

Dear Colleagues,

Greetings from the [Center for Applied Research in Postsecondary Education \(CARPE\)](#) at the [American Institutes for Research® \(AIR®\)](#). We hope you had a wonderful summer and are enjoying fall! We are excited to see more students back in the classroom who are considering and pursuing postsecondary options. See below for some of our newest postsecondary work, resources, and upcoming events.



**[Featured Event: Moving the Needle on College Completion: Research, Policy, and Practice Convening](#)**

The College Completion Network, administered by AIR and funded by the Institute of Education Sciences, is hosting a free, in-person convening on **December 13–14, 2022**, at the National Press Club in Washington, DC. The event is focused on strategies to accelerate college persistence and completion. Join other researchers, practitioners, and policy leaders for conversations around the evidence base for different interventions and the policies, programs, and practices that can support efforts in postsecondary education.

[Learn more and register](#)

**[Upcoming Webinar: Modeling Costs to Inform Performance-Based Financing of Texas Community Colleges](#)**

AIR is supporting the Texas Higher Education Coordinating Board with research projects to better understand the relationships between community college spending and both student outcomes and needs. The goal of these projects is to estimate the true cost of producing specific postsecondary outcomes for community college students. A collaborative effort among AIR's [Jesse Levin](#), [Jason Lee](#), and [Drew Atchison](#), as well as nationally recognized education finance scholar [Bruce Baker](#) (University of Miami), this project will release a report providing results around the differential cost of providing equal educational opportunity to Texas community college students from different backgrounds. REL Southwest, led by AIR, will host a webinar on **October 27, 2022**, which will highlight findings from the forthcoming study and include a panel discussion with experts in higher education. [Register here](#).

**Our Growing Team**

We are excited to welcome our newest colleagues, Dr. Vanessa Coca and Dr. Heather Erwin, to AIR! [Vanessa Coca](#) is a senior researcher at AIR, with expertise in postsecondary research that informs and engages practitioners and policymakers. Her research has examined college and postsecondary student experience, college readiness, access, and success. [Heather Erwin](#) is a technical assistance consultant at AIR, with expertise in technical assistance, training, and research examining issues of equity and access to education for marginalized student populations, especially students impacted by the criminal legal system. She works as part of a research team at AIR that is examining how colleges and universities are deploying higher education through remote platforms to students in prison.

**[Featured Journal Article and Book Chapter: Highlighting HBCU Student STEM Success](#)**

AIR's collaboration with Quality Education for Minorities and the Kapor Center on the Historically Black Colleges and Universities (HBCU)-Core project was featured in an [article published](#) in The Journal of Negro Education. Cowritten by AIR's [Mahi Megra](#), the article shares key takeaways from the study, which sought to understand the experiences of HBCU STEM students and spur research on the factors associated with HBCUs' success with recruiting, retaining, and graduating Black STEM students. The resulting survey from the project provides reliable measures for understanding HBCU STEM student success. This work was also recently published as a chapter in [Black College Leadership in PK–12 Education](#).

**[Project Feature: HBCU Learner Initiative Project](#)**

AIR has launched a project to support the Center for Innovation in Postsecondary Education at the University of South Alabama in building the capacity of five HBCUs in North Carolina to serve Black adult learners. AIR is helping the center facilitate internal conversations about strategic goals and capacity needs of campus staff and faculty to build resources about data use and data-driven decision making. The goals of the project are to change policy and practices to allow more Black adult learners to complete a postsecondary credential.

**[Brief: Corequisite Remediation and Postsecondary Success](#)**

Many institutions leverage corequisite remediation to allow students to directly enroll in college-level courses while receiving concurrent and aligned developmental education support. Find [emerging research](#) on the evaluation of corequisite remediation in our resource repository, such as this [journal article](#) that provides evidence of the impact of corequisite remediation for students underprepared in reading and writing. Another [coauthored piece](#) from CARPE's Trey Miller provides lessons learned from emerging research examining the effects of corequisite education.

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Sincerely,  
Alexandria



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