

Dear Colleagues,

Greetings from the [Center for Applied Research in Postsecondary Education \(CARPE\)](#) at the [American Institutes for Research® \(AIR®\)](#). We hope you are enjoying the start of the new year! We are pleased to share these exciting new postsecondary projects, publications, and resources.

New Report, Video, and Infographic: Supporting Black, Hispanic, and Native American Adult Learners

AIR partnered with Lumina Foundation to aid postsecondary leaders in developing programs that better support Black, Hispanic, and Native American adult learners. The [study](#) examined these groups' college (re)enrollment decision-making processes and the ways that educational training program models may have influenced their enrollment decisions. The [final report](#), [research brief](#), [video](#), and [infographic](#) highlight key findings from this study. A complementary [study](#) looked at a subset of participants who were parenting adult learners (PALs). Findings on PALs' experiences and the supports and resources they use and want can be found in this [report](#).

New Framework: Competency-Based Education (CBE) Program Model Mapping Project

Postsecondary institutions are turning to competency-based education (CBE) to support learners in mastering the skills needed to attain a degree at their own pace. To support practitioners in building CBE programs, AIR partnered with the Competency-Based Education Network (C-BEN) and Ascendium Education Group to create the [CBE Program Model Map Framework](#). Go to our website to learn more about the [project](#) and read the [CBE Program Model Map Research Brief](#), which provides a current snapshot of CBE programs' design choices.

New Papers: Noncredit Workforce Programs at Community Colleges

AIR's [Katherine Hughes](#) coauthored two new papers with a team at the [Rutgers University Education & Employment Research Center](#), which is directed by Dr. Michelle Van Noy. [Noncredit Students at Two Community Colleges: Who Are They and What Are Their Experiences?](#) analyzes noncredit workforce programming using institutional data on program offerings and student survey data. [Its Own Standard: Approaches to Quality in Community College Noncredit Workforce Education](#) examines how colleges approach quality in the development and design of their noncredit workforce programs. [A blog](#) by Lumina Foundation's Frank Swanzy Essien Jr., Van Noy, and Hughes raises important questions about defining, measuring, and improving non-degree credential programs, and cites some findings from the studies. These reports build on earlier work by Van Noy and Hughes on the landscape of noncredit workforce programs: [A Snapshot of the Shifting Landscape of Noncredit Community College Workforce Education](#).

New Report: College and Career Readiness in Maryland

AIR was commissioned by the Maryland State Department of Education to conduct a [study](#) investigating college and career readiness (CCR) as part of the state's ambitious public education reform legislation known as the [Blueprint for Maryland's Future](#). AIR's [final report](#) includes (a) a predictive validity analysis that empirically tests whether the state's interim CCR standard—along with potential alternative standards—accurately predicted students' college and career success; and (b) a content and standards alignment analysis to understand whether the content and rigor of high school English language arts, math, and science classes align with the expectations of developmental and first-year credit-bearing college courses.

New Resource: The Resource Community for Higher Education in Prison

AIR is working with the Alliance for Higher Education in Prison to develop a first-of-its-kind collaborative site for higher education in the prison community. The [Resource Community for Higher Education in Prison](#) allows registered users to connect with individuals across the field (postsecondary institution staff, corrections staff, advocates, program alumni, etc.), engage with peers and affinity groups, share resources, and explore upcoming events.

New Resources: Promoting Safe and Supportive Learning Environments

The National Center on Safe Supportive Learning Environments (NCSSE), which is operated by AIR, has compiled a [list of resources](#) for higher education professionals to use in fostering safe, tolerant, and supportive learning environments. These resources are designed to ensure that students can engage fully, with the confidence that their religious identities will be respected and protected. NCSSE's recent [newsletter](#) also discusses how higher education can prevent and respond to human trafficking.

New Data: More Opportunities to Connect Postsecondary Education and Workforce Data

The U.S. Census Bureau recently [released](#) more state-level data for its [Post-Secondary Employment Outcomes \(PSEO\)](#) data product, which can be used to compare earnings and employment outcomes for college graduates by degree level, degree major, and institution. The Department of Labor's [O*NET](#) also has information on over 900 occupations, including education and skills needed, earnings, and employment demand. Such data can be used to inform postsecondary program planning.

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Sincerely,
Alexandria



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