

No Holding Back: Lessons from Institutions in Analyzing Administrative and Student Success Holds Data



No Holding Back: Implementing Successful
Policies and Data Practices Across 12
Institutions

Forum Annual Meeting

Thursday, April 27, 2023

Agenda

- ▶ **Introductions**

- ▶ **Presentations**

- ▶ What do you know about holds on your campus?

- ▶ What do we know about the use of registration and transcript holds?

- ▶ **Small group work**

- ▶ How can you analyze data and inform policy?

- ▶ How would you undertake this work on your campus?

Go to www.menti.com and use the code **5532 9105**

Instructions

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Or use QR code

What do you know about
holds on your campus?




AACRAO



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What do we know about
holds?



AACRAO

Types of Holds

- ▶ Administrative-process holds are designed to motivate a student to complete a task, such as paying a bill, turning in missing documents or meeting other administrative requirements.
- ▶ Student-success-related holds are designed to motivate a student to take an action to help the student stay enrolled, to earn credential-applicable credits or to complete the educational credential sought.



2021 Research conducted by AACRAO

- ▶ A quantitative examination of student level holds at 14 institutions over the course of the 2017-2018 and 2018-2019 academic years
 - 126,500 students in the sample
 - 370,754 holds
- ▶ A benchmark of practice and policy from 317 undergraduate serving U.S. institutions

Key Findings

▶ Key Findings from the 14 Institution Study

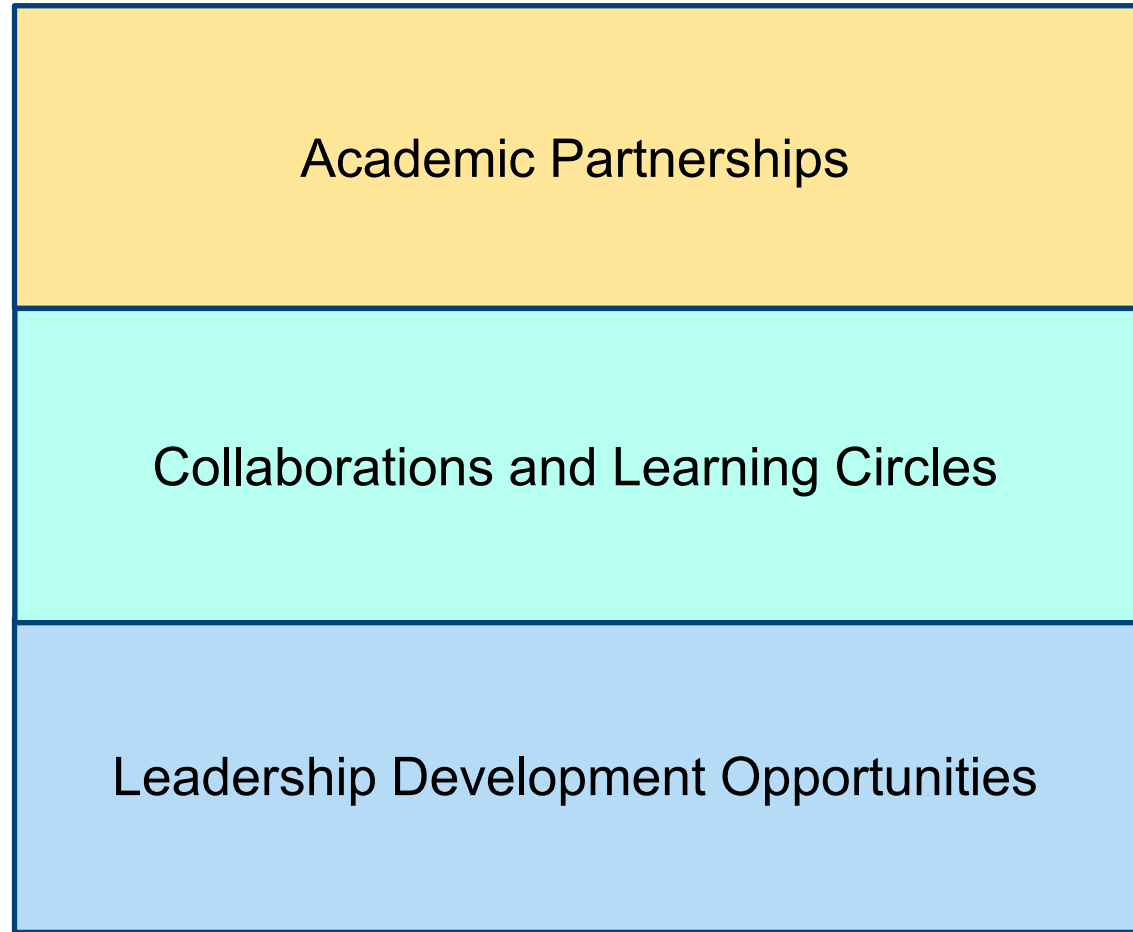
- 100% used three types of holds preventing different actions
- 83% of students enrolled at these institutions experienced a hold
- 42% of the debt-related holds preventing access to transcripts were associated with unpaid debt of less than \$1,000.

▶ Key Findings from the national benchmark study

- 49% of institutions will withhold access to an official transcript for an unpaid balance of greater than zero
- 66% have at least one debt-elimination program
- 29% have at least one debt-forgiveness program

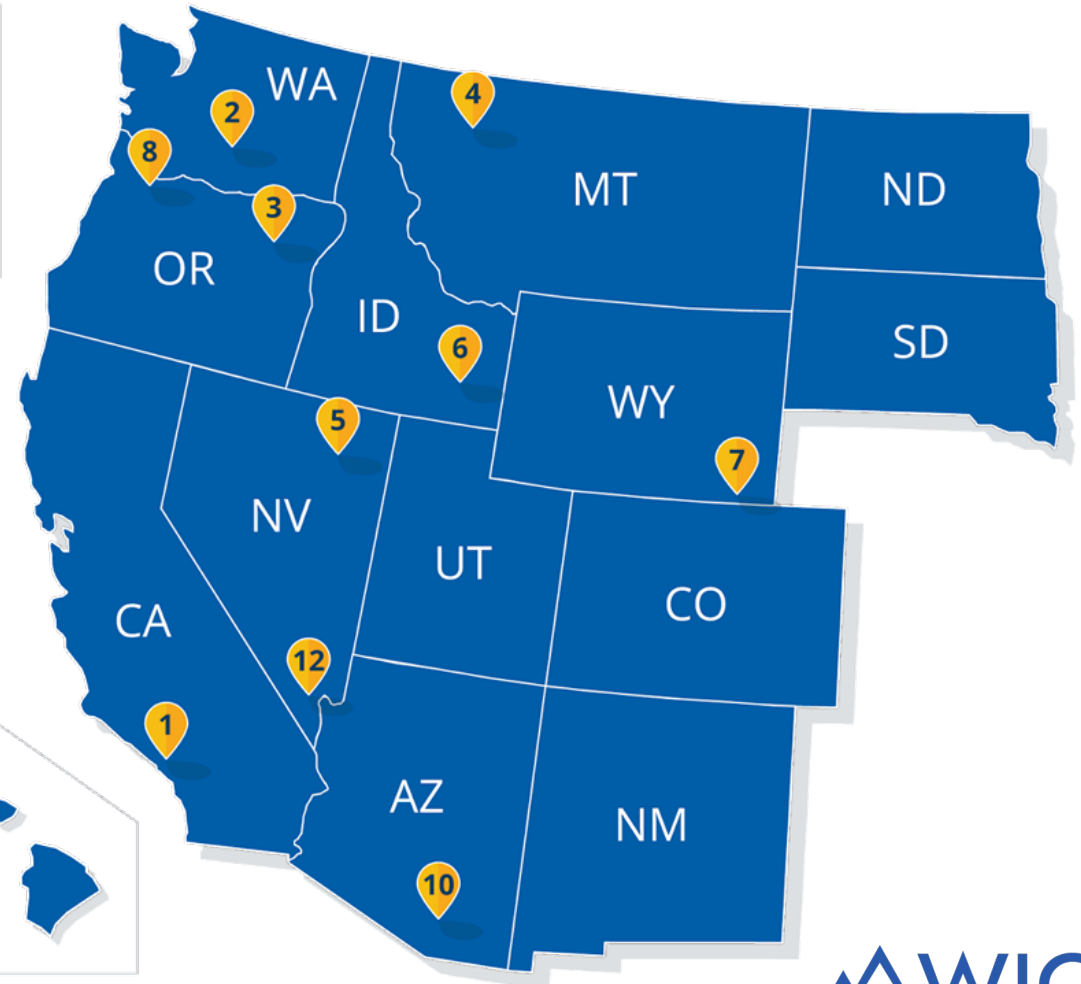
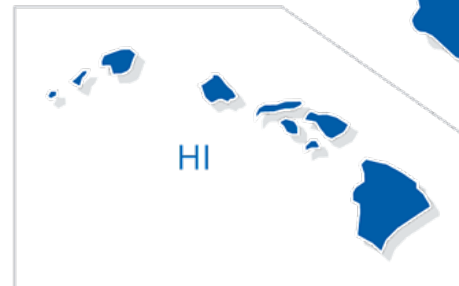
An overview of the No Holding Back project

WICHE brings higher education leaders together



No Holding Back – A Community of Practice

- 1 California State University – Fullerton
- 2 Central Washington University
- 3 Eastern Oregon University
- 4 Flathead Valley Community College (MT)
- 5 Great Basin College (NV)
- 6 Idaho State University
- 7 Laramie County Community College (WY)
- 8 Portland State University (OR)
- 9 University of Alaska Southeast
- 10 University of Arizona
- 11 University of Guam
- 12 University of Nevada – Las Vegas



No Holding Back – A Community of Practice

- 12 institutions with cross-unit teams:
 - Registrar
 - Bursar
 - Enrollment Management
 - IT/Technical Support
 - Institutional Research
 - Administrative champions



No Holding Back – A Community of Practice

- **Over the course of 15 months:**

- 1 in-person training in Boulder, Colorado*
- 3 virtual quarterly calls*
- 12 debrief conversations (one with each institution)*
- 6 focus groups of students (across the institutions)*

- **Institution teams**

- *Making policy recommendations after gathering and analyzing data*

- **AACRAO**

- *Drafting the technical guidebook and providing training to the COP, and supported institutions as they conducted the analysis*

- **WICHE**

- *Drafting the seminal brief and providing logistical support to the COP*



Findings and Reflections from University of Guam



UNIVERSITY OF
GUAM
UNIBETSEDÁT GUÁHAN



Marlena Pangelinan
Vice Provost for Institutional Effectiveness



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DESKUBRE
SETBE.





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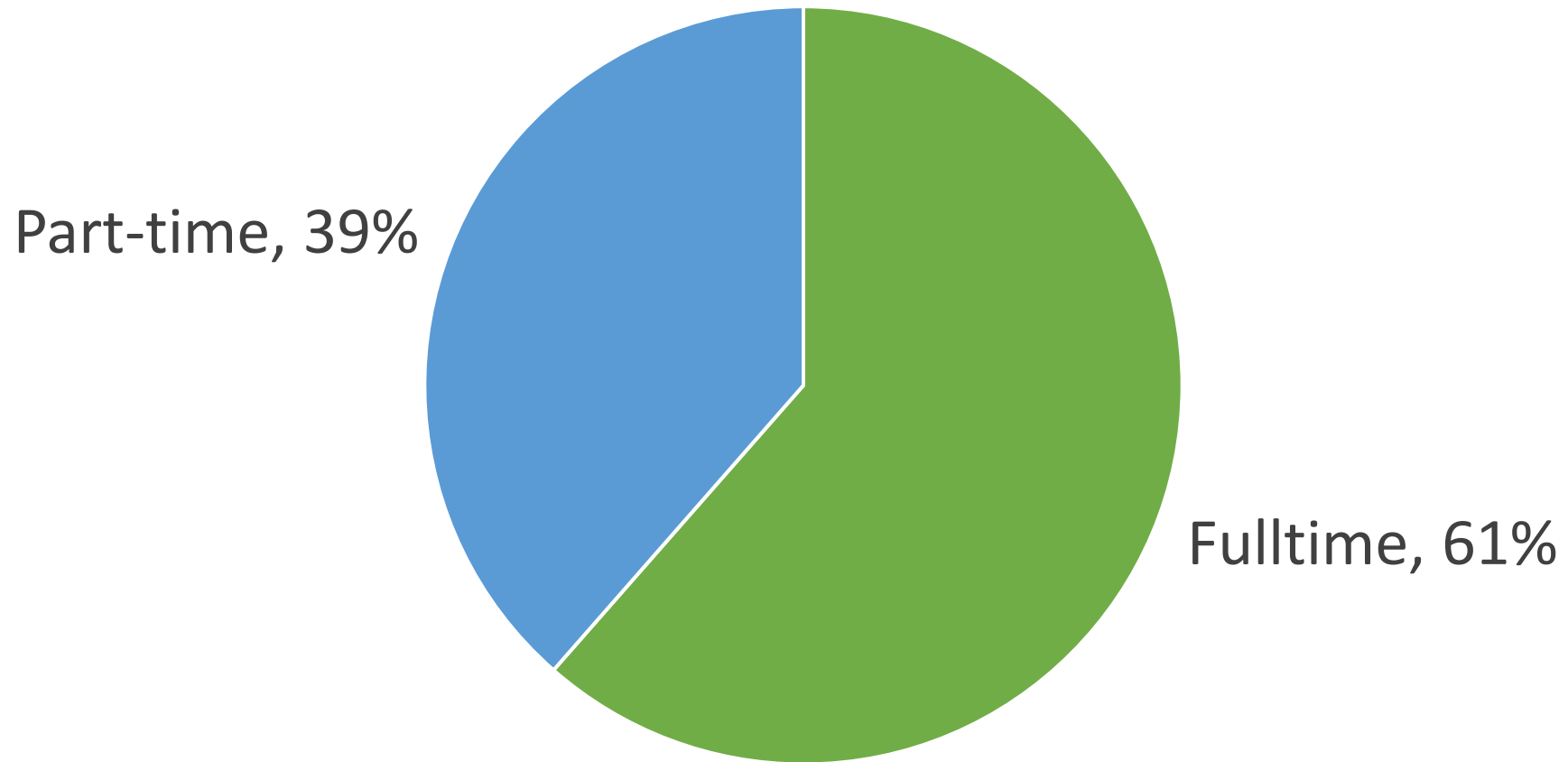
FINDINGS

- 181 Hold Codes-PERC/Restrictions
- Per conversation with staff, holds are manually placed on records and manually removed from records. All holds are addressed on a case-by-case basis.
- All holds prevent registration.
- Bursar holds prevent transcripts.
- The Bursar balance listing does not match the Bursar hold listing=\$50,839



Student Demographics (of Hold Recipients)

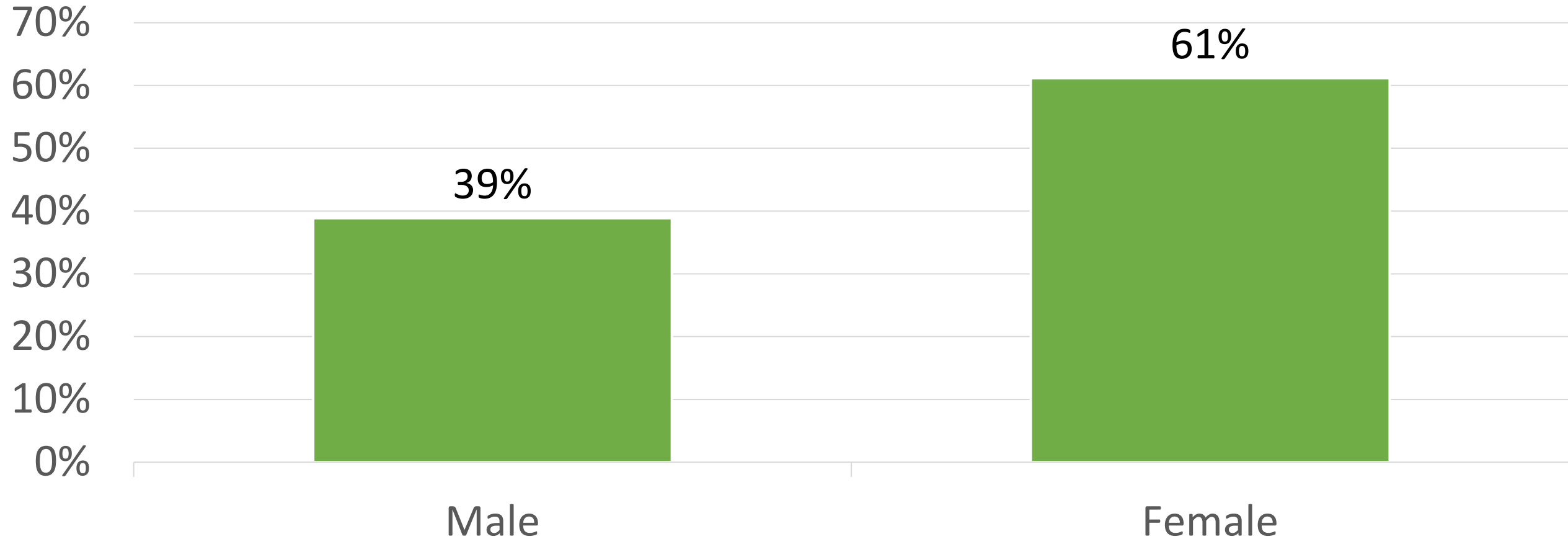
Enrollment Status





Student Demographics (of Hold Recipients)

Gender



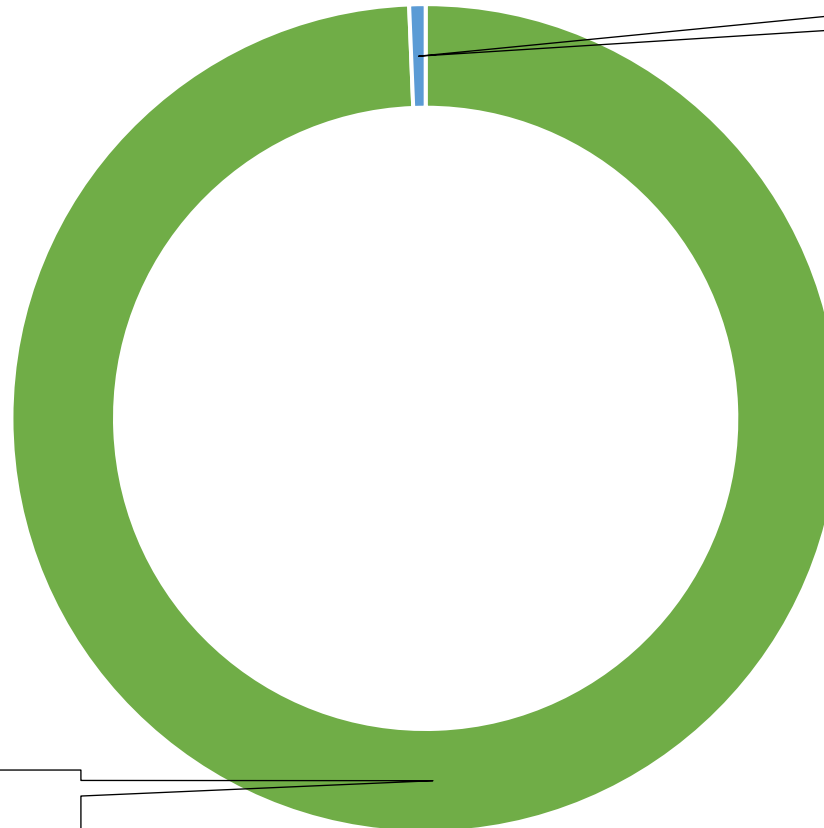


Student Demographics (of Hold Recipients)

Ethnicity

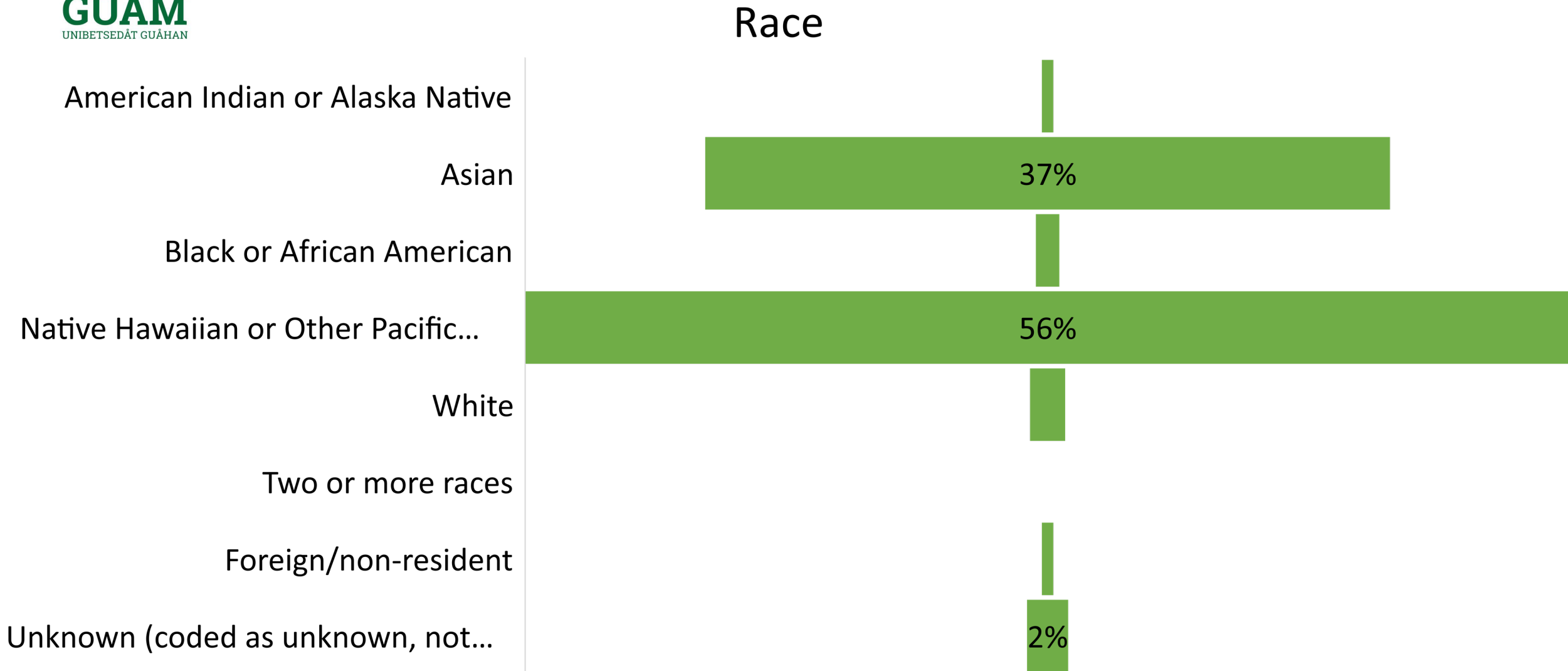
Hispanic

Non-Hispanic





Student Demographics (of Hold Recipients)





Student Demographics (of Hold Recipients)

AGE

59%



UNDER 24

41%

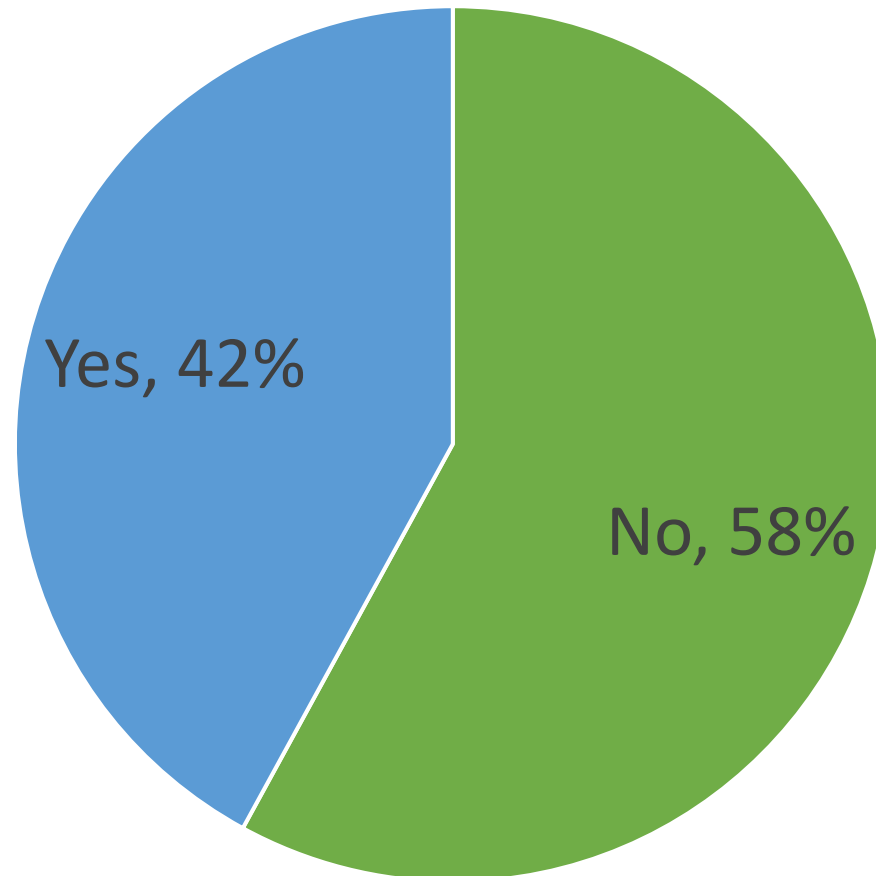


24 OR OLDER



Student Demographics (of Hold Recipients)

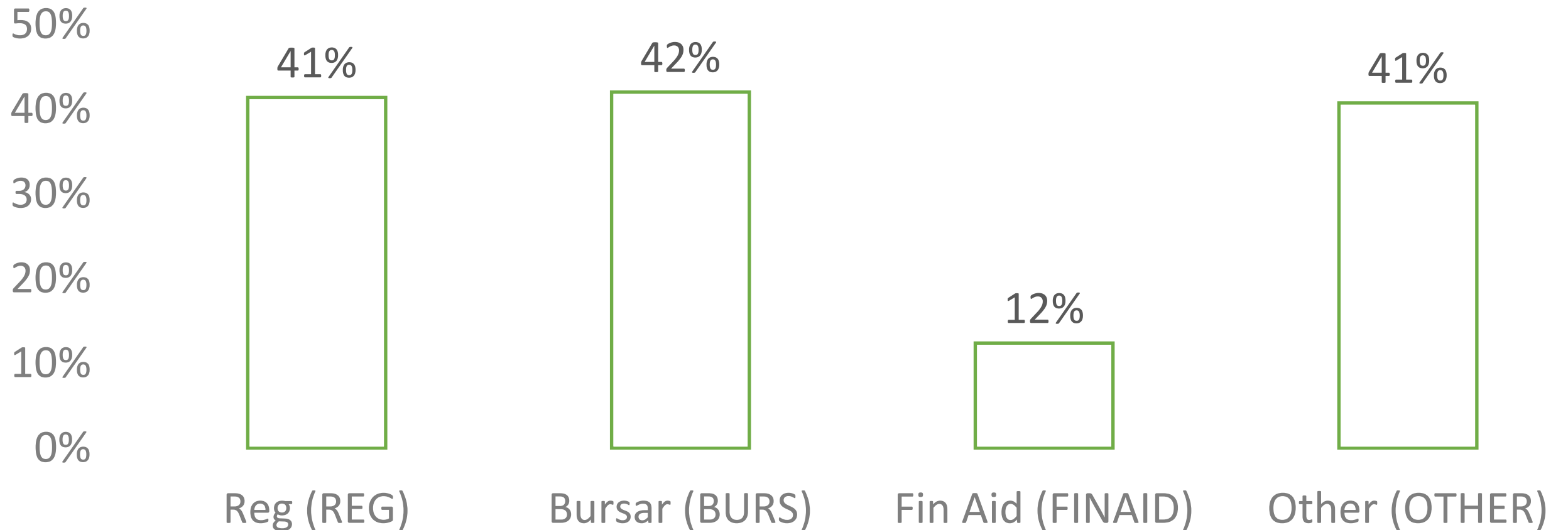
Pell Eligible





Student Demographics (of Hold Recipients)

Holds By Responsibility



TRITONS
DREAM AND ACHIEVE!





Findings and Reflections from University of Alaska Southeast



UNIVERSITY
of ALASKA
SOUTHEAST

No Holding Back WICHE Forum 2023 Tucson, AZ

Dr. Maren Haavig, Provost
Accreditation Liaison Officer



UNIVERSITY OF ALASKA
SOUTHEAST

Aak'w Kwáan Aaníkax'

JUNEAU FORESTRY
SCIENCES LABORATORY
PACIFIC NORTHWEST
RESEARCH STATION



UNIVERSITY of ALASKA SOUTHEAST

UAS Mission, Vision & Values

MISSION:

The University of Alaska Southeast is a student-centered university that provides instruction in liberal arts, professional, and technical fields. On the homelands of the Tlingit, Haida, and Tsimshian peoples, we serve the coastal environments, cultures, economies, and communities of Alaska, through interdisciplinary education, workforce development, and scholarship, research and creative activity.

VISION:

The University of Alaska Southeast is recognized as a destination of choice for students seeking excellent academic programs and engaging learning opportunities that integrate the coastal environments, cultures, economies, and communities of Alaska.

VALUES:

1. Excellence
2. Diversity
3. Access
4. Collaboration
5. Sustainability
6. Stewardship

UAS Strategic & Assessment Plan: Core Objectives

Core Objective 1: Provide Access to Higher Education for all students.

Core Objective 2: Deliver Academic Excellence through Instruction, Scholarship, Research and Creative Expression

Core Objective 3: Increase Student Success

Core Objective 4: Be a Great Place to Work for all Employees

Core Objective 5: Maintain Relevance through Productive Relationships within Southeast Alaska



What We Learned

- Seven Holds - Now Six after eliminating Title IX Hold
- Appropriate staff are applying Holds

UAS Holds					
Hold Code	Hold Desc	Reg Hold	Transcript Hold	Grad Hold	Grade Hold
AA	Academic Advising Required	Y			
AM	A/R Memo--Does not stop reg				
AR	Accounts Receivable Hold	Y	Y	Y	Y
FA	Financial Aid	Y			Y
FH	Accts Receivable Financial Hold	Y	Y	Y	Y
IX	Required Title IX Training	Y			
LF	Library Fine		Y		Y



What We Learned

- Looking at Holds from 2021F - 2022S:
 - PELL eligible students had higher balance due amount - statistically significantly
- Looking at Holds from 2019F-2023S:
 - Alaska Native students received a disproportionate number of Holds
 - More students have Holds in Spring semesters compare to Fall semesters



What We Learned

- Pell eligible students ...
- A Pell eligible student is likely to have \$1,103 more in their hold amount compared to non Pell eligible students



What We Learned

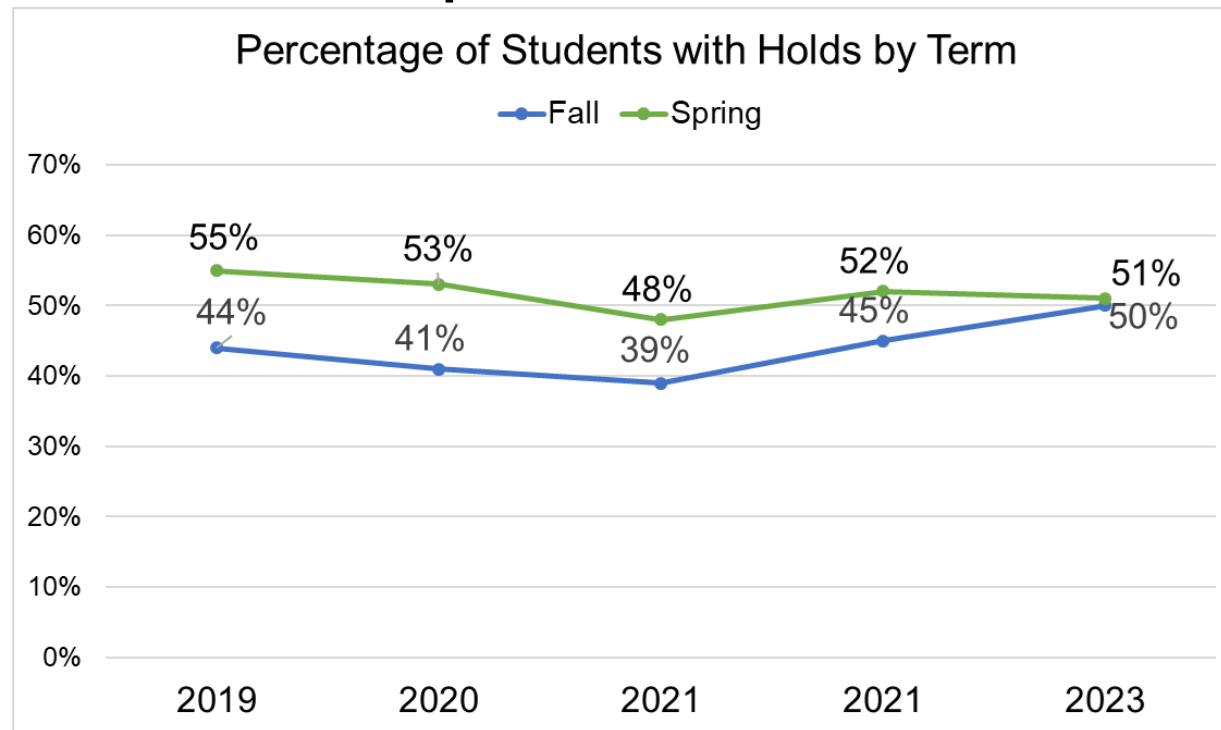
- Alaska Native Students are 20% of student body
- On average 56% of Alaska Native students have Holds

Of All Student Eligible to Enroll, The Percentage Who Had a Hold										
	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
All Students	44%	55%	41%	53%	39%	48%	45%	52%	50%	51%
AK Native	52%	66%	51%	61%	44%	54%	55%	63%	58%	57%
Difference	+8%	+11%	+10%	+8%	+5%	+6%	+10%	+11%	+8%	+6%



What We Learned

- More students had Holds in Spring semesters compared to Fall semesters



What We Learned

- Advising Holds -
 - Second most common Hold
 - First time freshmen
 - Transfer students with less than 30 credits
 - Dual Enrollment Students
 - And.....students on Academic Warning or Probation
- Not all academic advisors use the same process to remove Advising Holds



What We Are Considering

- Eliminating Academic Warning and Probation Holds
 - Negative connotation/feelings
 - NACADA Guidance
 - Leverage EAB instead
- Creating distinct Hold code for academic warning and probation
- Providing Advisor (faculty and professional) training to support a consistent student experience



Reviewing “Transcript” Holds

- Library Hold
 - A library fine of \$100 or more prevents students from obtaining transcripts or accessing grades online
- AR and FA Hold
 - An A/R balance of \$200 or more prevents students from obtaining transcripts, registering, or accessing grades online
 - Consistent across all University of Alaska institutions





UNIVERSITY
of ALASKA
SOUTHEAST

Thank you!

Discussion Part 1:

- ▶ What do you currently know about holds on campus?
- ▶ What would you do to start this analysis on your campus?

Discussion Part 2:


- ▶ If you were to do this work on campus, what stakeholders would you need to involve?
- ▶ Where would resistance come from?
- ▶ How can our community of practice help?



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THANK YOU!



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