I. Ends Monitoring Report
January 2022 Report on Global Policy

Note for January 2022 Report: Policies A, B, C & D and their respective interpretations from previous monitoring reports are included to provide context.

Global Policy Language

AIR is a global association of higher education professionals. AIR exists to empower those individuals at all levels to utilize data, analytics, information, and evidence to make decisions and take actions that benefit students and institutions and improve higher education. This must be done within AIR’s available resources and in such a manner that the value to higher education is worth the investment of those resources.

Interpretation – vision of success

AIR continues to navigate a period of uncertainty and transition. For 2022, operations and decisions will emphasize understanding and meeting the evolving needs of our current stakeholders while seeking opportunities for growth and expansion. In additional to alignment with the Ends policies, the following criteria remain central in decisions about the investment of operational resources in new or continuing programs, products, and services.

- The level and sustainability of projected revenue streams.
- The potential value and benefit to stakeholders, including the size and composition of the target audience and input from members, stakeholders, or partners.
- The opportunity for expanding into new markets and/or serving new stakeholders with unmet needs.
- The operational resources available or required – e.g., staff capacity and expertise, technical infrastructure, business processes, and communication reach/effectiveness.

2022 Priorities

In 2021, AIR restarted and adapted many of the programs, projects, and activities that were disrupted or scaled back in 2020, with the important exception of an in-person Forum. The Data Literacy Institute launched successfully in partnership with the Association of Public and Land-grant Universities (APLU).
Over $1.3 million in new grant funding was secured from the Bill & Melinda Gates Foundation. These selected achievements are significant and noteworthy given the financial cuts in staffing, salaries, and operational expenditures that occurred in late 2020.

For 2022, the financial situation is stable, although revenue sources and staff capacity remain constrained due to the ongoing financial and societal impacts of the pandemic on AIR, higher education institutions, our stakeholders, and the world. Over the next 12 months, AIR staff continue the work of rebuilding and energizing our current programs and services. Concurrently, preparations and investments will be made for future expansion and sustainability and will require continued evaluation, adaptation, learning, and innovation.

Planning and goal setting for 2022 are guided by the decision criteria outlined above as well as the success indicators for the Ends policies. AIR’s core mission and values remain foundational - i.e., the effective, ethical, and equitable use of data for the benefit of students and institutions.

Five broad operational goals shape AIR’s priorities, decisions, and activities in 2022.

1. Achieve contract and grant deliverables.
2. Meet the needs of current stakeholders through programs, resources, and services.
3. Expand membership and programming to reach new individuals and/or markets.
4. Better leverage data and technology for decisions, operations, and programming.
5. Balance the budget to maintain financial stability.

January 2021-December 2021: Global Success Indicators

<table>
<thead>
<tr>
<th>2020-21 Indicator</th>
<th>Results as of January 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Association expenses will not exceed revenues by more than $50,000 in 2021.</td>
<td>• Although the financial figures for 2021 are not final, there will not be a financial loss in 2021 and likely a small profit.</td>
</tr>
<tr>
<td>2. Feedback from a majority of stakeholders will show that AIR programs, resources, and services meet their needs.</td>
<td>• Results from the 2020 Stakeholder Survey indicate that over 70% of AIR stakeholders rate AIR’s programs, resources, and services as “very good” or “excellent” and over 85% would recommend them to a colleague. (The Stakeholder Survey is biennial and will be administered next in fall 2022.)</td>
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<tr>
<td>3. The membership target for 2021 is 3,000 individual members by June 30, 2021.</td>
<td>• The membership target of 3,000 members by June 30, 2021 was not met. The number of individual members on June 30 was 2,490. • Although membership renewal rates exceeded predictions, new member recruitment was</td>
</tr>
</tbody>
</table>
Success Indicators for 2022

1. Association expenses will not exceed revenues by more than $50,000 in 2022.
2. Feedback from a majority of stakeholders will show that AIR programs, resources, and services meet their needs.
3. The membership target for 2022 is 3,000 individual members by December 31, 2022.

A. Policy Language

AIR educates institutional researchers, higher education leaders and professionals, and organizations on the value of institutional research.

Interpretation – vision of success

The “value of institutional research” is defined as recognition of the importance of effective and ethical data use in making decisions that benefit higher education institutions and students. As the resources and reach of AIR are insufficient to fully achieve Ends Policy A, priority will be given to achieving the following.

- Development of tools and resources to help IR and other data professionals tell the story of the value of institutional research and better demonstrate the value of their role in ethical and effective data-informed decision making.
- Higher education institutions and organizations view and engage AIR and its stakeholders and members as key allies in advancing data-informed decision making.

January 2021 Updates: Policy A Indicators

NEXT REPORT IN APRIL OF 2022

<table>
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<tr>
<th>2020-21 Indicator</th>
<th>Results as of January 2021</th>
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<tbody>
<tr>
<td>1. Launch the third iteration of the National Survey of Institutional Research Offices (NSIRO) before December 2021.</td>
<td>Work continues as planned.</td>
</tr>
<tr>
<td>2. Develop and deliver educational tools, resources, and/or learning opportunities related to the AIR Statement of Ethical Principles in Summer 2021.</td>
<td>Current tools and resources related to Statement of Ethical Principles will continue to be promoted and distributed; development of new tools and resources postponed to 2022 due to capacity constraints.</td>
</tr>
</tbody>
</table>
### 2020-21 Indicator | Results as of January 2021
---|---
3. Release of additional promotion, resources, and/or training within the next 12 months [Sept 2020-Aug 2021] related to the joint analytics statement previously published by AIR, EDUCAUSE, and NACUBO. | Work continues as planned
4. With the support of a grant from the Gates Foundation, develop a “readiness framework” for transforming institutional data functions through the observation, analysis, and support of institutions participating in the National Student Clearinghouse (NSC) Postsecondary Data Partnership (PDP), a national data project. | Work continues as planned

### B. Policy Language

**AIR empowers and supports higher education professionals in ...**

- Contextualizing data across campus and throughout higher education.
- Learning methods and tools of the institutional research profession.
- Evaluating the effectiveness of institutions.
- Conducting research and scholarship.

**Interpretation – vision of success**

The learning and professional practice needs of higher education professionals will be supported by AIR through high-quality programming and resources that help to advance data-informed decision making. The resources and reach of AIR do not support full achievement of Ends Policy B and its four components, and as such, AIR will continue to prioritize the professional education needs of IR/IE professionals in the near term.

AIR offers a broad array of professional education opportunities on a variety of relevant topics for its stakeholders. To increase the value and long-term sustainability of its education and training, AIR will begin development of a “professional education roadmap” to better identify the competencies needed for a robust IR/data function. The roadmap will serve as a guide for the expansion and delivery of future AIR products and services that align with the education, training, and resource needs of higher education institutions and professionals seeking to build cultures of data-informed decision making.
Progress on Success Indicators [August 2020 to July 2021]

**NEXT REPORT JULY 2022**

<table>
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<tr>
<th>2020-21 Indicators</th>
<th>Results as of July 2021</th>
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<tr>
<td>1. The creation and validation of a professional education roadmap for building a robust IR/data function by the end of 2021.</td>
<td>Work on the professional education roadmap was paused in mid-2021 so that additional attention could be invested in the “data capacity” work funded by the Gates Foundation. The necessary shifting of time and resources amid capacity constraints is consistent with the first of the 2021 priorities – “achieve contract and grant deliverables.”</td>
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<tr>
<td>2. The planning and development of at least two education offerings from the roadmap by the end of 2021.</td>
<td></td>
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<tr>
<td>3. Delivery of at least two education offerings from the roadmap in 2022.</td>
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**Success Indicators for August 2021 to July 2022**

1. The creation and validation of a professional education roadmap for building a robust IR/data function by the end of 2022.
2. The planning and development of at least two education offerings from the roadmap by the end of 2022.
3. Delivery of at least two education offerings from the roadmap by the first quarter of 2023.

**B-1. Policy Language**

**AIR empowers and supports higher education professionals in ... contextualizing data across campus and throughout higher education.**

**Interpretation – vision of success**

AIR will boost the capabilities of higher education professionals to contextualize data. “Contextualize data” is broadly defined as the ability of individuals to interpret and understand the meaning of data within the surrounding circumstances, settings, influences, and/or information. It is also the top tier of institutional intelligence as described by Patrick Terenzini (2013) for the effective practice of IR – “the ability to synthesize a deep knowledge of higher education in general and of a particular institution.”

The contextualization of data is an important learning outcome of AIR’s flagship courses – i.e., A Holistic Approach to IR and the new Foundations workshops. It is also a key area of emphasis in AIR’s research, statements, and publications – i.e., *Duties and Functions of Institutional Research*, the *Statement of Aspirational Practice for IR*, the *Statement of Ethical Principles*, and the *Statement on Racial Injustice*. AIR will continue to support and enhance the abilities of all higher education professionals, but particularly those of IR/IE professionals.
AIR will also emphasize supporting and empowering its stakeholders to better address issues of racial/ethnic justice and equity gaps using data, information, and analytics within their roles at higher education institutions.

Further, the grant-funded partnership with APLU to create and deliver a cross-functional Data Literacy Institute at 12 public universities by the end of 2023 offers an opportunity to expand learning and practice on the importance of data contextualization to a broader set of higher education professionals.

Progress on Success Indicators [August 2020 to July 2021]

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<tr>
<th>2020-21 Indicator</th>
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<tr>
<td>1. Continue to offer the Holistic Approach to IR course at least twice over the next 12 months [Sept 2020-Aug 2021].</td>
<td>The Holistic course was offered three times over the past year with cohorts in Fall 2020, Spring 2021, and Summer 2021.</td>
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<tr>
<td>2. Re-introduce the Foundations of IR course series in Spring 2021.</td>
<td>The series of five Foundations Workshops launched in April 2021. The series is currently on its third cycle, with three more cycles planned for the remainder of 2021.</td>
</tr>
</tbody>
</table>
| 3. Host at least two opportunities within the next year for the AIR community to learn how to better interpret and understand data and analytics within a context of racial/ethnic justice and equity to support ethical and effective decisions and actions. | AIR provided the following learning opportunities and resources on the intersection of data/analytics and equity/justice.  
  ▪ Feb 2021: eAIR Article | Focus on equitable data use.  
  ▪ April 2021: Coffee Chat | From Equity Talk to Equity Walk with author Tia Brown McNair.  
  ▪ April 2021: Webinar Series | Equity and Access-Focused Analytics: What Do Our Constituents Need from IR?  
  ▪ May 2021: AIR Forum included 20 sessions related to diversity, equity, and inclusion, including the opening keynote from Michele Norris on the Race Card Project. |
| 4. Launch the Data Literacy Institute in partnership with APLU in Fall 2021 with its first cohort of staff and faculty from the initial six public universities. | The first cohort of the Data Literacy Institute will include five institutions (one APLU institution withdrew based on institutional circumstances) and will begin in late August and early September 2021 at each institution for the first 10-week session. |
Success Indicators for August 2021 to July 2022

1. Offer the Holistic Approach to IR course at least twice annually, increasing year-to-year participation.
2. Continue to offer the Foundations workshop series as planned through the end of 2021. Success indicators for 2022, including registration targets, will be established later in 2021 based on lessons learned from the preceding eight months.
3. Host at least two learning opportunities for the AIR community on the use of data and analytics to support justice, equity, diversity and/or inclusion.
4. Successfully deliver the Data Literacy Institute in partnership with APLU in Fall 2021 and Spring 2022.

B-2. Policy Language

AIR empowers and supports higher education professionals in … learning methods and tools of the institutional research profession.

Interpretation – vision of success

The “methods and tools of the IR profession” can be defined as the “knowledge and skills necessary for the effective and ethical production, use, and communication of data and analyses.” AIR offers an extensive array of IR-focused programming to its stakeholders through webinars, courses, workshops, conferences, and publications.

An important part of AIR’s programming is the IPEDS training and education delivered within a subcontract from RTI International as part of a larger contract with the U.S. Department of Education’s National Center for Education Statistics (NCES). This training is fully funded through the contract and offered at no charge to all stakeholders and the public. Another key piece of IR-focused programming is the annual AIR Forum – typically the largest in-person gathering of IR and data professionals in the nation. Historically stable and predictable, both components continue to be in flux due to the lingering impact of the coronavirus pandemic and the re-bid of the IPEDS contract in late 2021 or early 2022.

In addition to these two foundational elements – the IPEDS training contract and the AIR Forum – higher education professions can learn more about the methods and tools of the IR profession through an array of online courses, workshops, and webinars.

Progress on Success Indicators [August 2020 to July 2021]

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<th>2020-21 Indicator</th>
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<tr>
<td>1. Meet the deliverable requirements of the NCES/IPEDS contract to increase data use and data quality for the 2020-21 reporting period.</td>
<td>The deliverable requirements for the NCES/IPEDS contract were successfully met for the 2020-21 cycle, despite the disruption of the pandemic. Virtual workshops were offered at least weekly</td>
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This includes the transition of in-person workshops to a virtual option. beginning in spring 2021 and preliminary numbers indicate that participation is likely to be at the highest level in 4 years.

2. Attain a new subcontract with RTI International for the next cycle of NCES/IPEDS contract work, likely a 5-year contract. [April-May 2021]
   - The rebid of the NCES/IPEDS training contract was postponed to late 2021 or early 2022 by the U.S. Department of Education. As of this update, no specific date for the release of the RFP for the rebid has been communicated.
   - In spring 2021, paperwork was successfully submitted through RTI so that the current contract cycle could be extended by one year – through October 2022

   - The series of five Foundations Workshops was launched in April 2021. The series is currently on its third cycle, with three more cycles planned for the remainder of 2021.

4. Host a virtual 2021 Forum, working to optimize participation, learning, and engagement as well as financial targets.
   - The 2021 virtual Forum exceeded its registration target of 1,000 individuals by 270, and its financial targets by $30,000 to $40,000.
   - Satisfaction among attendees was consistent with previous Forums with 89% of participants reporting they would recommend the Forum to a colleague.

5. Increase year-to-year participation in AIR (paid) webinars. [2020 to 2021]
   - At least one paid webinar or webinar series has been offered each month beginning in January 2021. Total registrations as of late July 2021 for paid webinars is 435. The total registrations for 2020 was 512 and the total for 2019 was 410.

Success Indicators for August 2021 to July 2022

1. Meet the deliverable requirements of the NCES/IPEDS contract to increase data use and data quality for the 2021-22 NCES reporting period.
2. Attain a new subcontract with RTI International for the next cycle of NCES/IPEDS contract work.
3. Continue to offer the Foundations workshop series as planned through the end of 2021. Success indicators for 2022, including registration targets, will be established based on lessons learned in 2021.
4. Successfully host the first in-person Forum in two years (June 6-9, 2022) by meeting the participation and financial targets that will be established by the end of 2021.
5. Increase year-to-year participation in AIR webinars.
B-3. Policy Language

AIR empowers and supports higher education professionals in ... evaluating the effectiveness of institutions.

Interpretation – vision of success
AIR offers a variety of educational programming and resources to meet the needs of stakeholders, and a selection of this content falls within a broad definition of evaluating institutional effectiveness. However, “evaluating the effectiveness of institutions” could cover a wide range of topics and skill areas; thus, AIR will consult with stakeholders to construct a more specific definition that aligns with the needs of members and the field before devoting time and resources to creating more specific programming.

Progress on Success Indicator [August 2020 to July 2021]

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<tr>
<td>Develop a working definition of “evaluating institutional effectiveness” in consultation with stakeholders by the end of 2022.</td>
<td>Work will begin in 2022.</td>
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Success Indicator for August 2021 to July 2022
Develop a working definition of “evaluating institutional effectiveness” in consultation with stakeholders by the end of 2022.

B-4. Policy Language

AIR empowers and supports higher education professionals in ... conducting research and scholarship.

Interpretation – vision of success
AIR provides opportunities for IR/data professionals to learn and practice research, including both quantitative and qualitative methodologies, through a variety of mechanisms, including webinars, courses, Forum workshops, and the NCES Data Institute. AIR also offers opportunities for stakeholders to disseminate their original research and effective practices through eAIR, AIR Professional File, webinars, and Forum presentations.
## Progress on Success Indicator [August 2020 to July 2021]

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<tr>
<td>1. Incorporate content on research methodologies and/or methods into professional education offerings within the next 12 months [Sept 2020-Aug 2021].</td>
<td>Examples of professional education offerings specifically designed to increase research skills:</td>
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<tr>
<td></td>
<td><strong>Webinars</strong> (registered = 217)</td>
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<td></td>
<td>• 1/25: Art and Science of Enrollment Forecasting</td>
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<td>• 4/12: Data Visualizations in R</td>
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<td>• 4/19: Equity and Access-Focused Analytics</td>
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<td>• 7/16: The Power of the Pivot: Using Pivot Tables and Charts to Simplify Data Analysis</td>
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<td><strong>Foundations Workshops</strong> (offered 3 times since April 2021, with 62 registered)</td>
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<tr>
<td></td>
<td>• Research Design</td>
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<td></td>
<td>• Survey Design</td>
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<td>• Descriptive Statistics</td>
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<td></td>
<td><strong>NCES Data Institute</strong> (part of RTI/IPEDS subcontract)</td>
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<td></td>
<td>• 2019 research reports shared with AIR community in March 2021 via webinar. (122 registrants.</td>
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<td></td>
<td>• The 2021 Institute successfully convened 30 participants virtually in June.</td>
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<td>• Applications for the 2022 Institute will open in fall 2021.</td>
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<tr>
<td>2. Continue publication of original research and effective practices from the field in AIR Professional File and eAIR</td>
<td><strong>AIR Professional File</strong> editions were published in Fall 2020 and Spring 2021.</td>
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<tr>
<td></td>
<td>eAIR March issue focused on analytics.</td>
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</table>

### Success Indicators for August 2021 to July 2022

1. Continue to incorporate content on research methodologies and/or methods into professional education offerings, attending to feedback from stakeholders on specific topics or areas of interest.
2. Continue publication of original research and effective practices from the field in AIR Professional File and eAIR.
C. Policy Language

*AIR provides opportunities for the development of professional and interpersonal skills.*

**Interpretation – vision of success**

AIR will expand educational programming and content to provide opportunities for IR/data professionals to develop as individuals and leaders within their organizations and the higher education community.

AIR will continue to offer and more intentionally highlight opportunities for the development of leadership, professional, and interpersonal skills within regular educational programming, particularly on the topics of effective communication with data, the ethical use of data, and the equitable use of data.

**Success Indicators: August 2020 to September 2021**

**NEXT REPORT IN OCTOBER 2022**

<table>
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<tr>
<th>2020-21 Indicator</th>
<th>Results as of October 2021</th>
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</table>
| 1. Programming will be created and launched by Fall 2021 to build the skills, abilities, and knowledge needed for entry-level professionals to move from analyst roles (or similar) into management and director roles. | While not meeting the original timeline for launch of leadership programming, progress has been made.  
  - Dates for a leadership seminar are set (August 11 & 12 of 2022) and a hotel contract with the Marriott Marquis in DC was signed.  
  - Multiple brainstorming conversation on content and target audience have taken place among AIR staff and IR/IE leaders in field.  
  - Planning among AIR staff underway on outline and structure of content as well as audience and registration targets. |
| 2. Executive leadership programming will be created and launched by Fall 2021 for the career development needs of experienced professionals who aspire to move into senior leadership or executive roles. |                                                                                           |

**Success Indicators for November 2021 to October 2022**

1. A leadership seminar will be planned, communicated, and delivered in 2022 with a majority of participants satisfied with their experience.
2. Professional development opportunities in the areas of effective communication, ethics, and equity will be offered in 2022.
3. Communication about existing educational programming will more explicitly connect the programming to the development of professional, interpersonal, and leadership skills.
D. Policy Language

*AIR promotes the development of professional networks.*

**Interpretation – vision of success**

AIR will provide an array of opportunities for its stakeholders to learn, grow, and connect with other IR and data professionals both in-person and virtually. AIR will also seek mechanisms for networking and connection between IR professionals and other non-IR professionals with a focus on assessment, IT business, and student affairs professionals.

**Success Indicators: August 2020 to September 2021**

**NEXT REPORT IN OCTOBER 2022**

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| 1. Double number of individuals (650) participating in the AIR Hub online community within the next 12 months [Sept 2020-Aug 2021], with the majority of participants satisfied with the value of the experience. | • Currently, AIR Hub has 1,885 participants.  
• Of the 92 respondents to a satisfaction survey, 73 (79%) were satisfied or very satisfied with AIR Hub overall. |
| 2. Host the 2021 AIR Forum in a virtual, hybrid, or in-person event – with the majority of participants satisfied with the networking events. | • The 2021 Forum was hosted virtually with 1,273 attendees, surpassing the target of 1,025.  
• Of the 310 who responded to the post-conference evaluation, 89% would recommend the Forum to a colleague, which is slightly higher than the evaluation results of the 2021 virtual Forum (82%) and matches the results of the 2019 in-person Forum (89%).  
• 41% of the respondents in 2021 indicated there was sufficient time devoted to networking with colleagues (50% were neutral on this question). While consistent with the 2020 virtual Forum results, the results are well below the typical responses for an in-person event, when agreement is generally in the low 80% range and neutral responses in the low teens. |
<p>| 3. Sponsor at least one event focused on connecting AIR stakeholders with other higher education professionals by Summer 2021. | • November 2020: AIR partnered with EDUCAUSE to host the Enterprise Experience Summit on analytics, which was open all members of both associations. |</p>
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<tbody>
<tr>
<td>• <strong>August 2021</strong>: AIR, NACUBO, EDUCAUSE hosted a webinar “From Words to Action: Accelerating Change Using the Joint Statement on Analytics,” which was open to all members of the three associations.</td>
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</tbody>
</table>
| 4. **Offer at least one virtual event each quarter for the AIR community to connect and learn together.** | • **2020 Q4**: Two virtual events occurred – a Coffee Chat on the future of higher education with the Board as well as a Knowledge Exchange that featured discussions, presentations, and resources related to the coronavirus pandemic.  
• **2021 Q1**: None  
• **2021 Q2**: Two virtual events occurred – a DEI discussion featuring Tia McNair followed by small group discussions as well as informal small groups for community college professionals and a more general “IR water cooler” group.  
• **2021 Q3**: Hosted informal small group discussions for one-person/small office professionals and a more general “IR water cooler” group. |

**Success Indicators for November 2021 to October 2022**

1. Continue to increase the number of individuals participating in the AIR Hub online community within the next 12 months [October 2021 to September 2022] with a target of 500 new users.
2. Increase the proportion of AIR Hub users who post or reply on a regular basis. (Current estimate of very active users in the 10-12% range)
3. Host the 2022 AIR Forum in Phoenix AZ and provide multiple ways for attendees to interact and reconnect with colleagues with a priority on health and safety and attention to the comfort levels of attendees. Post-event evaluations will indicate that a majority of respondents were satisfied with the Forum experience.
4. Sponsor at least one event focused on connecting AIR stakeholders with other higher education professionals in 2022.
5. Offer at least one virtual event each quarter for the AIR community to connect and learn together.