input type="checkbox"/> Moroccan | <input type="checkbox"/> Algerian |

Print, for example, Israeli, Iraqi, Tunisian, etc. z

- NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER – Provide details below.

- | | | |
|--|---------------------------------|--------------------------------------|
| <input type="checkbox"/> Native Hawaiian | <input type="checkbox"/> Samoan | <input type="checkbox"/> Chamorro |
| <input type="checkbox"/> Tongan | <input type="checkbox"/> Fijian | <input type="checkbox"/> Marshallese |

Print, for example, Palauan, Tahitian, Chuukese, etc. z

- SOME OTHER RACE, ETHNICITY, OR ORIGIN – Print below. z

Instructions and Terms

Instruction Wording:

- *Mark [X] one or more boxes.*
- *Mark all boxes that apply...*

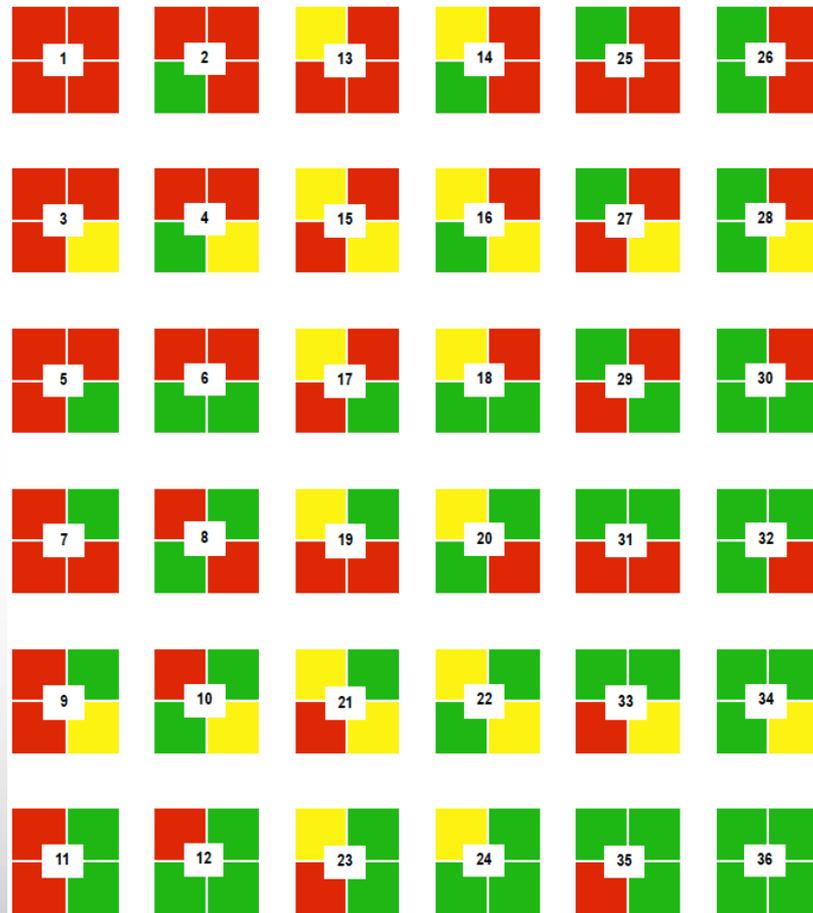
Note, you may report more than one group.

Alternatives for Terminology:

- “Race,” “Ethnicity,” “Origin”
- Which categories describe you?

Operationalizing the Decisions

Each of the 36 paths has an outcome for each of the decisions, represented by four quadrants



Explanation of Quadrants

Examples to illustrate how this operates conceptually

O P T I O N 1		separate question (red)	no MENA category (red)
		old instructions (red)	race/origin terms (red)
O P T I O N 20		combined with write-in areas (yellow)	MENA category (green)
		new instructions (green)	race/origin terms (red)
O P T I O N 36		combined with detailed checkboxes (green)	MENA category (green)
		new instructions (green)	no terms – “categories” (green)

Questions for CSAC Members

1. Would *any other research questions* enhance our analyses of the NCT results to develop recommendations on question format (separate vs. combined) or the use of a MENA category?
2. Do you have any suggestions on how best to use the NCT data to *develop the classification* for MENA groups?
3. Which of the NCT Study Plan research questions do you *consider most important* for making recommendations on the best question format?