

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 summer and taking time to relax and recharge! We are pleased to share these exciting new resources to peruse as part of your summer reading.

[Q&A: The Future of Affirmative Action in College Admissions](#)

In late June, the U.S. Supreme Court overturned the use of affirmative action in college admissions—what happens now? CARPE Senior Director, [Alexandria Walton Radford](#), answers important questions regarding the decision in this [Q&A](#). Also, check out these three [statements](#) from AIR leadership, these three [essays](#) published by the AIR Equity Initiative, and this Higher Ed Equity Network [statement](#) that AIR and other fellow network members signed.

[Website and Report Launch: Industry-Led Postsecondary Partnerships](#)

AIR's new [report](#) highlights key characteristics of industry-led public-private partnerships' initiatives with postsecondary institutions and provides lessons for developing, sustaining, and scaling these initiatives. Explore the study's [project website](#) to see the report, interactive map, webinar recording, and directory of postsecondary initiatives across the country.

[Infographic: Three Evidence-Based Advising Strategies to Support College Completion](#)

A recent three-part [study](#) from AIR's College Completion Network sought to better understand advising policies, programs, and practices that support postsecondary success. This [infographic](#) explores three evidence-based advising strategies with the potential to support students on their path to college completion and shares seven advising strategies widely used by colleges but have low evidence establishing their effectiveness.

[Infographic: Do Degree Completers Who Transfer or Stop Out Earn Less Than Those Who Don't?](#)

Using data from the New Jersey Education to Earnings Data System within the Coleridge Initiative platform, AIR's Sana Fatima, with [Alexandria Walton Radford](#) and [Amber Bloomfield](#), compared the earnings outcomes for degree completers who transferred, stopped out, or did neither. This [infographic](#) highlights outcomes on the cohort of completers who earned their degree in 2015 to present average quarterly wages 1, 3, and 5 years after degree completion.

[Journal Article: Diving Into Students' Transcripts: High School Course-Taking Sequences and Postsecondary Enrollment](#)

This new study from AIR's [Burhan Ogut](#) explored high school course-taking sequences and their relationship to college enrollment. The study used sequence analysis and high school transcript data to discover common course-taking trajectories in math, science, and English language arts. The results show that distinct representative course-taking sequences can be identified for all students, as well as for student subgroups, and that more advanced and complex course-taking sequences were associated with postsecondary enrollment.

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Sincerely,
Alexandria



Alexandria Walton Radford, PhD

Senior Director
Center for Applied Research in Postsecondary Education (CARPE)
American Institutes for Research