



Summary Holds Improvement or Modification

We expect institutions to be in varying states of change following their initial analysis. This pre-exercise is meant to clarify intentions to [improve](#) an existing hold process or reduce or replace the use of a hold. You will be able to share ideas and expand on your change goal with specific implementation plans and next steps (WHO does WHAT by WHEN) during the workshop.

You might find ideas or inspiration from your data, the project [data summary](#), [student](#) and institutional testimony in the [planning guides](#) and [student profiles](#) and the October [webcast](#) (watch the [student panel](#), [the institutions](#) and the [Q&A](#)). *(Webcast links edited 1/18/2024)*

What Did Your Analysis Suggest Could Be Reviewed?

Detail and describe the *status quo* with a given hold or process, and why it is worth reviewing. Specify how the status quo may detract from institutional or student success. If your analysis hints at a potential problem or issue, but you do not know how the hold relates, describe the issue.

From our Data Analysis:

From what Students Said:

From our Policy Analysis:

Does This Relate to a Single Holds Process, or It Would Affect More Than One Type of Hold?

If more than one type of hold, consider if it is more helpful to summarize and change them together, or worth 'unpacking' them separately for planning purposes.

- Single hold, namely: _____
- More than one hold, describe: _____

What Does 'Improve' or 'Change' Mean?

To the extent possible, reference what you aim to be quantifiably or observably different.

- Make the hold simpler for students (to understand, resolve, avoid incurring)

- Make the hold simpler for staff (to understand, help students with, communicate about)

- Yield better results from the use of the hold (improved student response time, more efficient task completion, higher rate of payment) _____
- Stop using a hold for this purpose _____
- Other _____

What Result Do You Hope to See?

Describe what a changed status quo will look like, including 'paint the picture' of how individuals will experience the hold differently, what behaviors will be different, and what will be metrics or observable information.

Compared to what data say, or students or staff experience now:

Summary

From the details above, summarize in brief what change you intend to make from the current status quo and why it is important.

This is the current situation with a hold (the mechanics, and the results), the intended change, and why it is important to change or improve:

And/or, key questions or guidance you seek from your colleagues during the workshop.

To take the next step on what we want to improve or change, we need to know:

Resources (Optional)

Sometimes it can help to diagram a process and all the related 'threads' or pathways related to the process or event. For example, detailing the perspective of the student, registrar, advisor and counselor for a given registration hold, and the sequencing of events, might reveal an opportunity for change.

Or use diagrams, flowcharts and timelines to chart a process, such as Portland State University did:

Fishbone Diagram

