

The Overlooked Obstacle Part 2

Strengthening Satisfactory Academic
Progress Policies to Better Support Student
Success and Equity



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for Youth

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Background

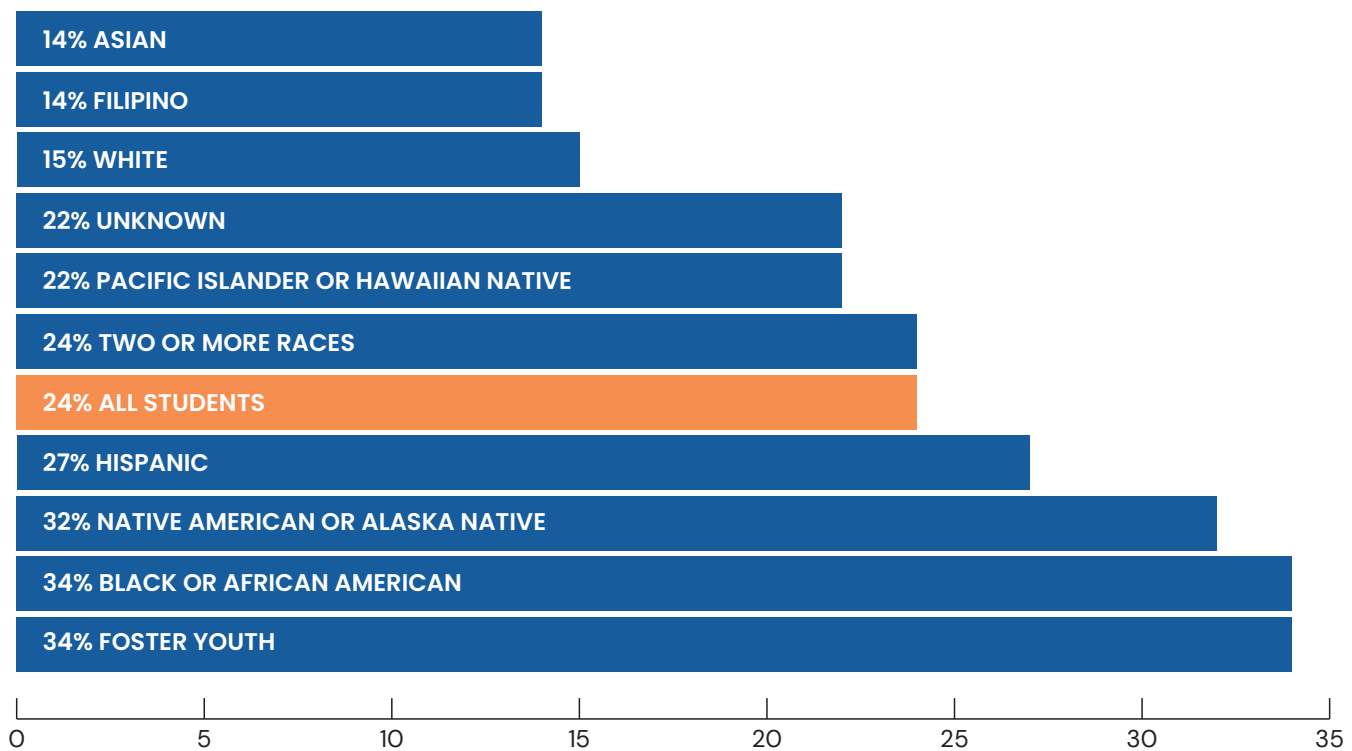
Over the past 40 years, the cost of obtaining a college degree in California has increased exponentially. When adjusted for inflation, undergraduate tuition at the University of California increased by 500 percent between 1977–2018 while California State University tuition increased by 900 percent.¹ Along with the growing cost of attendance, California’s college population has struggled to remain enrolled through degree completion. According to the Education Data Initiative, the state’s college dropout rate is significantly higher than the national average, with California college students nearly 47 percent more likely to drop out compared to the average U.S. college student.² This is largely due to the financial pressure and costs associated with degree attainment, with 42 percent indicating they left college for financial reasons.³

While California ranks first in the nation in total financial aid dollars spent with \$2.23 billion in state funding,⁴ little attention has been paid to whether students are able to maintain their aid beyond initial enrollment. The unfortunate reality is that a significant number of students—particularly those who are first-year, low-income, and from minority populations—become ineligible to receive financial aid due to Satisfactory Academic Progress (SAP) requirements, and many of these students never return. It is critical that efforts to expand financial aid programs and narrow equity gaps consider the implications of SAP requirements and how they exacerbate existing societal inequities.

In 2021, John Burton Advocates for Youth (JBAY) released [The Overlooked Obstacle: How Satisfactory Academic Progress Policies Impede Student Success and Equity](#), which revealed the disparate impact of SAP policies on first-year, low-income California Community College students. Overall, nearly one in four students did not meet SAP for their first two consecutive semesters, jeopardizing their continued access to financial aid. For African American (34 percent) and Native American (32 percent) students, the rates of financial aid disqualification due to SAP were twice that of White (15 percent) and Asian (14 percent) students. Rather than representing a failure on the part of these students, these data underscore the persistent racial and sociocultural inequities present in other facets of education and society, which SAP policies reinforce.⁵

Of the students who did not meet SAP, only 13 percent remained enrolled and continued to receive financial aid in their third term, indicating the enormous impact of SAP standards on students who struggle academically during their first year.⁶ The California Community College system is currently facing an enrollment crisis, with enrollment dropping by 19 percent between 2018–19 and 2021–22. Persistence rates have also declined during this period. Over half of previously enrolled students surveyed reported that financial barriers or the need to work prevented them from reenrolling. This points to a need—now more than ever—for California’s higher education systems to identify and address policies that may be hindering continued enrollment.⁷

Figure 1: Percentage of students who remained enrolled for the first two consecutive terms and failed to make SAP in both terms



SAP Facts

- ➔ One in four of California's incoming community college Pell Grant recipients are not making SAP for their first two consecutive terms, disqualifying them from continued access to most forms of financial aid without a successful appeal.
- ➔ Among those who failed to make SAP and remain enrolled, the vast majority (77 percent) had lost their Pell Grant award, further decreasing their likelihood of success.
- ➔ Pell Grant recipients who do not make SAP are significantly more likely to disenroll from college than those who do make SAP. Fifty-eight percent of students who failed to make SAP during their first year did not return for a second year, compared to 18 percent of students who did achieve SAP.

Following the publication of *The Overlooked Obstacle*, JBAY launched a year-long Community of Practice to better understand the variance and disparate impact of SAP policies on students from low-income and minoritized populations. The SAP Community of Practice began in December 2021 and included 19 California Community Colleges, two California State Universities, DePaul University, and the University of Wisconsin-La Crosse. This publication was created to provide additional context for the recommendations presented in [The Overlooked Obstacle](#) based on the learnings from the Community of Practice and to provide postsecondary institutions with practical strategies to improve SAP and appeals policies while remaining in compliance with federal regulations. The report also includes key federal- and state-level policy recommendations identified through JBAY's work with the participating colleges to remove unnecessary barriers that prevent minoritized students from remaining eligible for most state and federal financial aid and earning a postsecondary credential.

SAP Measures

The current SAP standards include a two-part assessment composed of both a quantitative and qualitative measure. Many state programs, including California's largest financial aid program, the Cal Grant, are linked to these same standards. Although federal statutes and regulations establish minimum standards for SAP criteria, each individual institution of higher education is provided significant discretion in how SAP is defined and applied.

DEFINING SATISFACTORY ACADEMIC PROGRESS

Satisfactory Academic Progress (SAP) standards first appeared in 1976 as an amendment to the Higher Education Act of 1965. The regulations required postsecondary institutions receiving federal financial aid funds to establish and follow a policy of progress in an educational program, including standards related to grade point average (GPA) and course completion. Since then, SAP regulations have been modified two additional times to include stricter minimum standards and shorter periods of time in which students cannot meet SAP before being disqualified from receiving federal financial aid.⁸



Qualitative Measure

For programs of more than two academic years, the SAP policy must specify that students have at least a 2.0 cumulative grade point average (GPA) (or equivalent if using an alternative grading system) at the end of their second year or have academic standing consistent with the institution's requirements for graduation. All other programs, including all programs at community colleges of two academic years or less, have discretion as to the required GPA if it is consistent with the school's graduation standards. There is no requirement that the GPA standard be the same for each year, and campuses have the option to implement escalating GPA structures in which students must meet the minimum GPA by program completion but can have a lower average earlier in their program of study.



Quantitative Measure

Institutional policies must include a maximum timeframe for completion that is defined as no longer than 150 percent of the published length of the educational program. Institutions must also establish a cumulative unit completion or "pace of progression" requirement (i.e., the percentage of units attempted that are successfully completed) that allows students to complete their program within the 150 percent maximum timeframe. This is typically set at a 67 percent cumulative completion rate. Similar to the qualitative measure, there is no requirement that the course completion percentage be the same for each year. Campuses can implement a graduated standard that allows students to complete a lower percentage of their classes earlier in their program as long as they complete an increasing percentage in subsequent years and finish their program within the 150 percent maximum timeframe.



Financial Aid Disqualification

Institutions must evaluate SAP either at the end of each payment period or annually. Institutions that evaluate SAP every payment period may place a student on “warning” status after the first term of not making SAP. Financial aid warning status requires students to improve their GPA, earn a higher percentage of their attempted credits, or other measures required by the institution.⁹

After a second consecutive term in which the student does not make SAP, students are placed on “financial aid disqualification.” Institutions that evaluate SAP annually do not provide students with an opportunity for a warning period and instead place them on “financial aid disqualification” status at the point of evaluation. All students placed on “financial aid disqualification,” regardless of the frequency of evaluation, may only regain access to financial aid through an appeal process or by subsequently meeting the SAP standards. Additionally, students become ineligible to receive financial aid as soon as it becomes mathematically impossible for them to graduate within the maximum 150 percent timeframe.¹⁰

Appeals and Financial Aid Probation

While campuses are not required to offer students on financial aid disqualification the option to appeal, those that do must include “death of a relative or an injury or illness of the student” as an allowable basis for an appeal. Campuses also have the option to consider additional “special circumstances” as determined by the institution. Students whose appeals are approved are then placed on “financial aid probation” for one academic term. If it is determined during the appeal process that a student cannot make SAP by the end of the probation period, they must develop an academic plan that ensures they can meet the institution’s SAP standards by a specified point in time.

SAP Policies in California

To better understand the application of SAP requirements across California, JBAY conducted a scan of the SAP policies and appeals processes of all public two- and four-year institutions of higher education in the state. Although federal regulations mandate either a cumulative 2.0 grade point average or a GPA consistent with the institution's standard for graduation, and course completion thresholds based on the 150% maximum timeframe, each institution can impose stricter standards and appeals criteria. The scan helped to determine whether institutions uniformly adopted policies based on the minimum federal standards or whether they adjusted policies to either make the SAP process easier or more difficult for students. This scan found that, in many cases, institutions imposed policies that were stricter than federal requirements. For example, institutions imposed stricter threshold criteria, limitations on appeals not required by federal regulations, restrictions on when students may appeal, barriers to reentry for returning students, and policies that treated remedial courses, transfer courses, and repeated courses in ways that did not serve to maximize access to financial aid.

GPA Standards

Regarding GPA thresholds, 124 out of 142 institutions require a cumulative 2.0 GPA at all times for satisfactory academic progress. Several institutions that do not have a fixed GPA requirement utilize escalating GPA structures that allow for lower academic standards below certain unit thresholds. For instance, CSU Dominguez Hills



allows students to maintain a 1.5 or 1.8 GPA earlier on in their program and requires a 2.0 by their junior year. Evergreen Valley College requires a 2.0 GPA only after twelve units have been completed. Since research indicates that first-year students are most likely to face financial aid disqualification due to SAP, these types of graduated GPA structures allow students to adjust to their coursework, and may help them maintain SAP and stay enrolled.

Conversely, some institutions imposed stricter policies than those required by federal guidelines for GPA evaluations. While no institutions require a GPA higher than 2.0, four community colleges require students to both maintain a cumulative 2.0 GPA and earn at least a 2.0 in each academic term. This increased stringency does not offer students flexibility to navigate particularly difficult academic terms or personal crises that may temporarily affect a student's academic achievement.



Course Completion Standards

Of 142 institutions, 93 institutions mandated the 67 percent course completion threshold in all cases. However, many institutions mandated higher course completion thresholds, with 10 institutions mandating a rate between 70–80 percent. Akin to GPA requirements, 8 institutions mandated both 67 percent cumulative and term-based completion rates, more stringent than what is required by federal regulation. Ultimately, only UC San Diego and Butte College adopted graduated approaches to course completion rates. UC San Diego allows freshmen to reach a 30 percent completion rate, sophomores a 50 percent completion rate, and juniors and seniors a 66 percent completion rate, while Butte College permits a 50 percent completion rate for students with fewer than 18 credits.

Financial Aid Appeals Policies

Concerningly, SAP appeals processes vary wildly from institution to institution. For instance, some colleges, such as Norco College, offer a streamlined process for appealing the loss of financial aid that only requires students to submit a form and documentation of their situation. Meanwhile, others require students to complete additional tasks

such as online counseling, transcript review, or completion of an academic plan before an appeal will be considered, which, in many instances, prolongs the amount of time a student is attending school without aid. The grounds for filing an appeal also varied significantly, even to the point of the same circumstances—such as a conflict between school and employment demands—being explicitly allowed at one institution and explicitly disallowed at another. Many institutions categorically exclude certain circumstances, such as transportation or childcare barriers, while others limit the grounds for appeal to a small list of circumstances.

Regarding appeal decisions, some institutions make a determination of a student's SAP appeal without allowing students whose appeals are denied any further recourse, including the opportunity to clarify information or provide additional documentation of circumstances that are difficult to demonstrate. Similarly, some institutions limit the number of appeals a student can file, while others, such as CSU Chico, permit multiple appeals. These types of barriers are detrimental to students, many of whom do not have the support networks to navigate thick bureaucracy and institutional language to be self-efficacious and persist through SAP processes.

Community of Practice

As noted above, JBAY launched a year-long Community of Practice in December 2021 that included 19 California Community Colleges, two California State Universities, DePaul University, and the University of Wisconsin–La Crosse. As part of the Community of Practice, campuses completed an Institutional Audit Tool to evaluate their SAP and appeals policies and identify areas of strength and improvement (Appendix A). Campuses were then asked to identify three priority areas for improvement based on their audit findings, with the most cited themes being appeals policies and processes, communication to students, and intrusive coaching (Table 1).

Table 1: SAP Community of Practice Priority Areas of Improvement

Create Student-Friendly and Equity-Based SAP Policies and Appeals Processes	Simplify and Translate Communication With Students	Strengthen Connections Between Financial Aid and Academic Support
<ul style="list-style-type: none"> ➔ Align SAP policies with the minimum federal standards. ➔ Streamline the collection of appeal forms. ➔ Improve the review process and timeliness of appeal decisions. ➔ Create a multidisciplinary appeal review panel. ➔ Eliminate or extend appeal deadlines. ➔ Expand the types of extenuating circumstances. 	<ul style="list-style-type: none"> ➔ Update and/or simplify language on websites, forms, and overall communications to be more student-friendly and encouraging. ➔ Offer SAP workshops. ➔ Implement early alert activities and proactive communication to students, including leveraging technology. 	<ul style="list-style-type: none"> ➔ Provide mid-semester guidance and targeted interventions. ➔ Coordinate with campus partners (e.g., faculty, student support and equity programs, etc.) to develop an early outreach plan. ➔ Utilize proactive and intrusive coaching strategies to reach out to students on warning status.

Best Practices

The Community of Practice provided campuses with the opportunity not only to evaluate their existing practices but also to explore emergent practices from institutions across the country that flexibly accommodate students' needs, especially among the most minoritized student populations, while adhering to federal regulations. While the recommendations from the first report in this series came from a review of SAP policies as articulated on campus websites, the recommendations below emerged from the deeper understanding gained through the Community of Practice, including results of the Institutional Audit Tool and data collection efforts from participating campuses. Using the priority areas as a guidepost, the following best practices were identified as strategies that can help financial aid offices leverage the flexibilities afforded to them, improving students' understanding of SAP and proactively supporting students at risk of financial aid ineligibility.

Create Student-Friendly and Equity-Based SAP Policies and Appeals Processes

Research comparing students who do not make SAP to those who do has shown that despite having the same level of motivation to pursue postsecondary education, students who do not make SAP have significantly more life responsibilities (childcare, employment, family responsibilities, etc.) and fewer resources (family support, reliable transportation, access to food and housing, flexible work schedules, etc.).¹¹ Furthermore, it has been reported that those not making SAP have less access to cultural capital to help them navigate higher education and often feel disconnected from their institution after becoming ineligible for financial aid, increasing the likelihood they will ultimately disenroll.¹² The following recommendations and institutional examples can help students most at risk of financial aid disqualification remain in positive SAP standing and navigate appeals processes, encouraging continued financial aid receipt and enrollment.

Align Institutional SAP Policies With the Minimum Federal Standards

As previously discussed, many of California's institutions of higher education impose stricter SAP policies than required by federal regulations, resulting in under-resourced students being unfairly filtered from the higher education system. The findings from the Community of Practice echoed the recommendations from *The Overlooked Obstacle* regarding setting threshold criteria for maintaining financial aid. While each institution should conduct its own analyses to understand how to support student persistence and retention, a critical first step is removing barriers created by stricter than necessary SAP policies. Campuses should evaluate SAP based only on cumulative measures as opposed to cumulative and individual term-based measures. Campuses should also adopt policies that set the qualitative and quantitative standards at the minimum thresholds—which, for programs of longer than two academic years, are a 2.0 GPA and a 67 percent course completion rate—and should consider implementing graduated rates as discussed previously. To identify additional areas where institutional SAP policies exceed minimum requirements or impose additional barriers, campuses should utilize the Institutional Audit Tool (appendix A).



CAMPUS SPOTLIGHT

GLENDALE COMMUNITY COLLEGE

As part of the SAP Community of Practice, Glendale Community College (GCC) received a mini-grant from JBAY to analyze data pertaining to SAP disqualification rates and completed appeals with the goal of identifying special student populations, including language minority students, who are disproportionately impacted by SAP policies and who may benefit from specialized resources. GCC also conducted an analysis of the impact of a previous modification to its SAP policy to align with the minimum GPA and course completion standards, including the exclusion of repeated courses from GPA calculations, and found that these changes resulted in a 30 percent decrease in the number of students who did not meet SAP. As a result, the number of students who needed to submit an appeal also decreased, as more students remained in good SAP standing. Highlighting the impact of stringent SAP policies that extend beyond the minimum thresholds, the findings create a compelling rationale for aligning institutional policies to increase financial aid access.

Table 2: Glendale Community College's SAP Disqualification Rates

SAP Data	Academic Year 2017		Academic Year 2021		Decrease 30.11%
	Number	SAP Disqualification Rate	Number	SAP Disqualification Rate	
All students	2,228	9.3%	1,475	6.5%	

Develop Low-Barrier SAP Appeal Processes

One of the most important findings from the Community of Practice pertains to the proportion of students on financial aid disqualification who submit appeals to reinstate their aid. Several large participating campuses provided JBAY with data for the 2021-22 academic year on the number of students placed on disqualification due to SAP, the number who submitted an appeal, and the number of appeals approved and denied. The appeal approval rate across institutions ranged from 80 to 98 percent, indicating that the majority of completed appeals are ultimately approved. However, only 15 to 39 percent of students on disqualification status submitted an appeal. It is likely that these low rates are due in part to a lack of knowledge about the option to appeal; difficulty completing an appeal, including producing required documentation; or limited timeframes to submit an appeal.

To ensure a low-barrier appeal process, financial aid administrators should ensure that information pertaining to appeals is easy to find and comprehend on institutions' websites, is communicated proactively to students close to SAP thresholds, and does not require a burdensome amount of time or information from the student to complete. Moreover, institutions should not require SAP knowledge tests and/or extenuating circumstance documentation or protocols that require excessive time or effort. This includes not requiring students to produce third-party documentation that is unreasonable to obtain, which may be true in instances where students experience homelessness or mental health concerns and have not yet been connected to formal services and support. Campuses should instead allow students to provide a signed statement attesting to their extenuating circumstances to satisfy documentation requirements.

Federal regulations only require that institutions describe in their policy what information a student must submit regarding why the student failed to make SAP and what has changed in the student's situation. Third party documentation is not required unless the institution chooses to make such a requirement part of their policy.



CAMPUS SPOTLIGHT

UNIVERSITY OF WISCONSIN-MADISON

The University of Wisconsin-Madison (UW-Madison) provides an electronic alert to students disqualified from receiving financial aid due to SAP (Appendix B). The notification embeds student-specific information about which components of SAP are not being met and includes language encouraging students to submit an appeal, stating "99 percent of appeals submitted each year are approved, and most students go on to graduate." This messaging helps reframe the appeals process as a formality instead of a significant barrier with a low chance of success. Additionally, UW-Madison only requires students to provide a statement attesting to their extenuating circumstances and does not mandate third-party documentation, removing significant barriers for students in completing appeals.

2

Simplify and Translate Communication With Students

While research on SAP is limited, several qualitative studies have investigated students' experiences and knowledge of SAP policies. Among first-generation, low-income students, researchers found that students were seemingly unaware that SAP status can linger for multiple semesters, stating "[Students] were surprised that they had received SAP notification again despite having improved their grades. This response from participants meant that they did not understand that the SAP notification was triggered by a combination of GPA, completion rate, and attempted credits, rather than simply a GPA range."¹³ Students attributed the lack of understanding to inadequate institutional communication and overly complex policies that were difficult to access.¹⁴

Decades of research in and practice of financial aid has demonstrated that students and their support networks (e.g., parents, caregivers, siblings, community members, etc.) struggle to complete financial aid processes, namely completing the Free Application for Federal Student Aid (FAFSA).¹⁵ Beyond the FAFSA, students have also expressed difficulty with other financial aid processes, such as applying for scholarships,¹⁶ understanding their award letters,¹⁷ accepting their aid,¹⁸ and successfully paying housing deposits or other fees.¹⁹ As a result, many efforts have been made to simplify financial aid communication to ease the information burden on students and their support networks, subsequently increasing access to higher education.²⁰

There are several basic tenets of text simplification that can improve readability. First, writers should understand the audience they are writing for and limit jargon, acronyms, and other domain-specific terms that the reader may not be familiar with. Second, writers should use active voice with the subject of each sentence performing the verb in the sentence (e.g., "The student must show their ID" instead of "An ID must be shown by the student."). Writers should also limit long sentences and use simple sentence structure when possible. Finally, writers should practice lexical overlap, meaning that when a difficult but necessary term is included in a sentence it should be included in subsequent sentences and in different areas of the text to reinforce the term's meaning for the reader through context clues and repetition.

Once text is simplified, it should be translated by native speakers of non-English languages who have experience with higher education language and information. Although there is emerging evidence to suggest that machine translation has steadily improved over the years,²¹ machine translators are still not entirely accurate in jargon-dense domains.²² Additionally, to make the higher education system more inclusive, institutions of higher education must value the people, culture, and languages of non-native English speakers and actively build relationships to partner with these populations to provide the most robust, culturally authentic information possible.

Ultimately, simplification and translation of financial aid information—including SAP policies and procedures—must take place to provide students and their support networks the opportunity to understand how to remedy their academic status and maintain their financial aid.

Exemplary SAP Communication

Institutions of higher education use varying terminology in their SAP policies and place SAP information in different locations on their websites, and often the terminology is difficult for students to comprehend. However, several institutions have clear, concise, and student-friendly SAP communication. These institutions embrace many tenets of readability and student-friendly communication, including segmenting policy information into smaller sections that pertain to student actions, using lower grade-level diction and sentence structure, embedding contact information into policy information, and explaining SAP through student-friendly multimedia.

CAMPUS SPOTLIGHT

UNIVERSITY OF WISCONSIN-MADISON

The University of Wisconsin-Madison (UW-Madison) publishes their Satisfactory Academic Progress information clearly in the “Eligibility” section of their Office of Student Financial Aid website. The information begins with a list of criteria followed by an explanation of the policy in simplified language. The website also features a simple menu structure regarding what happens when students do not make SAP, how students can appeal, and other options. This segmented approach allows students to access all relevant SAP information without having to navigate from webpage to webpage, potentially confusing the student or stalling their progress. Instead of posting the entire policy and asking students to parse the policy for relevant information, UW-Madison has highlighted the main points of the policy and only shows the student what they really need to know. Moreover, the information contains the second-person pronouns “you” to call attention to the information for the student, informing the student that the information pertains to them, and they must act.

What is Satisfactory Academic Progress?

Satisfactory Academic Progress (SAP)	Not Meeting SAP	Appeal Process	Other Options
<p>The following three components are evaluated at the end of each academic year:</p> <ol style="list-style-type: none">Undergraduate students must have a minimum cumulative grade point average of 2.0.You must successfully complete a cumulative 2/3 (67%) of all credits for which you attempt.<ul style="list-style-type: none">“Attempted” coursework includes all classes that appear on your official transcript, including those with a DR (dropped) or W (withdrew) grade notation. The last day to drop classes without a DR or W notification varies each semester – check the Registrar’s Office “Key Deadlines” for specifics.“Completed” coursework includes all classes with a passing grade (D or above). Credits that are dropped, failed, or incomplete will negatively impact your completion rate.You may not enroll for more than 150% of the number of credits needed to complete your degree. Transfer credits and prior degree credits are included in this evaluation.			

Image 1: [University of Wisconsin-Madison SAP and Appeals Policy](#)

CAMPUS SPOTLIGHT

UNIVERSITY OF SOUTH FLORIDA

To help students understand what SAP is, the University of South Florida (USF) produced [a video](#)—narrated by a student—explaining SAP requirements in plain language and in a friendly, welcoming tone. The speaker explains that SAP is a federal requirement and then outlines the three main components of SAP with simple text callouts to help students with different learning styles understand the content. In addition to the video, USF includes its SAP policy on the financial

aid [website](#) in a format that is segmented by degree levels so students can easily find the information most relevant to them. USF's approach allows students to have access to simple SAP information in multiple formats without sacrificing the accuracy of the policy or creating any compliance issues.



Image 2: [University of South Florida SAP Video](#)

CAMPUS SPOTLIGHT

REEDLEY COLLEGE

To promote inclusivity, Reedley College, located in California's Central Valley, not only embedded a chatbot into their financial aid website, including their SAP webpage, but they also facilitate financial aid communication in English, Chinese, and Spanish. If students are unsure about the policy and their next steps, they can immediately reach out to an advisor for assistance. The chatbot answers questions about SAP and links to the SAP appeal form.

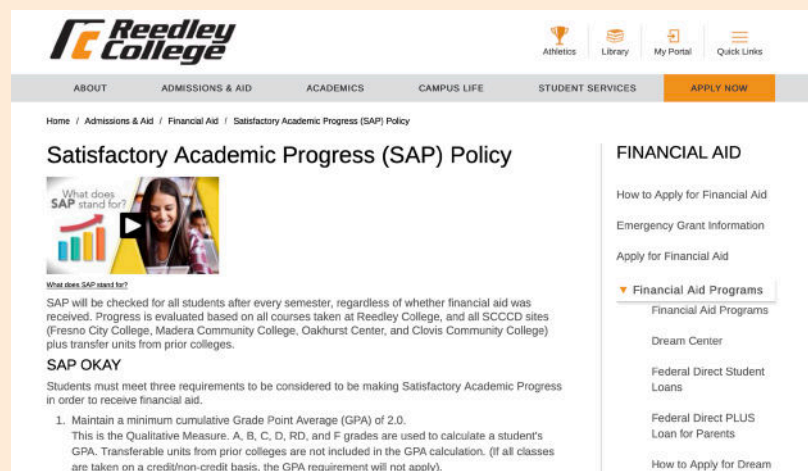


Image 4: [Reedley College's SAP Chatbot](#)



3

Strengthen Connections Between Financial Aid and Academic Support

While few scholars or practitioners have publicly questioned Satisfactory Academic Progress policies or critically investigated problems of practice, one study from the University of South Carolina demonstrated how improving collaboration and relationships between financial aid and other offices on campus resulted in improved SAP outcomes and student retention.²³ The researcher described how financial aid offices can establish early warning systems and audits to ensure that students understand and can navigate the SAP process. The researcher recommends that financial aid offices conduct thorough assessments to understand what students need to persist through a financial aid warning status, and whether the institution can leverage data to better predict struggling students and provide proactive support before a student falls below the 2.0 GPA or 67 percent course completion threshold.

However, academic-related data is often held within academic offices and may not be shared with financial aid offices, placing a communication wedge between two critical offices of student information and support. The following recommendations and institutional examples can help bridge the gap between academics and financial aid and ensure the delivery of proactive or intrusive outreach to students who are struggling.

Require Submission of Midterm Grades to Audit SAP Progress and Communicate With Students

Many institutions of higher education around the country already require faculty members to submit midterm grades to identify students in need of support. As an example, Bowling Green State University's academic advising staff have implemented two measures to keep students aware of their academic progress and financial aid eligibility. First, their staff have created an [Early Alert](#) initiative in which academic advisors analyze student class participation, assignment completion, class attendance, and other metrics to track student progress, informing students "If you are succeeding in all of these areas, you may receive the 'Rising Star' alert. If you are falling behind, you will receive a notification, and your Student Success Team will reach out to assist you."²⁴ Second, the institution requires faculty to submit midterm grades for all students between the seventh and tenth weeks of the fall and spring semesters. Bowling Green State University then reminds students to check their midterm grades and provides resources for students with a negative alert or midterm status. Students who receive an unsatisfactory midterm grade are then contacted by their academic advisor and planner.

While mandatory submission of midterm grades is not yet a widely adopted practice across California's colleges and universities, doing so can provide students with adequate time to improve their academic performance before being placed on formal financial aid warning or disqualification status. To support the adoption of an early alert system in the absence of an institution- or system-wide mandate, some support programs, including Extended Opportunity Programs & Services (EOPS) at California Community Colleges, require that students complete and submit a midterm self-report. It is recommended that in addition to connecting students to resources like tutoring, support programs also utilize midterm grades to inform students about SAP and provide linkages to financial aid advising for those at risk of SAP warning or disqualification status.



CAMPUS SPOTLIGHT

CERRITOS COLLEGE

Cerritos College utilizes a midterm "Work-In-Progress (WIP) Report" that requires EOPS participants to submit their current grades (appendix C). A goal of the WIP Report is to facilitate critical conversations between students and faculty, which, while likely uncomfortable or intimidating for students, provide an opportunity to discuss academic concerns and steps to improve class performance. Cerritos College provides support to students during the WIP submission window, recognizing the additional encouragement students may need to approach their instructors.

Require Faculty to Embed SAP Policies Into Syllabi

Longitudinal research suggests that faculty members can play a key role in a college student's sense of belonging, and ultimately, their persistence at the institution.²⁵ To further bridge the divide between academics and financial aid, faculty members should include references to institutions' SAP policies and relevant student resources in their syllabi. Given the amount of other information included in syllabi, it is recommended that faculty members limit the statement to no more than a few sentences with instructions on where to access complete information.

A syllabi statement based on one developed at Texas State University is included below as an example.

YOUR GRADES MATTER!

In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirements. Making satisfactory academic progress means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time.

If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at financialaid@txstate.edu.

Integrate SAP Statements Into Grade Postings and Other Academic Communication

Often, a student's academic standing will be published on their semesterly grade report, including their earned course grades (A, B, Pass, etc.), the corresponding credits of their courses (1.0, 3.0, etc.), and their academic standing (Good Standing, Academic Warning, Academic Probation, etc.).²⁶ However, academic policy information included on student grade reports is often related to academic standing through the registrar or academic advising office and not policies related to financial aid. As academic policy information is normally embedded into student grade reports already, financial aid offices should work with academic affairs offices to embed SAP-related policy statements within student grade reports. For a student taking 15 credits and earning a 1.5 GPA, a student report might look like this:

[STUDENT INFORMATION, STUDENT ID NUMBER, ACADEMIC TERM]

Course	Grade	Credits	Credits Earned
ECON 101: Introduction to Economics	C	3.0	3.0
PSYCH 100: Introduction to Psychology	D	3.0	3.0
ENG 101: College Writing	D	3.0	3.0
MATH 100: College Algebra	F	3.0	0.0
MUS 102: Freshman Chorale Ensemble	A	3.0	3.0
		15.0	12.0
Semester GPA: 1.5			
Career Cumulative GPA: 1.5			
You are on Academic Aid Warning Status			
Please Make an Appointment with your Academic Advisor			
You are in danger of losing your financial aid			
Please Review (Institution's) SAP Policy Here			
Please Discuss Your Financial Aid Status With Your Academic Advisor			

Using the example above, students could be notified of their academic standing and their financial aid eligibility status within the same student portal webpage or printed material, alerting the student that they need to take action to remedy their status. Additionally, institutions should issue other forms of communication around the time grades are posted, as students are likely to check their grades as they are released, which is an opportune time to communicate financial aid policies as they relate to academic performance.

4

Leverage Data and Automation to Improve Student Support and Communication

As information technology continues to advance in higher education, institutions must incorporate these technologies into academic and financial aid data systems to better understand student struggles and how to support students to remain in good SAP standing. Although enrollment management offices routinely use advanced predictive technologies and analytics to target prospective student populations and market academic services, academic and financial aid offices may lag behind other departments on campus in their use of technology. Below are examples of how academic and financial aid departments can leverage information technology and data to understand student issues and provide timely interventions.



Track Data Regarding SAP and Its Impact on Students

The SAP Community of Practice expressed challenges and limitations in routinely tracking data on SAP disqualification and appeal approval and denial rates, making it difficult to understand how often students cross SAP thresholds, who those students are, and how they could be better supported. The analysis described in [The Overlooked Obstacle](#) revealed that students of color and foster youth are disproportionately affected by SAP policies, and institutions should have the data available to understand how their own SAP policies may differentially impact different groups of students. Institutions should assess the impact of their SAP policies—using both quantitative administrative data and qualitative data from students—to understand their SAP policies and work toward policy reform that supports greater equity. Suggested data points to examine as they relate to SAP inequities include:

- ➔ Race and/or ethnicity
- ➔ Student income status
- ➔ Family background (e.g., first-generation in college, etc.)
- ➔ Gender identity
- ➔ Foster youth status
- ➔ Homelessness status
- ➔ High school/secondary school demographics (college-going rates, income levels)

Various metrics can be measured to help institutions understand the nuances of their policies that include not only how many students overall fail SAP, but also how many file appeals, how many appeals are approved, and which students maintain enrollment with or without financial aid in place. Additional data collection can also include gaining a better understanding of the challenges students face that lead to SAP failures and tracking the reasons why students do or do not successfully complete the appeals process.



Provide Targeted Interventions

Just as enrollment management offices regularly analyze quantitative data to pinpoint prospective students who are most likely to be admitted to and enroll in an institution, financial aid offices could similarly run predictive modeling to better understand who is most at risk of not making SAP and how to provide targeted, proactive interventions to educate students about their resources and support them. For instance, a thorough analysis of academic advising data could reveal that students do not seek academic advising before they withdraw from courses, possibly impacting their aid package and eligibility. Depending on when a student withdraws in the semester, an academic advisor may not communicate with a faculty member in a timely manner, and the faculty member may submit a failing grade that does not reflect what a student achieved in the course. Instead, the student could receive an “incomplete” and be allowed to finish at a later time with no penalty, thus avoiding a withdrawal or failing grade. From here, institutions should evaluate their own data and perform targeted interventions, such as mandatory academic advising, when a student withdraws from courses and mandatory communication with faculty members when a student withdraws, to help students understand the consequences of their actions and alternative options.

Automate Early Alert Messaging When Students Approach SAP Thresholds

Although academic offices and financial aid offices likely use different communication technologies or have access to different student contact information, it is crucial for students to be aware of when their academic standing or SAP changes, both positively and negatively. However, many academic reports can run automatically, especially through data systems such as Salesforce, PeopleSoft, Slate, and other student information systems. For example, an institution could run automated grade reports after midterms are entered, and automate communication to first-year students who have a midterm GPA of 2.5 or lower. The key here is alerting students about their progress before dropping below a SAP threshold. If students receive automated communication after every midterm grade is reported, which includes their SAP status and communication information for financial aid offices, students will likely be able to be more proactive and seek resources before it is too late.

Policy Recommendations

In addition to policy and practice changes at the institutional level, broader policy changes can also address the inequities inherent in existing SAP requirements. The Community of Practice revealed that even among campuses that are highly motivated to improve their SAP and appeals policies and processes, many are faced with competing priorities and institutional barriers. This was particularly true for support program staff who saw how deeply impacted students were by SAP requirements and financial aid disqualification but found that their voices weren't considered by campus administrators. Thus, broader policy changes, both at the federal and state levels, are necessary to address the inequities inherent in existing SAP requirements. The following section summarizes the state and federal policy recommendations from [The Overlooked Obstacle](#), as well as those identified through the Community of Practice.

Federal Policy Recommendations

The inequitable consequences of SAP standards will never be fully ameliorated until the policies themselves are modified to reflect the reality of the current-day student experience. While it is reasonable for the federal government to ensure that federal funds are being used for their intended purpose, modifications to SAP standards could stay true to this goal, while simultaneously not further disadvantaging students who may face additional barriers as they work towards achieving their educational goals. As such, federal policies should:

1. Expand the period during which a student can retain financial aid while not making SAP.

For many students who are new to college, do not receive proper advising, arrive with academic deficiencies, or are balancing a multitude of life obligations, additional time is necessary before a judgment is made that the student is either “undeserving” of aid or unable to be successful. A period of one year is inadequate to make an assessment that could potentially disqualify a student from ever again having an opportunity to pursue postsecondary education.

2. Require all institutions to offer an appeals process and broaden the basis for appeals.

Current federal regulations do not require campuses to offer a process to appeal the loss of financial aid and limit eligibility for appeals to “the death of a relative, an injury or illness of the student, or other special circumstances.” While “other special circumstances” is not further defined at the federal level, most campuses limit the basis for an appeal to circumstances that are severe, unforeseen, and beyond the student's control. Some campus policies explicitly state that factors such as work conflicts, too heavy a course load, lack of childcare, transportation challenges, or not obtaining the necessary books or course materials are not grounds for an appeal.

The existing criteria do not consider the reality of students' lived experiences, nor do they account for the specific challenges that low-income students are more likely to face that may impede their ability to meet SAP standards. All institutions should be required to offer an appeals process and the criteria for appeal should be broadened to allow students from all walks of life a chance at success in a way that also recognizes that some students may require more support or may take longer than others to find their academic footing.

3. Allow for reinstatement of financial aid after a period of disenrollment without preconditions.

When a student is disqualified from financial aid because of failure to make SAP, this disqualification typically follows them for the rest of their life and poses a significant barrier to their subsequent return to college. A student who experiences challenges early in their academic career may leave school but ultimately return later in life when they are in a better position to be successful. These students, however, are typically barred from receiving financial aid until they have successfully completed a minimum number of terms or courses with an acceptable GPA to regain SAP. These students experience a catch-22: They can't receive financial aid until they succeed in courses, but they cannot succeed in courses without access to financial aid. Allowing students to regain eligibility after a period of disenrollment without needing to first demonstrate academic progress will ensure that mistakes made during a student's early attempts at college do not permanently disqualify them from future academic opportunities. This idea has already been proposed at the federal level, most recently through S. 2081 in 2021 as part of the Pell Grant Preservation and Expansion Act. It is likely that this change will be proposed in future legislation, and adoption of this change should be a top priority for legislators.

4. Modify maximum timeframe standards.

While completion of an academic program within 150 percent of the published timeframe is a laudable goal, extenuating circumstances can prevent completion within this timeframe, and more flexibility is needed. Students who enter college with significant gaps in their academic skill set, who do not receive proper advising, or who encounter challenges along the way that result in disenrollment from courses may need additional time to finish their program. It is particularly tragic when a student does eventually find their way to academic success, only to be cut off of financial aid just before they reach the finish line. Maximum timeframe standards should be modified to allow for greater flexibility when needed to allow a student to complete their program.

5. Identify funding that institutions can use to create intrusive coaching programs targeting students at risk of losing financial aid.

In order to implement targeted outreach, including proactive or intrusive coaching models, additional funding will likely be needed. Models for student success programs that have been proven to positively impact student outcomes and could be replicated with a focus on students at risk of losing financial aid.

6. Require institutions to proactively communicate with students about their SAP status.

Students often find out that they are at risk of losing financial aid only when it is too late to remedy the situation. Institutions should be required to clearly communicate with students up front regarding their SAP policies and implement early warning systems that ensure that students have adequate time to seek additional support before the loss of financial aid.

7. Require institutions to report on SAP disqualifications, including differences across student subgroups and the impact on student retention.

The impacts that SAP policies have on student retention and success have gone largely unrecognized and data on this issue is scarce. Mandatory reporting on the prevalence and impact of SAP failure would help both individual institutions and the Department of Education better understand how SAP policies impact students and whether additional changes to policies are indicated.

State Policy Recommendations

While making significant changes to SAP policy requires federal action, individual institutions are granted significant flexibility to define and apply SAP policies. Changing policies campus by campus, however, will not lead to the fundamental reform that is needed and will continue the existing inconsistencies and therefore inequities across institutions. To address this, the California legislature should require postsecondary institutions participating in state-authorized financial aid programs (e.g., Cal Grant) to adhere to a common set of standards within the parameters established by federal regulations.

1. Set SAP measures at the federal minimum standards.

The Department of Education defines the minimum standards that institutions must adhere to; however, each individual institution has the ability to impose standards that are stricter than those required. To create consistency between institutions and programs of study, the California legislature should require institutions to adopt the minimum standards pertaining to GPA and pace of progression. Similarly, the legislature should require that campuses only evaluate SAP using cumulative measures. There is no requirement that campuses also evaluate individual term measures, yet some have chosen to include this additional stringency, essentially creating twice as many requirements to remain in good SAP standing.

2. Establish minimum communication standards related to SAP and appeals.

Given the complexity of SAP, it is critical that students are routinely informed of institutional SAP policies and appeals processes. Interviews with students revealed that many were unaware of SAP until they received notification that they were placed on financial aid warning or ineligibility status. To ensure that students understand SAP requirements early in their academic careers, the legislature should require institutions to include information on SAP and appeals during new student orientation and require faculty to embed information, such as links to the institution's SAP policy and appeals process, on course syllabi. Given the connection of SAP to continued receipt of financial aid, it is also recommended that institutions be required to include SAP requirements on financial aid award letters to inform students of the standards they must meet to maintain their state and federal aid.

In addition to routine communication, institutions should be required to remind students of SAP and appeals processes at critical touchpoints, including instances in which they are identified as being at risk of losing their financial aid. These notifications should occur in any term in which students do not meet SAP standards, regardless of the frequency with which formal evaluations are conducted.

When communicating information on SAP policies and appeals processes to students, campuses should be required to utilize student-friendly language and ensure accessibility for those with disabilities and native speakers of non-English languages.

3. Broaden the basis for SAP appeals.

The federal regulations state that campuses must accept appeals on the basis of “death of a relative or injury or illness of the student.” However, each individual institution has the option to consider additional “special circumstances.” While some campuses leverage this option, others have more restrictive appeals criteria, resulting in appeals based on the same circumstance being approved at some campuses and denied at others. To create consistency and consideration for the life challenges that students from disadvantaged backgrounds are more likely to face, the legislature should require institutions to include a broad range of extenuating circumstances, including death, injury, or illness of the student or a person significant to the student; behavioral health conditions; pregnancy or the birth of a child; homelessness; loss of child care; loss or change in employment; loss of access to transportation; being the victim of a serious crime, including domestic abuse, regardless of whether the crime was reported or litigated; and natural disaster. It is imperative that campuses explicitly state the basis of appeals and avoid using blanket terminology such as “other extenuating circumstances,” as students may not understand if their particular circumstances are included and may be deterred from completing an appeal.

4. Create consistent and student-friendly appeals processes.

The SAP Community of Practice findings revealed that only 15 to 39 percent of students on financial aid disqualification status during the 2021–22 academic year filed an appeal to have their financial aid reinstated, indicating a lack of knowledge about the option to appeal, challenges completing an appeal, or unrealistic deadlines to submit an appeal. To create consistency in the handling of appeals and remove burdensome requirements that extend beyond those defined in federal regulations, the legislature should mandate that institutions review appeals and notify students as to whether their appeal was approved or denied within 30 days of submission. Similarly, institutions should not limit the number of appeals a student can submit or impose appeal deadlines that are earlier than three weeks before the end of the academic term to ensure students have adequate time to receive assistance with completing an appeal.

In addition to creating consistency in appeal deadlines and review processes, the legislature should require campuses to accept signed statements from students as documentation for special circumstances where third-party documentation cannot be reasonably obtained. This is particularly important for students who face significant hardship, including housing instability, that may be difficult to demonstrate if not yet connected to appropriate services.

Lastly, given the inherent racial and socioeconomic inequities in financial aid disqualification, the legislature should require institutions to implement a second review option for appeals that are denied. Many institutional policies indicate that all appeal decisions are final, leaving students whose appeals were denied with no further recourse. Adding an additional layer of review will mitigate potential bias and help ensure that appeal decisions are consistent.

5. Create opportunities for re-entering students on SAP disqualification status to gain access to aid as soon as possible.

Students who attempt to reenroll after a period of disenrollment often find a prior SAP disqualification presents an obstacle to their ability to attempt college a second time. These students remain disqualified from receiving financial aid when they attempt to return to college, regardless of the intervening time frame. Many campuses require students who disenrolled while on financial aid disqualification status to attend school without financial aid and achieve positive SAP standing before reinstating aid. This creates a catch-22 in which re-entering students can't receive financial aid until they improve academically, but they cannot improve academically without financial aid.

The California legislature should require institutions to accept and consider appeals from reentering students immediately upon reenrollment so they may be considered for aid in their first term. While a period of disenrollment alone is not considered a valid basis of appeal per federal guidelines, institutions can accept and approve appeals from re-entering students that demonstrate changes in factors that previously contributed to lower academic performance.

6. Track and report annual data on SAP disqualification and appeal rates disaggregated by special student populations.

Currently, there is no requirement that institutions track or report their SAP disqualification and appeal rates. Given the high number of students who lose their financial aid, including state and federal entitlement awards such as the Pell Grant and Cal Grant, it is critical that institutions track and report data on SAP to further identify inequities. The legislature should require the California Community College Chancellor's Office, the California State University Office of the Chancellor, and the University of California Office of the President to produce annual reports that include data from the prior award year on 1) the number of students disqualified from financial aid due to SAP, 2) the number of students who submitted an appeal to have financial aid reinstated, 3) the number of financial aid appeals that were approved and the number that were denied, 4) a summary of reasons for appeals that were denied, and 5) the number of students on financial aid probation. The data should be disaggregated by race/ethnicity, gender, and status as a first-generation college student, transfer student, foster youth, or Federal Work Study recipient.

Appendix A

Institutional Audit Tool

The following tool can help institutions determine if their current SAP policies introduce additional barriers to receiving financial aid beyond the required minimum federal standards. Campuses can use this tool to evaluate whether existing policies and practices are student-centered and equity-based, and where changes can be made.

If your institution answers “no” to any of the questions below, consider modifying SAP policies.

1. SAP EVALUATION

- ➔ If on a semester schedule, does your campus evaluate SAP at the end of each term?
- ➔ If on a quarter system, does your campus evaluate SAP annually?
- ➔ If yes, does your campus have an alert system to ensure that students are informed that they are at risk of losing financial aid after any quarter in which they do not make SAP?
- ➔ Does your institution have an “early alert” system in place to proactively identify and engage students at risk of not meeting SAP?

POTENTIAL CHANGES

2. GPA REQUIREMENT

- ➔ Is SAP determined based only on a cumulative GPA evaluation and not also on a single term evaluation?
- ➔ Is the GPA requirement set at the federally mandated minimum?
- ➔ Does your institution have an escalating GPA requirement based on the number of units completed?

POTENTIAL CHANGES

3. UNIT COMPLETION REQUIREMENT

- ➔ Is SAP determined based only on a cumulative evaluation and not also on a single term evaluation?
- ➔ Is the required completion percentage set at the federally mandated minimum?
- ➔ Does your institution have an escalating unit completion requirement based on the number of units completed?

POTENTIAL CHANGES

4. COURSE INCLUSION

- ➔ Does your institution exclude remedial coursework from maximum time frame requirements?
- ➔ For students who have changed academic majors, does your institution exclude units that do not count towards the student's selected major from the maximum time frame requirements?
- ➔ When courses are repeated, does your institution only include the higher grade in the GPA calculation?
- ➔ Does your institution exclude units transferred from another institution from the GPA and maximum time frame calculations?

POTENTIAL CHANGES

6. APPEALS

- ➔ Does your institution offer an appeals process?
- ➔ Is your policy written in student-friendly language that encourages rather than discourages the use of the appeals process?
- ➔ Are appeals forms and policies readily available to students in paper and electronic formats?
- ➔ Does your policy avoid imposing additional barriers such as requiring students to pass a test before they can submit an appeal?
- ➔ Do students receive one-on-one support to complete the appeals form and submit the required documentation?
- ➔ Are students with pending appeals protected from being dropped from their classes for nonpayment?
- ➔ Are students notified of the outcome of the appeal within 30 days of filing?
- ➔ Does your institution have an additional layer of review or recourse for appeals that are denied?
- ➔ Does your institution allow students to file multiple appeals?

POTENTIAL CHANGES

5. STUDENT SUPPORT

- ➔ Does your institution provide intrusive coaching to students at risk of financial aid disqualification?

POTENTIAL CHANGES

Appendix B

University of Wisconsin–Madison Financial Aid Disqualification and Appeal Notification

This email is notification that the minimum requirements to maintain [Satisfactory Academic Progress](#) (SAP), as defined by federal regulations, have not been met and resulted in the loss of your financial aid eligibility.

However, **you have the opportunity to submit an appeal.**

The following requirement was not met:

- **Maintain a minimum 2.0 cumulative grade point average (GPA).**
- **Not enroll for more than 150% of the number of credits needed to complete your degree.** For example, a student in a 120-credit program must receive their degree within 180 attempted credits. All graded and non-graded coursework is included in the calculation and includes transfer credits, repeats, incompletes, and withdrawals. **Our records indicate that you have enrolled in enough credits to complete your degree but have not completed your degree requirements and graduated.**
- **Successfully complete a cumulative 2/3 (67%) of all credits you attempt.**
 - **“Attempted”** coursework includes all classes that appear on your official transcript, including accepted transfer credits and those with a DR (dropped) or W (withdrew) grade notation.
 - **“Completed”** coursework includes all classes with a passing grade (D or above). Credits that are dropped, failed, or incomplete will negatively affect your completion rate.

If there is a change to your grades that may improve your academic progress, please send an email to satisfactory.progress@finaid.wisc.edu with details.

Our team understands that there may be a number of reasons, including uncontrollable factors, that have led to not meeting these minimum requirements and that this is not reflective of your ability and does not limit your future success. **Our goal is to help restore your financial aid eligibility and point you to academic and other resources that may assist in completing your degree** while reducing financial barriers.

Appeal Process:

- Meet with an academic advisor to discuss resources and create an academic plan to guide your future academic success.
 - Ask this academic advisor to submit the **SAP Advisor Appeal eForm** after you’ve met.
- Submit the **SAP Student Appeal eForm** in your MyUW Student Center.
 - Once in your Student Center, select the Student eForms tile and then click on the Financial Aid folder. You’ll see the SAP Student Appeal eForm listed.
 - Appeal results are emailed to you within 1–2 weeks after we have received BOTH the student and advisor eForms.

- If your appeal is approved, we will be able to restore your financial aid eligibility. Please note that if financial aid was offered prior to this notice, the money will not be disbursed until there is a successful appeal.

What if I don't want to appeal or feel that my appeal will not be approved?

- We strongly encourage you to appeal! **99% of appeals submitted each year are approved and most students go on to graduate.** You may also reach out to our office if you have a concern, but if you feel there's a barrier to the appeal process, you have the following options:
 - Bring your cumulative GPA up to a 2.0.
 - Once your cumulative GPA is above 2.0, notify our office in writing by emailing satisfactory.progress@finaid.wisc.edu.
 - Enroll and complete a high enough percentage of your classes to bring your cumulative completion rate up to 2/3 (67%).
 - Once you have increased your completion rate, notify our office in writing by emailing satisfactory.progress@finaid.wisc.edu.
 - If you continue to enroll in classes without an approved appeal, you are responsible for paying any expenses on your own. Financial aid is not retroactive if you choose not to appeal or appeal too late.

I do not have plans to continue at UW–Madison. Does my loss of financial aid eligibility transfer to other schools?

- No, this only applies to UW–Madison. However, if at any time you return to UW–Madison, you will have to appeal or make up the deficiency before you will regain financial aid eligibility.

I studied abroad within this most recent academic year, does this impact my SAP status?

- Study abroad grades may not have posted in time to prevent this notice. If you believe that once transferred, your Study Abroad credits will help you to meet SAP, please email satisfactory.progress@finaid.wisc.edu. Include in your email:
 - Your name and campus ID number
 - For each semester that you were abroad, specify the number of credits that you attempted and expect to complete with a passing grade.

Appendix C



CERRITOS
COLLEGE

EOPS / CARE / LINC
Student Support Services

Work-In-Progress (WIP) Report
Due at 2nd Appointment (09/19/22 - 11/10/22)

Student's Name: _____

Student ID #: _____

Student Information: Due to the ongoing COVID-19 crisis, temporary modifications have been made to the Work-In-Progress (WIP) Report process. We are requesting that students Self-Report their current grades for each course and uploading a screenshot of their Canvas Dashboard Grades. Requesting this grade update is part of the EOPS/CARE/LINC program to assist students with his/her success in the classroom. This report assists EOPS/CARE/LINC in providing the services necessary to support the student's educational goals.

Student Completion & Submission Instructions:

1. **Download and SAVE** this form to your computer
2. Fill in the grid below; for each class you are enrolled, self-report your grades by entering course#, class title, units and grade.
3. Electronically sign the Work-In-Progress Report and save the file.
4. Upload Work-In-Progress Report to: <https://bit.ly/FA22WIP>
5. In the link submission form, include/upload a screenshot of your "Canvas Dashboard" reflecting your grades (this is your documentation of your grades, in lieu of getting a signature from your professors).

Course #	Class title	Instructor	Units	Grade

Should your Work-In-Progress (WIP) Report indicate "D" or "F" grades, it is recommended that you consider the following steps:

- Contact your instructor to discuss any academic concerns about your class grades and/or steps to resolve and improve class performance.
- Seek a tutor for subjects you are having trouble with: <https://bit.ly/EOPSTUTORING>
- Visit the Student Success Center: <https://www.cerritos.edu/sc/>
- Schedule an appointment with your counselor

By signing this form, I am confirming that the grade(s) and signature(s) above are true and accurate. I further understand that the EOPS/CARE/LINC Office may contact an instructor to verify any grades.

Student's Signature: _____

Date: _____

*If you need assistance submitting or uploading your WIP form, contact the EOPS staff: eops-office@cerritos.edu
Website: www.cerritos.edu/eops*

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JOHN BURTON
Advocates
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