

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 warmer weather this season! We are pleased to share these exciting new postsecondary projects, publications, and resources:

[New CARPE Website](#)

We have launched our [new CARPE website](#)! This refresh includes an updated webpage design highlighting our approach, partners, experts, and latest news. Check out the website's new project directory highlighting AIR's work and resources on access and readiness; affordability and value; persistence and completion; approaches to instruction; STEM; and fostering equitable career pathways and outcomes.

[New Work: AIR's PROMISE Center](#)

[AIR's PROMISE Center](#) is strengthening the [City Colleges of Chicago's](#) sector-focused Centers of Excellence model to develop more systematic approaches to providing work-based learning opportunities and create more effective systems for monitoring student performance and labor market outcomes. Check out the new [Centers of Excellence playbook](#), [work-based learning implementation guidance](#), [strategic employer engagement desk aid](#), and other resources.

[New Report: Exploring Geographic Variation in Equitable Postsecondary Value Among U.S. Community Colleges](#)

With funding from the Institute for Higher Education Policy (IHEP), AIR's [Roman Ruiz](#) led a [study](#) using the [Postsecondary Value Commission's](#) Postsecondary Value Framework to understand the geographic variation and predictors of economic value provided by U.S. community colleges. AIR's [final report](#) reveals that most community colleges (75%) demonstrate positive economic value (i.e., an earnings premium) for their students. In addition, community colleges that offer a baccalaureate program and/or are located in communities with larger shares of employment in the health care and manufacturing industries demonstrate greater economic value.

[New Report: Postsecondary Experiences and Outcomes Among Ninth-Graders in 2021](#)

The National Center for Education Statistics (NCES) released a new AIR-led report: [High School Longitudinal Study of 2009: A First Look at the 2021 Postsecondary Enrollment, Completion, and Financial Aid Outcomes of Fall 2009 Ninth-Graders](#). This report provides information on whether fall 2009 ninth-graders enrolled in postsecondary education by June 2021 and, for the subset who enrolled in postsecondary education, data on their enrollment characteristics, degree completion, and financial aid awards.

[New Brief: Generational Jumps? How HSIs Promote Upward Mobility](#)

AIR's [Robert Nathenson](#) coauthored a new research brief with a team of researchers at the [Rutgers Center for Minority Serving Institutions](#). [The brief](#) examines intergenerational income mobility at Hispanic Serving Institutions and Predominantly White Institutions. Using a variety of mobility measures, the report highlights institutions that are doing a particularly good job of fostering upward economic mobility. It also describes privilege perpetuation, or an "affluence" floor for students whose parents had incomes in the top two income quintiles. This report builds on Dr. Nathenson's previous [brief](#) on economic mobility at Historically Black Colleges and Universities.

[New Brief: Coordinating Skills-Based Hiring and Competency-Based Education Practices](#)

Employers and postsecondary education providers are turning to skills-based practices to support organizational workforce needs and advance career opportunities for all individuals. Workforce and postsecondary education teams at AIR are working together to capture research perspectives from both fields to determine the effectiveness of skills-based practices. Learn more about how providers are navigating the landscape of skills-based practices to advance equity in this [brief](#) by AIR's [Gauri \(Gee\) Rege](#) and [Kelle Parsons](#).

[New Article: Period Poverty Among College Students: Access, Equity, and Strategies to Address the Issue](#)

The National Center on Safe Supportive Learning Environments (NCSSLE), operated by AIR, has published a [brief](#) that sheds light on the equity issues and consequences of lack of access to menstrual products at institutions of higher education (IHEs). The brief discusses the best practices that IHEs can implement to improve accessibility to menstrual products as well as the ways that such practices can positively affect students' overall well-being.

[New Journal Article: The Experiences of Student Affairs Professionals of Color](#)

AIR's Lillianna Carrera coauthored a recent [article](#) in the *College Student Affairs Journal* on the experiences of Student Affairs Professionals of Color (SAPC). The study focuses on understanding the professional factors that affect SAPC experiences in higher education, such as code-switching, student affairs fatigue, and professional crossroads. Findings reveal that SAPC felt a lack of fulfillment and experienced unmet expectations in the profession. The article suggests future explorations to improve student affairs and higher education for all professionals.

In case you missed it:

[A First Look at the Outcomes of Post 9/11 GI Bill-Eligible Enlisted Veterans](#)

In February, AIR researchers took to Capitol Hill to [discuss findings](#) from their work with staff from the U.S. Department of Veterans Affairs (VA) and the U.S. Census Bureau on enlisted veterans' Post-9/11 GI Bill (PGIB) use, degree completion, and earnings. This [first report](#) explores how these outcomes differ by Armed Forces Qualification Test (AFQT) scores, race/ethnicity, sex, family responsibilities, disability status, and rurality. The project is currently looking for veterans who have not yet used their PGIB benefits to participate in interviews. Click [here](#) for more information.

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- Forward this newsletter to your partners and colleagues.
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Sincerely,
Alexandria



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