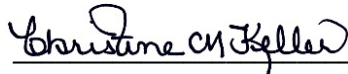


I. Ends Monitoring Report

This Monitoring Report was approved by the AIR Board of Directors on February 12, 2024. The entire report is for internal use only. Do not duplicate or distribute without the express written approval of the Association for Institutional Research. Copyright 2024.

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



Christine Keller, Executive Director & CEO

January 31, 2024

Submitted (date)

Note: The AIR Ends were revised and adopted by the AIR Board of Directors on May 29, 2023. Updates to the interpretations and success indicators for the new Ends policies are included in this report. Earlier interpretations and success indicators for previous policies B-3, C, and D were removed as the new policies are substantially different. Success indicators for previous policies A, B, B-1, B-2, and B-3 were retained and updated as appropriate. As in previous January Ends reports, the Global policy interpretation and success indicators were updated based on the year's operational priorities.

Updates, changes, or additions are in blue font. Ends reports are provided quarterly for specific sets of policies (see BRE III and/or the [Board Operating Calendar](#)).

Global Policy Language

As a global association, AIR empowers higher education professionals to use data, information, and analytics in ways that are effective, ethical, and equitable. AIR supports data-informed decision making that amplifies student and institutional success. These 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 works at the intersection of people and data to build the individual and institutional competencies necessary to use data, information, and analytics in ways that are effective, ethical, and equitable.

Therefore, AIR programs, services, and resources are designed to serve the interests of three primary constituencies:

1. *Higher education professionals, especially AIR members.* AIR seeks to educate, elevate, connect, and support professionals who produce, analyze, and use data.
2. *Higher education institutions.* AIR works to build, sustain, and support institutional capacity and capabilities to use data and analytics for better decision making and institutional improvement.
3. *Higher education community.* AIR facilitates the informed use of data and analytics within higher education systems, institutions, and policies through advocacy and partnerships.

Historically, AIR has largely focused on serving individual professionals – “empowering higher education professionals to use data, information, and analytics in ways that are effective, ethical, and equitable.” More recently AIR has intensified and expanded its efforts to serve institutions and the broader community through programs such as the Data Literacy Institute (DLI) and the addition of organizational membership. The new Global Ends language codifies these expanded efforts as part of AIR’s mission, noting that “AIR supports data-informed decision making that amplifies student and institutional success.”

Within the three constituent groups, AIR strives to include diversity of perspectives, approaches, and backgrounds to advance and model the effective, ethical, and equitable use of data, information, and analytics. This includes working with the AIR community to co-create and sustain a welcoming and inclusive association in which individuals find a sense of belonging, connection, and respect.

Framework for Success Indicators

The Executive Office has three operational priorities for 2024. The priorities are not intended to encompass all of AIR’s programs, events, or activities – many of which are important to the AIR community and AIR’s financial viability. However, these priorities are areas of special focus to advance AIR’s continued progress, sustainability, and expansion.

1. Grow and retain individual and organizational members.
2. Continue to develop and implement the systems, expertise, and infrastructure necessary to deploy professional services and technical assistance to institutions.
3. Improve internal use of data and technology for decisions, operations, and programming.

The allocation of time, resources, and money allocated to the operational priorities will be considered and balanced with ongoing commitments and activities. In the words of the Ends, “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.” Specific considerations and commitments that will be balanced include the following.

- The achievement of grant and contract deliverables.
- Delivery of a successful AIR Forum within a changing environment.
- The staff capacity, required expertise, and organizational infrastructure necessary.
- The level and sustainability of projected revenue streams and the size and composition of the audience.
- The value and benefit of the program, resource, or service to the AIR community.

January 2023-December 2023: Global Success Indicators

2023 Indicator	Results as of January 2024
<p>1. Implementation of the organizational membership option with a public launch date of January 2024. A successful implementation includes the recruitment of at least 10 organizations/institutions to serve pilot testers before the public launch.</p>	<ul style="list-style-type: none"> • The public launch of organizational membership occurred on January 29, 2024. • 13 institutions (12 U.S. and 1 Canadian) served as pilot test institutions in November and December 2023.
<p>2. The (individual) membership target for 2023 is 2,500 individual members by December 31, 2023. The focus will be on outreach and recruitment of new members.</p>	<p>The 2,500-member target was reached in March 2023 and sustained through July 2023. In August 2023 the individual membership count fell below 2,500 and the year ended with 2,436 members. While falling short of the end-of-year target, it is a 164 person increase over the member count of 2,272 at the end of 2022. (</p> <p>The number of new members in 2023 was 697, an increase of just over 100 new members compared to the 2022 tally of 595 new members.</p>
<p>3. Market three existing products (Data Literacy Institute, Holistic Approach to IR, and the Foundations courses, all with successful track records) to institutions within the Bill & Melinda Gates Foundation Higher Endeavor ecosystem and build internal and external capacity to support anticipated demand.</p>	<p>The Gates ecosystem experienced a period of flux in late 2022 through 2023 with shifts in organizations, people, processes, and expectations. However, AIR engaged in the following activities and training in 2023 through Gates connections or funding.</p> <ul style="list-style-type: none"> • The Data Literacy Institute was delivered to a cohort of three institutions from the Association of Public & Land-grant Universities (APLU). • Custom data literacy and dashboard training was designed and delivered to institutions within the North Carolina Community College System through Jobs for the Future (JFF). • A research project designed to assess American Association of State College and Universities (AASCU) institution data needs kicked off in 2023 and continues in 2024, including a survey of institutional stakeholders and follow-up interviews which will be used to design services to be delivered in 2024. • AIR staff participated in partner conferences/events including the Tribal College & University Institutional Research Consortium (IRC), the Complete College America (CCA) annual convening, several National Student Clearinghouse (NSC) Postsecondary Data

2023 Indicator	Results as of January 2024
	Partnership (PDP) events, and ecosystem convenings. <ul style="list-style-type: none"> • A menu of AIR services and education offerings was created and distributed to the partners within the Gates ecosystem.

Success Indicators for 2024

1. Successfully implement the organizational membership option, with a goal of adding at least 100 organizational memberships between the launch date of January 29, 2024, and December 31, 2024. Outreach will include efforts to recruit under resourced and minority-serving institutions as organizational members.
2. Maintain at least 2,000 individual memberships in conjunction with the introduction of the organizational membership. *(It is anticipated that individual memberships will decline slightly with the introduction of the organizational membership option as more members will inherit their membership from their organization. However, the total number of members – whether direct or inherited – is expected to increase.)*
3. Successfully provide direct services, education/training, or technical assistance to institutions.

A. Policy Language

AIR educates higher education professionals and organizations on the value of institutional research and institutional effectiveness.

Interpretation – vision of success

The “value of institutional research and institutional effectiveness” is broadly defined as recognition of the roles of institutional research and effectiveness in the effective, ethical, and equitable use of data to make decisions that benefit higher education institutions and students. As this is a large, multi-layered, and complex endeavor and the resources and reach of AIR are not unlimited, priority will be given to achieving the following:

- Development and distribution of programming, tools, and/or resources that demonstrate the impact of IR and IE in effective, ethical, and equitable data-informed decision making.
- Establishing and strengthening partnerships and programming that incentivize higher education institutions and organizations to engage AIR and its stakeholders as key allies in increasing IR/IE expertise and capacity; institution-wide data literacy; and expanded use of data/analytics in decision-making.

2022-23 Policy A Success Indicators

2022-23 Indicator	Results as of April 2023
<p>1. Release and promote a series of data briefs on the results of the 2021 National Study of IR Offices beginning in the summer of 2022, with the final briefs scheduled for release by April 2023.</p>	<p>Five briefs have been published.</p> <ol style="list-style-type: none"> 1. Staff Roles, FTE, and Characteristics 2. Full-time Staff Salaries 3. Staff Job Functions and Salary Expenditures 4. Leadership and Management 5. Executive Leadership for the Data and Analytics Function <p>Four additional briefs will be published in 2023. (The final titles may vary slightly.)</p> <ol style="list-style-type: none"> 6. IR Work Functions 7. Reporting Relationships 8. Professional Development 9. Data Capacity, Literacy, Maturity
<p>2. In partnership with NACUBO and Educause, AIR will work with subject matter experts from the respective professional communities in 2023 to develop an “analytics guide” that outlines the typical steps and sequences necessary for institutions to fully leverage capacity development centered on analytics and strategic data use. The work is funded by the Gates Foundation and the delivery date for the guide is April of 2024. The work builds on the “joint statement of analytics” and is funded through the Gates Foundation.</p>	<ul style="list-style-type: none"> • AIR, EDUCAUSE, and NACUBO kicked off the next stage of the joint analytics work in late February with a convening of seven institutional teams comprised of the chief IR, chief IT, and chief business officers: Arcadia University, Elgin Community College, Jackson State University, Mercy College, University of Central Florida, University of Maryland Baltimore County, and University of North Texas. • Additional engagement with association members and institutions will take place virtually and at the three associations’ 2023 conferences.
<p>3. Complete the development of a readiness framework with the support of a grant from the Gates Foundation for transforming institutional data functions.</p>	<ul style="list-style-type: none"> • A report entitled <i>Data Capacity in the Ecosystem: The Association for Institutional Research (AIR) Model</i> was delivered to the Gates Foundation in October 2022. This work informs AIR’s continued contributions in the Gates ecosystem as the data capacity partner that supports institutions and their students through a wide variety of organizations and networks, including other higher education organizations (e.g., AASCU, UNCF).

Success Indicators for 2023-2024 [updated January 2024]

1. Release the final four [data briefs](#) using the results of the 2021 National Study of IR Offices.
2. Continue the partnership work with NACUBO, EDUCAUSE, and subject matter experts from the respective professional communities and higher education overall on the creation of a dynamic guide that operationalizes the *Joint Statement on Analytics*. The work is funded by the Gates Foundation and the delivery date for the guide is [late summer or early fall of 2024](#).
3. Deliver the Data Literacy Institute (DLI) to a cross-functional cohort of higher education professionals [during 2024, with 75% of the participants reporting improvement in their understanding of their institution](#).
4. Continue AIR's contributions within the Gates ecosystem as a national data capacity expert. AIR provides services, support, and expertise to partner organizations and institutions within the network with a collective goal of transforming high education institutions to facilitate more equitable student success.

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 – vision of success

The learning and professional practice needs of higher education professionals will be supported by AIR through quality programming, resources, and peer networks that help to develop the knowledge, skills, and abilities necessary to implement and lead data-informed cultures within higher education.

AIR will offer an array of professional education and training opportunities for stakeholders at various stages of their careers as described in the subsequent interpretations for Policies B-1 through B-4.

As an essential element of this work, AIR will equip its community members with the knowledge, skills, and abilities to better address issues of equity and ethics when using data, information, and analytics within their roles. Collectively, these learning opportunities will help professionals develop as individuals and leaders within their organizations and the higher education community.

2022-23 Policy B Success Indicators

2022-23 Indicators	Results as of July 2023
<p>1. The inaugural AIR LEADs course will launch in August 2022, with at least 75% of participants rating the experience as valuable.</p>	<p>The LEADs course launched in August 2022 with 69 individuals registered. It consisted of an in-person seminar in DC supplemented by 5 virtual meetings between September 2022 and January 2023.</p> <p>85% of the participants responding to the overall evaluation indicated they would recommend the LEADs experience to a colleague.</p>
<p>2. Deliver the Data Literacy Institute in partnership with APLU in Fall 2022 and Spring 2023, with at least 75% of participants rating the experience as valuable. [In the future, indicators related to DLI will be part of B-3.]</p>	<p>The second cohort of the Data Literacy Institute completed the two-semester course in May 2023.</p> <p>Across the 6 sections of the DLI, on average, 72% of the respondents would recommend the experience to a new colleague. (Note that the response rates for each section ranged from 16% to 44%)</p>
<p>3. Host at least two learning opportunities for the AIR community on the use of data and analytics to support equity or ethics.</p>	<p>Examples of learning opportunities in 2022-2023 that focused on the use of data and analytics to support equity or ethics.</p> <p><u>Webinar</u></p> <ul style="list-style-type: none"> ▪ February 2023: A Value Proposition for All Students: Integrating Quantitative and Qualitative Data for More Equitable Return on Investment and Economic Mobility <p><u>Forum Workshops (May 2023)</u></p> <ul style="list-style-type: none"> ▪ Show Me The Numbers: Sharing Data With Stakeholders ▪ Beyond Compliance: How to Use IPEDS Data to Examine Student and Institutional Success <p><u>eAIR articles</u></p> <ul style="list-style-type: none"> ▪ 1/27/23: The Provision of PII Data On Faculty and Staff By Institutional Researchers ▪ 3/30/23: Online Colleges and Universities: Are They Delivering on Diversity and Inclusion? A Recent Analysis from IPEDS Data ▪ 3/30/23: AI in Higher Education: Implications for Institutional Research
<p>4. The second offering of the AIR LEADs course will begin in August or September 2023. At the conclusion of the course, at least 75% of the</p>	<p>The <u>2023 LEADs</u> course launches in August. The seminar will be held in DC on August 24-25.</p>

2022-23 Indicators	Results as of July 2023
participants will rate the experience as valuable.	
5. Deliver the Data Literacy Institute (DLI) to at least one institutional cohort of higher education professionals twice a year (fall and spring) beginning in fall of 2023. At the conclusion of the DLI, at least 75% of the participants will rate the experience as valuable. [In the future, indicators related to DLI will be part of B-3.]	Outreach and consultation are ongoing to recruit and vet potential institutions and develop cohorts for the DLI. The first DLI outside of the grant-funded work is planned for spring 2024, rather than fall 2023.

Success Indicators

1. Host at least two learning opportunities in 2024 for the AIR community on the ethical and/or equitable use of data and analytics.
2. Convene the third AIR LEADs cohort in late summer or early fall of 2024. At the conclusion of the course, at least 75% of the participants will rate the experience as valuable.

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 – 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.

[AIR’s courses and workshops will include learning outcomes that prioritize the acquisition of the knowledge, skills, and abilities necessary for professionals to contextualize data through higher education and at their institutions. AIR will also provide opportunities for our community to learn more about the current higher education environment, such as emerging issues, trends, and policies.](#)

2022-23 Policy B-1 Success Indicators

2022-23 Indicator	Results as of July 2023
1. Successfully complete two offerings of the Holistic Approach to IR course, increasing total year-to-year participation and with at least 75% of participants rating the experience as valuable.	Three instances of the Holistic course were offered during the reporting period – two in Fall 2022 and one in Spring 2023. The registration target for each period was 35 participants.

2022-23 Indicator	Results as of July 2023
	<p><u>Fall 2022</u></p> <ul style="list-style-type: none"> ▪ A special cohort for Tribal Colleges in partnership with Achieving the Dream had a total of 26 participants. 79% of those responding to the course evaluation agreed that the course increased their understanding of IR. ▪ A second cohort of the fall 2022 Holistic course had 18 participants. Only 4 individuals responded to the evaluation – 100% agreed that the course increased their understanding of IR. <p><u>Spring 2023</u></p> <ul style="list-style-type: none"> ▪ The cohort included 42 participants, and 85% of those responding to the course evaluation would recommend the course to a colleague.
<p>2. The inaugural AIR LEADs course will launch in August 2022, with at least 75% of participants rating the experience as valuable.</p>	<p>The LEADs course launched in August of 2022 with 69 individuals registered. It consisted of an in-person seminar in DC (August 11-12) supplemented by 5 virtual meetings from September 2022 to January 2023.</p> <p>85% of the participants responding to the overall evaluation indicated they would recommend the LEADs experience to a colleague.</p>
<p>3. Deliver the Data Literacy Institute (DLI) in partnership with APLU in Fall 2022 and Spring 2023, with at least 75% of participants rating the experience as valuable.</p>	<p>A second, grant-funded cohort of the DLI completed the two-semester course in May 2023. The DLI was offered in partnership with APLU.</p> <p>Across the 6 sections of the DLI, on average, 72% of the respondents would recommend the experience to a new colleague. (Note that the response rates for each section ranged from 16% to 44%)</p>
<p>4. The second offering of the AIR LEADs course will begin in August or September 2023. At the conclusion of the course, at least 75% of the participants will rate the experience as valuable.</p>	<p>The <u>2023 LEADs</u> course launches in August. The seminar will be held in DC on August 24-25.</p>
<p>5. Deliver the Data Literacy Institute (DLI) to at least one institutional cohort of higher education professionals twice a year (fall and</p>	<p>Outreach and consultation are ongoing to recruit and vet potential institutions and develop cohorts for the DLI. The first DLI outside of the grant-funded</p>

2022-23 Indicator	Results as of July 2023
spring) beginning in fall of 2023. At the conclusion of the DLI, at least 75% of the participants will report that they better understand their institution.	work is planned for spring 2024, rather than fall 2023.

Success Indicators for July 2023 to June 2024 [updated January 2024]

1. Offer two instances of the Holistic Approach to IR course with at least 75% of participants rating the experience as valuable.
2. Offer the AIR LEADs course with at least 75% of the participants rating the experience as valuable.
3. Offer at least two opportunities for AIR members to learn more about the higher education policy, legislative and/or regulatory environment, and the potential implications for their work.

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 – vision of success

The “methods and tools of the IR and IE profession” is defined as the “knowledge, skills, and abilities necessary for the effective, ethical, and equitable production, use, and communication of data and analyses for decision-making.”

While the methods and tools of “institutional research” and “institutional effectiveness” are often dependent on the local institutional context, IR typically includes a greater emphasis on conducting student success research and compliance reporting while IE typically includes a greater emphasis on assessment, accreditation, and planning.

AIR will provide a diverse set of opportunities and resources for professionals to learn and apply the methods and tools of the IR and IE profession. These opportunities and resources will include an in-person conference (the AIR Forum) and other in-person training; online courses, workshops, and webinars; publications and newsletters; and surveys and research. AIR will also provide the training and education necessary for compliance with IPEDS reporting requirements and IPEDS data use. The training is offered free of charge to the higher education community and is funded through a subcontract with the U.S. Department of Education’s National Center for Education Statistics (NCES).

With the addition of “institutional effectiveness” to this policy, AIR will investigate ways to augment its programming and resources with the methods and tools typically associated with the IE profession.

2022-23 Policy B-2 Success Indicators

2022-23 Indicator	Results as of July 2023
<p>1. Successfully complete two offerings of the Holistic Approach to IR course, increasing total year-to-year participation and with at least 75% of participants rating the experience as valuable.</p>	<p>Three instances of the Holistic course were offered during the reporting period – two in Fall 2022 and one in Spring 2023. The registration target for each period is 35 participants.</p> <p><u>Fall 2022</u></p> <ul style="list-style-type: none"> ▪ A special cohort for Tribal Colleges in partnership with Achieving the Dream had a total of 26 participants. <i>(No course evaluation results are available for this cohort.)</i> ▪ A second cohort of the fall 2022 Holistic course had 18 participants. <i>(No course evaluation results are available for this cohort.)</i> <p><u>Spring 2023</u></p> <ul style="list-style-type: none"> ▪ The cohort included 42 participants, and 85% of those responding to the course evaluation would recommend the course to a colleague.
<p>2. Offer the Foundations Workshop series (5 workshops total) once each quarter, increasing total year-to-year participation and with at least 75% of participants rating the experience as valuable.</p>	<p>Across all the Foundations workshops offered during the reporting period, 87% of the respondents to the post-workshop evaluation would recommend the workshop to a colleague.</p> <ul style="list-style-type: none"> ▪ <u>2022</u>: The workshop series was offered once in Q3 and once in Q4. The registration totals for Q3 and Q4 were 68 and 50, respectively, for the 5-part series. ▪ <u>2023</u>: Due to historically lower participation rates, the workshop series was not held in Q1. The series restarted in Q2 of 2023. The registration total was 77 for the 5-workshop series.
<p>3. Offer a high-quality experience for participants at the 2023 AIR Forum in Cleveland, with attention to rebuilding attendance after the pandemic-induced decline and mitigating financial risk. The attendance goal for 2023 is 1,400 attendees with at least 80% indicating they would recommend the Forum to a colleague.</p>	<p>The 2023 AIR Forum was successfully convened in Cleveland as measured by participant satisfaction. 91% of participants who completed the conference evaluation would recommend the Forum to a colleague. This is consistent with the evaluation results from other in-person Forums - 2015-2019 and 2022.</p>

2022-23 Indicator	Results as of July 2023
	<p>The total attendance of 1,301 was below the target of 1,400. However, the paid registrations of 1,143 exceeded the target of 1,120 and no attrition penalties were incurred. The final financial analysis is not yet complete, but preliminary figures indicate an increase in revenue over 2022.</p>
<p>4. Consistently offer webinars throughout the year, including topics that are proposed by the community. Increase total registration numbers by 10% over 2022 levels.</p>	<p>Total registrations as of mid-July 2023 for all webinars (free and paid) are 1,052 and above the registration count of 751 at this time last year. However, the number of webinars and the mix of free and paid vary widely from year-to-year so comparisons should be viewed within that context.</p>
<p>5. Conduct 50 IPEDS workshops during the 2022-2023 contract period with a total of 1,000 or more participants. At least 75% of participants will rate the workshops as valuable.</p>	<p>Preliminary data for the 2022-2023 contract period show the following:</p> <ul style="list-style-type: none"> ▪ A total of 59 workshops (virtual and in-person) with 1,435 participants. ▪ On average, at least 89% of the workshop participants would recommend each of the workshops to a colleague.
<p>6. Develop and pilot a new IPEDS “tools” workshop by the end of the 2022-2023 contract cycle.</p>	<p>The IPEDS Tools workshop was piloted at the 2023 AIR Forum to a select group of IPEDS Educators. The workshop content was also shared with the full group of IPEDS Educators during the July 2023 Institute for IPEDS Educators for feedback and input. The workshop will be finalized and offered publicly during the 2023-2024 contract cycle, which begins in August 2023.</p>
<p>7. Offer at least 12 PDP workshops in 2023 with a total of 500 or more participants. At least 75% of participants will rate the workshop as valuable.</p>	<p>As of 7/31/2023, 11 PDP workshops have been offered with a total of 708 individuals participating.</p> <p>Of those responding to the post-workshop surveys across all the 2023 PDP workshops, 70% indicated they would recommend the workshop to a colleague.</p>

July 2023-July 2024 Success Indicators [\[updated January 2024\]](#)

1. Conduct 50 IPEDS workshops during the 2023-2024 contract period with a total of 1,000 or more participants, 80% of whom will rate the workshops as valuable.
2. Offer a new IPEDS tools workshop at least twice by the end of the 2023-24 contract period with at least 75% of the participants rating the workshop as valuable.

3. Offer a high-quality experience for participants at the 2024 AIR Forum in Denver, with attention to rebuilding attendance and mitigating financial risk. The attendance goal for 2024 is 1,400 with at least 80% rating the experience as valuable.
4. Offer two instances of the Holistic Approach to IR course, with at least 75% of participants rating the experience as valuable.
5. Offer the Foundations Workshop series twice, with at least 75% of participants rating the experience as valuable.
6. Offer at least 12 PDP workshops in 2024 with a total of 500 or more participants, 75% of whom will rate the workshop as valuable.
7. Plan and develop a new Foundations Workshop on learning outcomes assessment to deliver in 2025.

B-3. Policy Language (NEW)

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 – vision of success

The ability to implement and lead a data-informed culture within a higher education institution depends in large part on the collective efforts of its faculty and staff. AIR will provide opportunities for professionals to improve the knowledge, skills, habits, and mindsets necessary for sustaining and advancing data literacy.

Success Indicators as of January 2024

1. Deliver the Data Literacy Institute (DLI) to a cross-functional cohort of higher education professionals during 2024, with at least 75% of the participants reporting improvement in their data literacy skills.
2. AIR will facilitate a workshop, conference session, or other type of presentation on the knowledge, skills, habits, and mindsets necessary to advance data literacy.
3. During 2024, AIR will administer a member survey that assesses the degree to which institutions are providing data literacy training to their employees. The results will be summarized and released to the AIR community.

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 – vision of success

AIR will provide opportunities for higher education professionals to learn the knowledge, skills, and abilities to practice research, including both quantitative and qualitative methodologies, through a variety of mechanisms, which may include, such as webinars, courses, Forum workshops, the Data Literacy Institute, and the NCES Data Institute. AIR will also offer opportunities for stakeholders to disseminate their original research and effective practices through eAIR, AIR Professional File, webinars, and Forum presentations.

2022-23 Policy B-4 Success Indicators

2022-23 Indicator	Results as of July 2023
<p>1. Incorporate content on research methodologies and/or methods into professional education offerings, attending to feedback from stakeholders on specific topics or areas of interest.</p>	<p>Examples of professional education offerings in 2022-2023 designed to increase research skills:</p> <p><u>Webinars</u></p> <ul style="list-style-type: none"> • July 2022: Using Market Basket Analysis, A Data Mining Tool to Gain Insight into Student Course Failures • September 2022: Hidden Student Perceptions: Sentiment Analysis as Visualized through Power BI • January 2023: Providing Timely and Actionable Intelligence: Using Enrollment Management Analytics to Support Student Success • February 2023: A Value Proposition for All Students: Integrating Quantitative and Qualitative Data for More Equitable Return on Investment and Economic Mobility <p><u>Foundations Workshops</u> (courses offered 3 times between July 2022 and June 2023)</p> <ul style="list-style-type: none"> • Research Design • Survey Design • Descriptive Statistics <p><u>Forum Workshops</u> (May 2023)</p> <ul style="list-style-type: none"> • Telling Student Stories: Qualitative Data and Mixed Methods in IR

2022-23 Indicator	Results as of July 2023
	<ul style="list-style-type: none"> • Assessment 101: A Step-by-Step Guide for Non-Academic Unit Assessment • The Art and Science of Enrollment Forecasting • Creating Data Visualizations to Tell Your Cost and Productivity Story • IR Bootcamp: Foundation for any IR Professional <p><u>2023 Forum session</u>: AIR staff planned and coordinated a session titled “Writing for Publication: Advice from Writers and Editors.”</p> <p><u>NCES Data Institute</u> (part of IPEDS contract)</p> <ul style="list-style-type: none"> • April 2023: Two free webinars shared research findings from studies conducted by 2022 Institute participants. • The 2023 Institute successfully convened 29 participants in DC, June 13-15. • Applications for the 2024 Institute will open in fall 2023.
2. Publish original research and effective practices from the field in AIR Professional File at least twice in 2022-23.	Two new issues were published - Fall 2022 and Spring 2023.
3. Partner with the NCES Data Institute to encourage publication of the group research papers, including a presentation by AIR staff and peer review of all Institute papers submitted to Professional File.	<ul style="list-style-type: none"> • Supported publication of the NCES Data Institute group research papers through a presentation by AIR staff • The Spring 2023 volume of AIR Professional File featured three articles started as part of the Institute as group research projects.
4. Deliver the Data Literacy Institute (DLI) to at least one institutional cohort of higher education professionals twice a year (fall and spring) beginning in fall of 2023. At the conclusion of the DLI, at least 75% of the participants will report that their data literacy skills have improved.	Outreach and consultation are ongoing to recruit and vet potential institutions and develop cohorts for the DLI. The first DLI outside of the grant-funded work is planned for spring 2024, rather than fall 2023.

Success Indicators for July 2023 to June 2024

1. 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. Publish original research and effective practices from the field in AIR Professional File at least twice in 2023-2024.
3. Provide opportunities for NCES Data Institute participants to publish or present the results of their group research papers.
4. Deliver the Data Literacy Institute (DLI) to a cross-functional cohort of higher education professionals during 2024, with at least 75% of the participants reporting improvement in their data literacy skills.

C. Policy Language (NEW)

AIR provides and promotes equitable opportunities for the development of diverse and inclusive professional networks.

Interpretation – vision of success

“Diverse and inclusive professional networks” can be defined as “networks within a professional community that intentionally include and encourage a broad range of perspectives, backgrounds, experiences, and identities.” AIR’s role is to provide and promote equitable opportunities for the development of such networks so that individuals feel valued, able to contribute, and supported in their professional learning and growth.

While the added emphasis on providing “equitable opportunities” and “diverse and inclusive” professional networks are new, current programs, activities, and partnerships contribute to achieving success within this policy.

- AIR will continue its work within areas of common interest with other associations (APLU, EDUCAUSE, NACUBO) that represent other professions.
- AIR will continue to build relationships within the Gates ecosystem with organizations that support underrepresented communities and/or minority-serving institutions (AIHEC, Excelencia, Growing Inland Achievement, UNCF).

In 2024, AIR will investigate other actions and strategies to meet the intent of this policy to welcome, include, and support professionals from diverse backgrounds.

Success Indicators as of January 2024

1. Continue the partnership work with NACUBO, EDUCAUSE, and subject matter experts from the outside the IR/IE community on the creation of a dynamic guide that operationalizes the *Joint Statement on Analytics*. The work is funded by the Gates Foundation and the delivery date for the guide is late summer or early fall of 2024.
2. Continue to build relationships with professionals working institutions and organizations serving minoritized students within the Gates ecosystem to provide data capacity support and assistance.

3. Provide opportunities at the 2024 AIR Forum for attendees from diverse backgrounds or identities to connect and build professional networks. Post-event evaluations will indicate that at least 75% of respondents were satisfied with the diversity and inclusivity of these networking opportunities.
4. Investigate and identify actions or strategies that provide AIR members from minoritized communities ways to connect and learn together outside of the AIR Forum.
5. Identify higher education professional communities outside of IR/IE for specific outreach during the second phase of the organizational membership implementation in 2025.