

Dear Colleagues,

Greetings from the [Center for Applied Research in Postsecondary Education \(CARPE\)](#) at the [American Institutes for Research® \(AIR®\)](#). Finish out the year by checking out these exciting new postsecondary projects, publications, and resources:

[New Blog: How States Can Help Address the Challenges Around Implementing FAFSA Completion Policies](#)

An [AIR study](#) led by [Lynn Mellor](#) and supported by the U.S. Department of Education’s Institute of Education Sciences (IES) assessed the implementation and outcomes associated with Texas’s enactment of a statewide policy requiring high school students to complete a financial aid application to graduate. A recent [blog post](#) highlights study findings and offer states guidance on addressing challenges in implementing such policies. Suggested strategies include improving communication and outreach about state and federal financial aid and the application process; creating targeted educational resources that are shared and accessible by staff, students, and families in multiple languages; and offering training for school counselors to enhance their understanding of financial aid and tracking of application completions.

[New Resources: Higher Education in Prison](#)

AIR’s [Ellen Cushing](#) recently spoke at Ascendium’s Higher Education in Prison (HEP) grantee convening. There she shared Ascendium’s [RFP](#) that AIR is supporting which focuses on identifying and scaling programmatic technical assistance resources in HEP. She also highlighted AIR’s collaboration with the Alliance for Higher Education in Prison that resulted in [The Resource Community for Higher Education in Prison](#). This site allows users to connect with individuals across the field, engage with peers, share resources, and explore upcoming events. Access AIR’s [slides](#) from the convening to learn more.

[New Article: Incorporating Quality in Noncredit Workforce Programs: Colleges’ Considerations for Program Design](#)

AIR’s [Kathy Hughes](#), along with Dr. Michelle Van Noy, the director of the [Rutgers University Education & Employment Research Center](#), coauthored an [article](#) highlighting important considerations for implementing quality noncredit workforce programs for community colleges and offering insights and strategies to enhance these educational initiatives. This article builds on earlier [work](#) by Van Noy and Hughes on the landscape of noncredit workforce programs.

[New Brief: Student and Staff Voices on Time, Technologies, and Processes for Credit Mobility and Transfer](#)

A team of AIR researchers collaborated with rpkGROUP to understand student and staff experiences with transfer processes, focusing particularly on how and when students make decisions about transferring. This [brief](#) goes beyond a traditional focus on financial costs, exploring the time and effort devoted to the transfer process, common transfer barriers, and the academic and career implications of credit loss. Understanding how and when students make their transfer decisions—and what information they have at those times—is critical for institutions, states, and other organizations seeking to improve the transfer process and students’ ability to move credits between colleges.

[New Conference: AIR Leads Conference on Rural Learner Success](#)

AIR experts, together with our partners at Ascendium Education Group, gathered rural grantee research teams for the 2024 convening of the [Building Evidence to Increase Rural Learner Success](#) initiative. This initiative aims to strengthen collaboration and community building across the teams as they prepare to disseminate findings from their work. AIR is helping grantees communicate and translate their findings into actionable change.

[New Podcast: Higher Ground Podcast Series](#)

AIR’s National Center on Safe Supportive Learning Environments (NCSSLE) released three podcast episodes focused on higher education. This Higher Ground podcast series explores challenges in the postsecondary education community and encourages further research to find and develop solutions. The series includes the voices of federal experts, faculty, administrators, student affairs professionals, and students. The latest episodes explore digital well-being, dual enrollment, and mental health. You can check out the [Higher Ground podcast webpage](#) to learn more and join NCSSLE’s email list [here](#) to receive future updates.

[New Award: Carnegie Project on the Education Doctorate \(CPED\) Dissertation in Practice Award](#)

AIR’s Sachiko Oates was awarded the [Carnegie Project on the Education Doctorate \(CPED\) Dissertation in Practice Award](#) for their doctoral dissertation, "[From Resilience to Empowerment: Immigrant-Origin Adult Learners' Journeys Towards Postsecondary Education, Critical Participatory Action Research](#)." This participatory action research study explored the lived experiences of immigrant-origin adult learners around adult education and campus practices that obstruct equitable access and success in postsecondary education. The award is presented to EdD graduates whose dissertation demonstrates a scholarly effort at addressing a complex problem of practice and aligns with the CPED Principles. Read more [here](#).

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Sincerely,
Alexandria



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