



THE UNIVERSITY
OF ARIZONA

No Holding Back, Part 2

THE UNIVERSITY OF ARIZONA



Today's Presentation

- **Project background**
- **What we have learned**
- **Hold approval guidelines**
- **Assessment: Self and university-wide**

No Holding Back - Project Team



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University Registrar



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.

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

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*

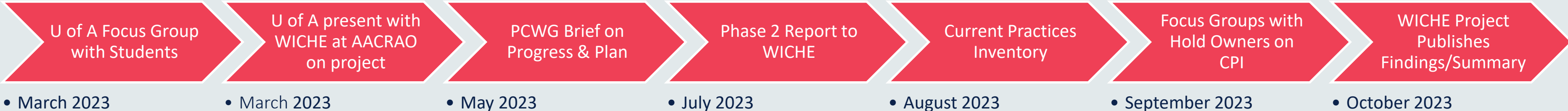


No Holding Back | Project Timeline

Phase 1: WICHE Project & Initial Data Identification & Analysis



Phase 2: Identifying Equity Gaps & University Holds Process



Phase 3: Transition from Project to Ways of Working



No Holding Back

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



University of Arizona Administrative Hold Approval Guidelines

Purpose: To establish a student-centered practice regarding the use of administrative holds that prevent student enrollment or the issuing of academic records and ensure that such holds are transparent, applied consistently, and managed effectively.

Scope: These guidelines apply to all departments within the University of Arizona that have the authority to place administrative holds on student accounts.

Statement: Administrative holds are a necessary tool to ensure compliance with University policies and obligations. Holds that impact enrollment or the issuing of academic records are permissioned to units by courtesy of the University Registrar. Therefore, to prevent undue barriers to student enrollment, the following procedures must be adhered to: 1) Proposal Submission; 2) Review Process; 3) Ongoing Assessment; 4) Approval and Continuation of Hold

Details at: <https://registrar.arizona.edu/administrative-hold-guidelines>



Practice and Suggested Language

Why are you considering a hold?

Is a hold action necessary or are there alternatives?

Hold selected, then

- Clear goal(s) for a hold action
- Timeline for the entire process.
- 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. (Text is nice but not always available)
 - **Example in UAccess:** *You have a HOLD because you did not see your academic advisor. Currently, you can't register for the upcoming term. Go to this website HOLDAdvisingGreenGrass.edu for more info or contact College of Green Grass at greenergrass@AZ.edu for more information on removing the HOLD to accomplish your goals.*



Hold/Notices Inventory Website

University Notices and Holds

- Holds and Notices explanations
- Types of Holds
- Viewing Notices and Holds Resource Guide

Listing of University Holds

- Includes a list of all active holds that are visible in Student Center
- Includes the reason for the hold, how to resolve, and the contact information

Administrative Holds Guidelines

- How to create a new hold
- Biannual self-assessment

Resolve Your University Holds and Notices

Holds

A **hold** is a restriction that is placed on student records that can prevent enrollment, release of transcripts, release of diplomas, release of financial aid, refunds, and other services at the University. Each hold is placed by a department and released once the hold requirement is resolved. Holds placed by an office must be released by that initiating office.

Notices

A **notice** is a notification that is placed on student records that can be related to an action a student needs to complete or an action a student has already completed. Notices are not restrictive and do not prevent students from accessing any services at the University.

Use this tutorial to learn how to view notices and holds on your account in UAccess Student Center.

[VIEW NOTICES AND HOLDS](#)

Enrollment Holds

Hold Name	What this means	How to resolve	Additional Information
Academic Standing	Academic advisement regarding a student's academic standing is required.	Schedule an advising appointment with an academic advisor.	Academic Eligibility
Account in Dispute	Bursar's account is in dispute.	Contact the Bursar's Office at 520-621-3232.	Disputing a Charge



Data/Dashboard

Service Indicator Data Revisited

- No Holding Back (NHB) project data support
- Updated internal UA data set/UAcess 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.

Holds and Notices Dashboard

Holds and Notices

The dashboard provides data to look at the impact of service indicators and gather insights into the distribution of total holds placed and resolved. Counts are based on a hold that has been placed during the time range set in the filters. This page defaults to the user's primary department and the current fiscal year, which runs from **July 1 - June 30**.

For additional dashboard information please see below.

Service Indicator: --Select Value--
 Service Indicator College: --Select Value--
 Service Indicator Department: [8101] Office of the Registrar
 Academic Career: --Select Value--
 Fiscal Year at Placement: 2025
 Effective Start Date: >= []
 Effective End Date: <= []

Total Holds | 2025 Fiscal Year

Service Indicator Department	Service Indicator	Holds Placed	Holds Removed	Avg. Num of Days Visible	Percentage of Holds Removed
Grand Total		7,652	436	237	5%
Office of the Registrar	Appeal Submitted/In Progress	61	61	1	100%
	Atypical-Registration Hold	2	2	9	100%
	Back2UA Mandatory Advising	5,970	267	12	4%
	Continued Probation Status	38	1	120	2%
	Ineligible	52	16	84	30%
	Information Release On File	1,483	88	1,046	5%
	Pre-Electronic Transcript	2	0		0%
	Second Start Program	44	1	388	2%

[Analyze](#) - [Refresh](#) - [Print](#) - [Export](#)

Total Holds | 2024 Fiscal Year

Service Indicator Department	Service Indicator	Holds Placed	Holds Removed	Avg. Num of Days Visible	Percentage of Holds Removed
Grand Total		15,266	12,950	240	84%
Office of the Registrar	Appeal Submitted/In Progress	603	603	3	100%
	Atypical-Registration Hold	49	45	14	91%
	Back2UA Mandatory Advising	11,427	11,427	165	100%
	Continued Probation Status	431	161	150	37%
	Ineligible	667	218	115	32%
	Information Release On File	1,937	494	974	25%
	Pre-Electronic Transcript	7	0		0%
	Registrar - General Info	4	1	158	25%
	Second Start Program	141	1	344	0%

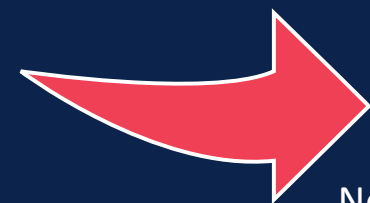
[Analyze](#) - [Refresh](#) - [Print](#) - [Export](#)

Hold User Detail

Holds Placed by Individual User

List of users who placed a hold. A name of '-' indicates that the hold was placed through batch processing.

Placed by NetID	Placed by Name	Service Indicator	Holds Placed	Holds Removed	Percentage of Holds Removed	Total Number of Users
Grand Total			7,652	436	5%	11



[Link to Dashboard](#)

No Holding Back, Part 2 – November 19, 2024

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Self-Assessment Worksheet

Goal: Regular review of hold placement and removal. Bi-annual submission to Registrar.

Guiding questions

How many of [X hold] were administered in the past year?

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

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?

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?

Self-Assessment Worksheet

4. How many times was this hold applied in the past year? What % were removed? What was the average time to removal from the time the hold was visible to the student?

Total Holds | 2024 Fiscal Year

Service Indicator Department	Service Indicator	Holds Placed	Holds Removed	Avg. Num of Days Visible
	Grand Total	355	178	60
	Mandatory Advising	355	178	60

Total Holds | 2023 Fiscal Year

Service Indicator Department	Service Indicator	Holds Placed	Holds Removed	Avg. Num of Days Visible	Percentage of Holds Removed
	Grand Total	274	147	89	53%
	Mandatory Advising	274	147	89	53%

Are there any differences in the rates of hold placement and removal by student demographics?
8a. Race/ethnicity?

Inclusive Race/Ethnicity	Service Indicator	Holds Placed	Holds Removed
	Grand Total	355	178
American Indian or Alaska Native	Mandatory Advising	21	11
Asian	Mandatory Advising	29	15
Black	Mandatory Advising	67	31
Hispanic or Latinx	Mandatory Advising	142	74
Native Hawaiian or Other Pacific Islander	Mandatory Advising	11	6
White	Mandatory Advising	189	90



University-Wide Assessment

Ongoing assessment will monitor and fine-tune holds usage using various types of data:

- **Institutional data from the new subject area** will gather insights into how the data on holds usage shifts over time
- **Student Impact analysis** will track how many students experience holds, rates of resolution, and equity gaps following the NHB approach
- **User experience research** will gather insights from the self-assessment worksheets, focus group testing with staff, and student-worker focus groups, when available

Questions?



Thank you for joining us!



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