

Project Request and Threshold Analysis Template

(Adapted from Portland Community College’s “Take 5” toolkit, which includes tools and resources that aim to make equity and inclusion part of the everyday learning and work at PCC. The tool asks that we “Take 5” – to take a moment to pause and reflect on the intention, identities and the beneficiaries of the proposed action.)

Before a project request is approved to be a project, we must ensure it meets the minimum threshold defined by the Office of the Registrar. The Office of the Registrar leadership team will evaluate a proposal by reviewing the project’s implications on marginalized groups, goals, objectives, and risks. This analysis is to be completed by the Senior Assistant Registrar for Projects and Communication, the functional or operational expert, and additional stakeholders, when appropriate, associated with the request.

Project Name	Registration Holds – Student Athletes and Student Conduct and Community Standards
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What problem(s) do we need to solve?	<p>A pilot project aimed to secure and streamline the process of placing and removing registration holds for NCAA student-athletes and Student Conduct and Community Standards while ensuring data integrity.</p> <p>Student-Athletes Student-athletes must be registered full-time with degree applicable courses, unless approved otherwise. Currently, student-athletes can change their registration, without consultation with their academic counselor, at any time the registration windows allow. Changing registration without consultation may negatively impact a student-athletes’ eligibility for practice, competition and/or athletics aid. A registration hold placed during a specified window will help mitigate the risk of breaching NCAA compliance and increase communication between student-athletes and their academic counselors.</p> <p>Student Conduct The office of Student Conduct and Community Standards (SCCS) places registration holds on students while they are under student conduct investigations. Currently, SR (Define?) holds are authorized to be placed by 1-2 people who have modify access to place and lift registration holds in Banner within SOAHOLD. SCCS places ~120 registration holds per month for individual cases, which are managed by multiple staff members within SCCS.</p> <p>There are security concerns with multiple users having SOAHOLD (modify) access, since SOAHOLD does not limit which holds can be modified. SCCS is requesting their staff members be able to place and lift registration holds related to their individual cases so that holds can be lifted in a timely manner.</p> <p>Other Departments</p>
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	The outcomes from this project will drive efforts toward the larger goal of identifying additional departments who use Banner’s SOAHOLD for placing and removing registration holds. By engaging with those departments to document their current process and needs surrounding holds, we will work toward moving departments away from SOAHOLD while maintaining necessary processes and increasing data integrity.
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<p>Outline how stakeholders are affected by the current problem(s) and how this project will resolve the problem(s); include estimated numbers of each stakeholder that will be affected)</p>	<p><i>Students</i></p>	<p>Student Athletes Currently, ~563 student-athletes have the freedom to change their registration without consultation with their academic counselor. Excessive or unadvised changes may put their eligibility at risk. A registration hold would ensure students have conversations with their academic counselors regarding eligibility prior to making registration changes.</p> <p>Alternatively, placing a registration hold may prevent a student-athlete from enrolling in a course within a timely manner. Student-athletes who are on waitlists, enrolling in sections with limited seats available, or needing to make a change quickly, may be at a disadvantage for registering if the registration hold is not lifted promptly.</p> <p>Student Conduct Since registration holds are placed and lifted by a limited number of staff members within SCCS, lifting of registration holds may be delayed. This may result in registration delays for those on waitlists, enrolling in sections with limited seats available, or needing to make a change quickly.</p> <p>Alternatively, expanding access to SOAHOLD should be assessed carefully, as the current practice places undue risk on data integrity, since holds have the potential to be modified in error.</p>
	<p><i>Advisors</i></p>	<p>Academic advisors are not directly impacted by the current process. If a change in how registration holds are placed or lifted is determined/implemented, appropriate communication with advisors should be included in the communication plan.</p>
	<p><i>Faculty</i></p>	<p>Faculty are not directly impacted by the current or proposed project. Students may contact faculty for registration exceptions if not able to register for classes during the allotted registration window.</p>
	<p><i>Staff/Academic Counselors</i></p>	<p>Academic counselors would be responsible for lifting registrations holds in a timely manner. Specific training and guidance should be provided prior to granting hold access.</p>

		<p>The Office of the Registrar Operations Team would be responsible for setting up and monitoring AWA (Atomic Workload Automation) jobs for each term that would place the student-athlete registration holds.</p> <p>The Office of the Registrar Technical Team and University Information Technology (UIT) would work together to write the AWA jobs for athletics and SCCS registration hold placement.</p>
	<i>External/Compliance</i>	<p>Oregon State University's Athletic Compliance staff should be made aware/informed of the project. NCAA compliance bylaws related to eligibility need to be considered when determining the timeline for registration hold placement.</p>
	<i>Other</i>	N/A

<p>What is the implication of this project on stakeholders with marginalized identities? Use identity cards* or Identities Chart to help with this analysis. *See EQUITY IDENTITY CARDS.pdf at S:\Share\13. Projects\1. TEMPLATES FOR PROJECT DOCUMENTATION. Identities and associated privilege and marginalization can be found below.</p>	<ul style="list-style-type: none"> ● First Generation to College: Students may have limited knowledge about university resources available to them. Additionally, these students may not feel comfortable asking for assistance (i.e., requesting a hold to be lifted). Holds can be seen as punitive or shameful. ● New, minimal college experience: Like first-generation students, students who have minimal college experience may have difficulty requesting assistance for assorted reasons. Holds can be seen as punitive or shameful. ● International Students: International students are often at a disadvantage in processes within the university. They often must navigate the system with limited knowledge, barriers such as language and customs, and have more steps to accomplish a task than domestic students. International students usually have limits on their ability to make registration changes, and requiring another step would increase their efforts. ● People with a disability: The placement of registration holds may compound the effects on those with disabilities by creating additional barriers to student success. ● English as a second language: Language barriers can reduce a student's ability to execute the steps required to complete a task, such as requesting a lift to registration holds. Clear communication, without jargon, needs to be available in the appropriate places.
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<p>Has anyone asked stakeholders, including those with marginalized identities, about the current problem or the proposed project? If yes, what was learned?</p>	<p>Academic counselors and athletic compliance have been requesting for student-athlete registration holds for many years.</p> <ul style="list-style-type: none"> Rationale for the desired registration hold, per ASA: <i>“To be aware of schedule changes and to inform the students fully of what the impact will be of changing their schedule.”</i> <p>The Office of Student Conduct and Community Standards has requested their staff to have access to place and lift registration holds.</p> <ul style="list-style-type: none"> Historically, there have been concerns about who should have access to SOAHOLD (modify) within the SCCS department. The concern was that anyone with SOAHOLD (modify) access could modify any hold, and there was no process to limit which holds could be modified by each user.
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<p>Keeping in mind the impact on stakeholders with marginalized identities, what tasks, processes, or features will solve the problem(s)? This is a preliminary list of requirements.</p>	<p>Formalize a “menu” of options for placing and lifting registration holds; in the registration holds matrix, the green rows are the preferred methods.</p>
	<p>Establish a new framework for student-athlete registration holds</p> <ul style="list-style-type: none"> Create a new hold type for student-athletes Create an AWA job to place and remove bulk/batch registration holds for student-athletes Define a timeline (a week after the term ends and when full-time credits are reached) Define population (SGASPRT active status and code) Create a process for student-athletes who have new SGASPRT codes placed, or codes removed Automatic replacement of registration holds after X hours Mimic the job for star holds that provides a report to document the registration hold reason and releasor Build out Banner personas for lifting registration holds via Advising Student Profile. <ul style="list-style-type: none"> Mimic star holds process
	<p>Establish a new framework for SCCS</p> <ul style="list-style-type: none"> Identify all users granted access to SOAHOLD (modify) and in which departments they work. (Updated list here) Understand how the department currently manages their registration holds. <ul style="list-style-type: none"> Process map of current state Create an AWA job for registration hold placement for SCCS Build out Banner personas for lifting registration holds via Advising Student Profile
	<p>Documentation and training of registration hold process for staff placing/lifting holds</p>

List project benefits.	Reduce the number of users with SOAHOLD modify access to increasing data integrity
	Increase transparency in student-athlete registration
	Increase accountability of student-athlete registration
	Reduce unnecessary/the number of registration changes for student-athletes once the degree applicability review period has begun
	Expand those who can lift registration holds to streamline workflow within Athletics and SCCS

List project risks.	Students may miss registration windows if registration holds are not lifted in a timely manner (waitlists, course capacity issues, deadlines, etc.)
	Student-athlete registration holds may not result in improved registration behavior
	Managing access to registration holds may increase Office of the Registrar security access workload

List University Actions or Office of the Registrar goals project will address.	University Actions
	<ul style="list-style-type: none"> • Timely undergraduate degree completion
	Office of the Registrar Goals
	<ul style="list-style-type: none"> • Improve information and communication to equip students, faculty and staff with the tools and information they need to be successful. • Streamline and optimize Office of the Registrar processes and services to ensure that students, staff and faculty have resources available in a timely manner. • Create a clear path for students to efficiently reach their academic goals through academic success, persistence, and degree completion. • Enhance and safeguard institutional integrity to elevate the value and reputation of Oregon State University; increase expertise and confidence across the university.

List total project costs, including capital expenditures, licensing or subscription fees, and staff hours for 3 years.	UIT will be essential to finalize AWA jobs (estimated time TBD, based on requirements)
	Staff hours TBD upon reviewing requirements and critical path timeline

Describe cost of not doing project and/or return on investment.	<ul style="list-style-type: none"> • Compliance concerns related to NCAA eligibility • Data integrity related to SOAHOLD access in the current state
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Scope of project	<ul style="list-style-type: none"> • Student-athletes coded as active, IA, IT & MD during F/W/SP terms • SCCS SR registration holds <p>Depending on project outcomes, expand to other departments that are manually placing registration holds in SOAHOLD (Housing and Dining)</p>
Documentation to consider	<p>Star holds project: Project folder</p> <p>Vaccination program registration holds: Project folder</p> <p>Course evaluation holds</p>

Identities: Privileged and Marginalized Groups (from Dr. Kathy O’bear’s [Recognizing and Interrupting Microaggressions](#))

PRIVILEGED GROUP		MARGINALIZED GROUP
Late 30’s to late 50’s/early 60’s	1. Age	Younger; Older
White	2. Race	Person of Color; People who identify as Biracial/Multiracial
Male	3. Sex Assigned at Birth	Female; Intersex
Cisgender	4. Gender Identity	Transgender; Gender Nonconforming; Gender Queer
President, Vice Presidents, Deans, Directors, Faculty, Supervisors	5. Hierarchical Level	Students, Graduate Teaching Assistants, direct service staff
Heterosexual	6. Sexual Orientation	Gay; Lesbian; Bisexual; Queer; Questioning
Upper class; Upper middle class; Middle class	7. Social Class	Working class; Living in poverty
Graduate or 4-year degree; highly valued school; private school	8. Educational Level; Credential; Certificate	High school degree; 1 st generation to college; less valued school; public school
Christian (Protestant; Catholic)	9. Religion/Spirituality	Muslim, Jewish, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah Witness, Pagan, ...
U.S. born	10. National Origin	“Foreign born;” Born in a country other than the U.S.

Not disabled	11. Disability Status	People with a physical, mental, emotional and/or learning disability; People living with AIDS/HIV+
“American;” Western European heritage	12. Ethnicity/Culture	Puerto Rican; Navajo; Mexican; Nigerian; Chinese; Iranian; Russian; Jewish...
Fit society’s image of attractive, beautiful, handsome, athletic...	13. Size, Appearance, Athleticism	Perceived by others as too fat, tall, short, unattractive, not athletic...
Proficient in the use of “Standard” English	14. English Literacy	Use of “non-standard” English dialects; have an “accent”
Legally married in a heterosexual relationship	15. Marital Status	Single; divorced; widowed; same sex partnership; unmarried heterosexual partnership...
Parent of children born within a 2-parent heterosexual marriage	16. Parental Status	Unmarried parent; do not have children; non-residential parent; LGBTQ parents...
More years on campus	17. Years of experience	New; little experience on campus
U.S. citizen	18. Immigration Status	People who do not have U.S. citizenship, are undocumented
Suburban; valued region of U.S.	19. Geographic region	Rural; some urban areas...less valued region
Light skin; European/Caucasian features	20. Skin color; phenotype	Darker skin; African, Asian, Aboriginal features...
Nuclear family with 2 parents in a heterosexual relationship	21. Family Status	Blended family; single-parent household; grandparents raising grandchildren; foster family...
Extrovert; task-oriented; analytical; linear thinker	22. Work Style	Introvert; process-oriented; creative; circular thinker