No Holding Back

THE UNIVERSITY OF ARIZONA

Today's Presentation

- **Project background**
- **What we have learned**
- **Project Outcomes and Goals**

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No Holding Back - Project Team

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Research Analyst, Student Success & Retention Innovation

Alex Underwood
University Registrar

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Overview of Project

Under a grant from Lumina Foundation and Ascendium Education Group, WICHE and AACRAO conducted the No Holding Back Community of Practice to use data to inform the review and revision of institutional administrative and/or student success hold policies that impact undergraduate, degree-seeking students.

The goal of this project is to give institutions tools to (re)evaluate their administrative and/or student success hold policies to improve student success and to better use their data in policy information. This Institution will participate in a community of practice with a total of 12 institutions over the course of 15 months. WICHE and AACRAO will support the No Holding Back Community of Practice through the exercise of collecting, cleaning, and analyzing administrative hold data and revising policies based on those findings.

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Community of Practice:

Twelve members of the Alliance and Forum were selected in July 2022 from a robust pool of applicants to participate in a year-long community of practice to learn how to collect, clean, and analyze their data to better understand the impact that administrative and student success hold policies and practices on their campus have on students.

- California State University Fullerton
- Central Washington University
- Eastern Oregon University
- Flathead Valley Community College (Montana)
- Great Basin College (Nevada)
- Idaho State University
- Laramie County Community College (Wyoming)
- Portland State University (Oregon)
- University of Alaska Southeast
- **University of Arizona**
- University of Guam
- University of Nevada, Las Vegas

Arizona Goals

1. Identify equity gaps in our current practices
2. Evaluate current holds and reduce barriers to student persistence
3. Create process for approving and assessing efficacy of student success and administrative holds

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FINDINGS TO DATE

83,482
Holds placed in
AY21-22

74%
of undergrads had
1+ holds in AY21-22

66%
of holds were
resolved

Equity gaps in **HOLDS RESOLVED (%)** among **HOLDS PLACED (%)**

All students   66 — 74

Historically Minoritized

Pell students   61 —————————— 80

URM students*   63 ————————— 77

* Includes IPEDS Latinx, Black, Native American, Native Hawaiian, Asian students, and two or more races

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End Goals & Facilitator

Policy on Holds

Alex Underwood

Data/Dashboard

Mark Ray

Practice for Language & Suggested Language

Sharon Ann Aiken-Wisniewski

Self-Assessment Worksheet/ Guidance

Kendra Thompson-Dyck and Ned Tilbrook

Holds/Notices Inventory Website

Michael Davenport and Mark Barton

University-Wide Review/ Schedule

Sarah Kyte and Jen Ludwig

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Policy on Holds

The ability to place holds on student's record is a significant!

This privilege requires responsibilities

For holds to be approved and continued responsible departments will submit a proposal outlining the need, communication, and desired outcomes.

There will be higher level scrutiny based on the type of hold requested

- prevent transcript, prevent all enrollment, prevent adds)

This proposal will be reviewed and require ongoing assessment and review for efficacy.

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Practice and Suggested Language

- Is a hold action necessary or are there alternatives?

- Clear goal(s) for a HOLD action if selected.
- Type of HOLD action and what is the timeline.
- Clearly articulate what the HOLD is impacting and why?
- Who is responsible for the HOLD? (Designing, placement, removal, and assessment)
  - Unit/Organization
  - Human

- Designing Communication to those impacted by HOLD at different stages.
  - Stages: Activity w/HOLD option, Update that HOLD will be placed, HOLD placed, UAccess Information when HOLD is checked.
  - Clarity to explain what, why, when, who, and how
  - Type of message: Email or Message in UAccess HOLD
    - Example in UAccess: *You have a HOLD because you did not see your academic advisor. Currently you can't register for the upcoming term. Contact College of Green Grass at greenergrass@AZ.edu for more information on removing the HOLD to accomplish your goals.*

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Holds/Notices Inventory Website

Goal

- Create a page on the Office of the Registrar website with information about notices and holds that can be used as a resource by students, families, faculty and staff.

What Information will be included?

- Explanation of what holds and notices are and how to view them in Student Center
- List of holds and notices by department
- Contact information
- General reason for hold(s) and notices
- Link to the holds policy

Future Work

- Identify all notices and holds that should be included on this website
- Work with departments who manage holds and notices to update information

Timeline

- Spring 2024: Identify content structure and design
- Summer 2024: Publish new webpage and share with campus community

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Data/Dashboard

Service Indicator Data Revisited

- No Holding Back (NHB) project data support
- Updated internal UA data set/UAccess Analytics subject area
- Dashboards and evaluation support

Service Indicator Data Revisited and Reimagined

- Some challenges existed fundamentally due to how PeopleSoft stores and updates information.
- We created a unified version of our hold record, with each placed hold being a single object in our final data set.
- We can now evaluate holds from a placement perspective which includes, time periods, removals, and durations of placed and released holds.
- We can now implement best practices of what we have learned to create a simplified dataset for campus use.
- We will be releasing a new set of dashboards working in conjunction with the Office of the Registrar to support the periodic review processes related to intended policy changes.
- The goal is to roll out this content out to campus over the Summer and into this next Fall cycle.

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University-Wide Assessment

- Done annually with each owning unit completing every other year

- Registrar's website will host templated guidance and university-wide training and communications

- Review will leverage the dashboard developed for the previous component

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Self-Assessment Worksheet/Guidance

Goal: create a resource that can be used by holds owners to periodically review their use.

What questions will be asked on the self-assessment worksheet?
How many of [X hold] were administered in the past year?
- What % of these were removed?

In what circumstances is this [X hold] typically placed?
- Has this changed since the last self-assessment of the use of this hold? If so, how and why?

Are there any discrepancies in the number of [X hold] placed or removed by race/ethnicity? or by first-generation status?

What is the action(s) that a student needs to take to have the hold removed?
- How is this action communicated to them?
- How soon after the completion of the required action(s) is the hold removed?

Next Steps: Identify additional questions, ensure data needed for worksheet is on dashboard, pilot with holds owners.

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Questions?

Please join us!

Register to join the open forum

We invite you to join us on our next open forum!

Ask Us Anything

We invite you to bring your questions to the University Registrar and the Office of the Registrar leadership team. There will be a brief overview of the Office's diverse functions, updates on upcoming initiatives, and an open Q&A session. If you have questions on residency for tuition purposes, how academic policy is updated, or the process of scheduling a collaborative learning space, this is the forum for you to "Ask Us Anything!" Gain clarity, provide feedback, and learn more about the Office of the Registrar's scope of work.

your understanding of holds on student success and gain valuable perspectives on optimizing these processes

April 23, 2024, 1 to 2 p.m.

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Office of the Registrar