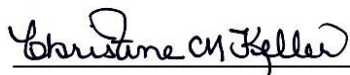


I. Ends Monitoring Report – Policy B

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I certify that the information contained in this report is true.



Christine Keller, Executive Director & CEO

July 30, 2026

Submitted (date)

This report provides updates on the success indicators for Policy B for the period of July 2025 to June 2026. Ends reports are provided quarterly for specific sets of policies (see BRE III).

The report reflects a more rigorous evidence base than prior monitoring cycles, drawing on direct participant outcome data across AIR's professional learning offerings rather than participation counts alone. That deeper analysis surfaced a small number of evaluation gaps — indicators for which current survey instruments do not yet directly measure what the indicator language describes. These are noted within the relevant sections below, along with the evaluation changes already implemented to strengthen future reporting.

Operational Vision of Success (contextual information)

AIR's operational vision is to work at the intersection of people and data, building the individual and institutional capacity to use data, information, and analytics in ways that support effective decision-making and meaningful impact in higher education.

In pursuing the Ends, AIR designs programs, services, and resources to serve three primary constituencies:

1. *Higher education professionals, especially AIR members, who produce, analyze, and use data.*
2. *Higher education institutions, which require sustained capacity for data use, improvement, and accountability.*
3. *The broader higher education community, including systems, postsecondary-related organizations, and policymakers, through advocacy and partnerships that promote informed data use.*

While AIR's historical focus emphasized individual professional development, recent years have expanded this scope to include institutional capacity-building and engagement. This broader orientation reflects both evolving needs within higher education and AIR's responsibility to steward its resources toward the greatest collective value and impact.

B. Policy Language

AIR provides opportunities for professionals to develop the knowledge, skills, and abilities necessary to implement and lead data-informed cultures within higher education through:

- *Contextualizing data throughout higher education;*
- *Learning methods and tools of the institutional research and institutional effectiveness profession;*
- *Sustaining and advancing data literacy;*
- *Conducting research and scholarship.*

Interpretation

Higher education professionals have access to effective, relevant, and inclusive professional learning experiences that build the knowledge, skills, mindsets, and leadership abilities necessary to implement and lead data-informed cultures within their institutions.

These opportunities equip professionals to:

- Contextualize and apply data in institutional settings
- Use the methods and tools of IR and IE effectively and ethically
- Sustain and advance data literacy across functional areas
- Conduct and disseminate research and scholarship that informs practice
- Exercise leadership to influence institutional culture, strengthen cross-functional collaboration, and build and sustain data-informed decision-making

2025-2026 Indicators

1. **Perceived Value** – At least 75% of participants across major offerings rate the experience as valuable and applicable to their work¹.
2. **Skill Development** – At least 75% of participants report improved knowledge, skills, or leadership abilities tied to implementing or leading data-informed practices.
3. **Leadership Application** – At least 75% of participants in leadership-oriented courses report increased ability to apply leadership skills to their work.
4. **Access & Relevance** – Professional learning offerings engage diverse institutions, roles, and career stages, with content updated when appropriate.

Evidence

1. **Perceived Value.** Across AIR's major 2025–2026 professional learning offerings, the combined results exceeded the 75% threshold, with 1,134 of 1,327 responses (85%) provided favorable ratings on the available value, applicability, or recommendation measures. Participants consistently rated their experiences as valuable and applicable to their work. The Foundations workshops averaged 92 to 97% recommend/value ratings (n=118 in 2025; n=64 in 2026), IPEDS workshops ranged from 69% to 94% depending on session — the low point was the Finance Survey session at 69% (n=26) — the

¹ The 75% figure used across the success indicators is consistent with what is considered a “good” Customer Satisfaction Score (CSAT) across industries, typically between 65% and 80%. See <https://www.retently.com/blog/customer-satisfaction-score-csat/>. 75% was also adopted as a reasonable minimum for the outcome indicators.

ACTS Reporting Bootcamp and Workshops averaged 88% (n=251), and the Navigating in Uncertainty: How to Prepare for ACTS webinar—AIR's largest single offering of the period—recorded 84% (n=497).

2. **Skill Development.** Participants also reported improved knowledge and skills tied to data-informed practice. Foundations workshops showed 92% (n=118) and IPEDS workshops showed 85% (n=80) reporting a relevant skill gained; AIR LEADs Seminar participants reported 100% (n=35) learning new leadership skills applicable to their work.
3. **Leadership Application.** AIR LEADs Seminar participants reported gains of 83–100% across several leadership measures (n=35), directly measuring participants' increased ability to apply leadership skills to their work.
4. **Access and Relevance.** Offerings generated approximately 6,970 registrations from 3,406 individuals across 59 distinct offerings, representing 1,726 institutions, 60 U.S. states/territories and Canadian provinces, and 10 countries. Participants included professionals from HBCUs, Hispanic-Serving Institutions, Tribal Colleges and Universities, and Postsecondary Data Partnership institutions, with roles ranging from front-line analysts to executive leadership. Content was updated in response to a changing regulatory landscape, including new sessions addressing ACTS and FVT/GE federal reporting requirements introduced during the period.

Compliance

Based on the totality of the available evidence, I report compliance with Policy B.

2026-2027 Indicators (no change from 2025-2026)

1. **Perceived Value** – At least 75% of participants across major offerings rate the experience as valuable and applicable to their work.¹
 2. **Skill Development** – At least 75% of participants report improved knowledge, skills, or leadership abilities tied to implementing or leading data-informed practices.
 3. **Leadership Application** – At least 75% of participants in leadership-oriented courses report increased ability to apply leadership skills to their work.
 4. **Access & Relevance** – Professional learning offerings engage diverse institutions, roles, and career stages, with content updated when appropriate.
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B-1. Policy Language

AIR provides opportunities for professionals to develop the knowledge, skills, and abilities necessary to implement and lead data-informed cultures within higher education through...contextualizing data throughout higher education.

Interpretation

Professionals can interpret and apply data in ways that inform decision-making at institutional, system, state, and/or national level, and lead conversations that connect data meaningfully to policy, strategy, and practice.

2025-2026 Indicators

1. **Educational Opportunities** – AIR offers multiple educational opportunities annually that enhance professionals' ability to contextualize data.
2. **Application of Contextualization Skills** – At least 75% of participants report improved ability to interpret and communicate data in context.
3. **Leadership Engagement** – At least 75% of participants report improved ability to facilitate discussions that shape policy, planning, or strategy at their institutions.
4. **Policy Awareness** – At least 50% of participants report increased understanding of how national or state policies affect their work and/or institutional strategy.

Evidence

1. **Educational Opportunities.** AIR offered multiple opportunities in 2025–2026 that helped professionals contextualize data, including the Navigating in Uncertainty webinar addressing the new ACTS federal reporting requirement (863 registrations), a seven-session IPEDS workshop series, the ACTS Reporting Bootcamp and Workshops, and modules of the new LEADing Change with Analytics series focused on data strategy and change management.
2. **Application of Contextualization Skills.** Two data points speak to this indicator, though neither directly measures whether participants' ability to interpret and communicate data improved. 97% of Foundations workshop participants (n=118) and 92% of IPEDS workshop participants (n=80) agreed the content was important to advancing their institution's data and analytics functions — a measure of perceived relevance, not demonstrated ability. As a closer (though still general) proxy, 92% of Foundations participants (n=118) reported gaining "a knowledge or skill that is relevant" to their work.
3. **Leadership Engagement.** Participants rated leadership-oriented content related to policy, planning, and strategy highly, although the evaluations did not directly measure their subsequent ability to facilitate such discussions: AIR LEADs Seminar participants rated the Vision and Strategy, Advocacy, and Political Savviness modules 91–94% valuable (n=35), and LEADing Change with Analytics' "Create and Manage a Data Strategy Plan" module recorded 81% (n=21).
4. **Policy Awareness.** Evidence for the Policy Awareness indicator is less direct. The Navigating in Uncertainty webinar and a second large session addressing new FVT/GE reporting requirements (564 registrations) show AIR responding at scale to national policy and regulatory change, and the webinar's 84% recommend rate (n=497) indicates high perceived value. A direct question on policy understanding was not included in 2025–2026 evaluations; one has since been added to the next policy-focused webinar's evaluation to support this indicator going forward.

Compliance

Based on the totality of the available evidence, I report compliance with Policy B-1. AIR provided substantial educational opportunities, and available evaluation data indicate strong participant value and institutional relevance. Evaluation instruments did not directly measure the Application of Contextualization Skills or Policy Awareness indicators as worded this period; evaluation questions have been added or revised to provide direct evidence in future reports.

2026-2027 Indicators (no change from 2025-2026)

1. **Educational Opportunities** – AIR offers multiple educational opportunities annually that enhance professionals' ability to contextualize data.
 2. **Application of Contextualization Skills** – At least 75% of participants report improved ability to interpret and communicate data in context.
 3. **Leadership Engagement** – At least 75% of participants report improved ability to facilitate discussions that shape policy, planning, or strategy at their institutions.
 4. **Policy Awareness** – At least 50% of participants report increased understanding of how national or state policies affect their work and/or institutional strategy.
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B-2. Policy Language

*AIR provides opportunities for professionals to develop the knowledge, skills, and abilities necessary to implement and lead data-informed cultures within higher education through ...**learning methods and tools of the institutional research and institutional effectiveness profession.***

Interpretation

IR and IE professionals are equipped with knowledge, skills, tools, mindsets, and leadership capabilities to produce, analyze, and communicate data effectively, ethically, and impactfully, and lead work that integrates these practices across the institution.

2025-2026 Indicators

1. **Educational Opportunities** – AIR offers multiple educational opportunities annually that support professionals in developing and applying IR/IE methods and tools.
2. **Skill Acquisition** – At least 75% of participants report skill improvement.
3. **Leadership Application** – At least 50% of participants report improved ability to lead projects that apply IR/IE methods/tools.

Evidence

1. **Educational Opportunities.** AIR offered a substantial number of educational opportunities supporting IR/IE methods and tools in 2025–2026, including 15 Foundations workshop sessions across five topic areas in 2025 (n=118) and 7 more in 2026 (n=64), a seven-session IPEDS workshop series, four or more ACTS Reporting Bootcamp and Workshop offerings, the Art & Science of Managing an IR Office course, and the new LEADing Change with Analytics series.

2. **Skill Acquisition.** Participants reported strong skill acquisition: 92% of Foundations participants (n=118, ranging 83–96% by topic) and 85% of IPEDS participants (n=80) reported gaining a relevant knowledge or skill, both well above the 75% threshold. ACTS Reporting Bootcamp and Workshop participants recorded an 88% recommend rate (n=264); this program's evaluations do not include a direct skill-gained question, so recommend rate is used as the best available proxy.
3. **Leadership Application.** For the Leadership Application indicator ($\geq 50\%$ threshold), the LEADing Change with Analytics "Develop and Maintain a Data Governance Program" module recorded 100% recommend (n=25), and the Art & Science of Managing an IR Office course recorded 100% recommend in both its Fall 2025 (n=4) and Spring 2026 (n=6) offerings. These figures reflect overall recommend ratings — "I would recommend this experience/course to a colleague" — rather than a direct measure of "ability to lead projects," since no evaluation in this set asks that specific question.

Compliance

Based on the totality of the available evidence, I report compliance with Policy B-2. Strong recommendation ratings from leadership-oriented offerings provide evidence of participant value, though no evaluation this period directly measured participants' ability to lead projects applying IR/IE methods and tools. The Leadership Application indicator has been revised for 2026-2027 to more closely align with the leadership roles participants may exercise in practice and with AIR's evaluation design.

2026-2027 Indicators

1. **Educational Opportunities** – AIR offers multiple educational opportunities annually that support professionals in developing and applying IR/IE methods and tools.
 2. **Skill Acquisition** – At least 75% of participants report skill improvement.
 3. **Revised for 2026–2027 – Leadership Application** – At least 50% of participants report increased ability to lead, mentor, or guide others in applying IR/IE methods and tools.
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B-3. Policy Language

*AIR provides opportunities for professionals to develop the knowledge, skills, and abilities necessary to implement and lead data-informed cultures within higher education through ...**sustaining and advancing data literacy**.*

Interpretation

Data literacy is sustained and advanced across institutions through AIR's professional learning, equipping participants with improved data literacy skills and the ability to lead cross-functional teams in building shared capacity for effective and ethical data use.

2025-2026 Indicators

1. **Educational Opportunities** – AIR provides multiple professional learning opportunities annually that strengthen institutional data literacy capacity across functional areas.
2. **Skill Advancement** – At least 75% of participants report improved data literacy skills.

3. **Leadership in Literacy** – At least 75% of DLI graduates report improvements in their ability to lead or co-lead institutional initiatives to increase data literacy.

Evidence

1. **Educational Opportunities.** AIR provided multiple opportunities to strengthen data literacy in 2025–2026, including the Data Literacy Institute (DLI) — a 12-week cross-functional cohort program delivered with the College of Charleston (25 participants spanning IR, student support, and academic leadership roles) — the Holistic IR / A Holistic Approach to IR course, Foundations of Data workshops, and the LEADing Change with Analytics “Build and Support a Data Literate Community” module.
2. **Skill Advancement.** Participants reported meaningful improvement in data literacy skills. DLI cohort members completed a weekly poll across 10 of the program's 12 weeks (n=179 total responses); 74.9% rated their improvement that week as Moderate or higher, with no participant in any week reporting no improvement. Foundations Data-topic participants reported 83% skill gain (n=12), and Holistic IR participants reported improved knowledge of institutional research at or near 100% across both 2025 and 2026 offerings (very small samples in each case).
3. **Leadership in Literacy.** The Leadership in Literacy indicator specifically asks whether DLI graduates report improved ability to lead or co-lead institutional data literacy initiatives. The DLI weekly poll data is the most relevant evidence available, but it measures participants' own skill growth rather than leadership capacity specifically.

Compliance

Based on the totality of the available evidence, I report compliance with Policy B-3. DLI participants reported meaningful skill gains, though no evaluation this period directly measured graduates' ability to lead institutional data literacy initiatives. The Leadership in Literacy indicator has been revised for 2026-2027 to more closely align with AIR's evaluation design.

2026-2027 Indicators

1. **Educational Opportunities** – AIR provides multiple professional learning opportunities annually that strengthen institutional data literacy capacity across functional areas.
 2. **Skill Advancement** – At least 75% of participants report improved data literacy skills.
 3. **Revised for 2026–2027 – Leadership in Literacy** – At least 75% of DLI graduates report increased confidence in their ability to lead or co-lead institutional initiatives to increase data literacy.
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B-4. Policy Language

AIR provides opportunities for professionals to develop the knowledge, skills, and abilities necessary to implement and lead data-informed cultures within higher education through ...conducting research and scholarship.

Interpretation

Higher education professionals build research expertise and lead efforts to apply research findings in ways that influence practice, policy, strategy, and/or student success.

2025-2026 Indicators

1. **Educational Opportunities** – AIR provides multiple educational opportunities annually to enhance professionals’ research skills and their ability to apply research findings.
2. **Research Skills** – At least 75% of research methods participants report improved skills.
3. **Scholarship Output** – AIR publishes at least two AIR Professional File issues annually featuring research and effective practices from the field.

Evidence

1. **Educational Opportunities.** AIR offered five Foundations of Research Design workshop sessions in the reporting period (three in 2025, two in 2026), including sessions delivered in partnership with the South Carolina Technical College System (SCTCS).
2. **Research Skills.** Participants reported strong research skill gains: 92% of Research Design workshop participants (n=36, the three in-period 2025 sessions) reported gaining a relevant knowledge or skill, exceeding the 75% threshold. The 2026 Research Design sessions' evaluations do not include a skill-gained question.
3. **Scholarship Output.** AIR published three *AIR Professional File* volumes during the reporting period — the 2025 Summer, 2025 Fall, and 2026 Spring volumes — featuring a total of seven peer-reviewed articles, exceeding the two-issue annual threshold².

Compliance

Based on the totality of the available evidence, I report compliance with Policy B-4.

2026-2027 Indicators (no change from 2025-2026)

1. **Educational Opportunities** – AIR provides multiple educational opportunities annually to enhance professionals’ research skills and their ability to apply research findings.
 2. **Research Skills** – At least 75% of research methods participants report improved skills.
 3. **Scholarship Output** – AIR publishes at least two AIR Professional File issues annually featuring research and effective practices from the field.
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²Association for Institutional Research, “The AIR Professional File,” <https://www.airweb.org/resources/publications/professional-file> (accessed July 2026).