



**2022-2023 Financial Aid  
Satisfactory Academic Progress (SAP)  
Policy Assessment Report  
May 2023**

**Prepared by  
Office of Institutional Research  
Cameron Papp, Research Analyst**

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## INTRODUCTION

There are numerous federal regulations that impact a student's eligibility for financial aid. Once a student is considered to meet the basic eligibility criteria, they must also continue to make satisfactory academic progress in order to continue to receive any federal and most types of state financial aid. This regulation is known as the Satisfactory Academic Progress Policy, commonly referred to as SAP. The policy states that students must maintain a minimum of a 2.0 Grade Point Average (GPA) – or a “C” letter grade; complete at least 67% of their cumulative attempted units; and, complete their program within 150% of the program's minimum required units. If a student does not maintain these standards, SAP Policy requires financial aid offices to suspend a student's financial aid eligibility. However, there is some flexibility for financial aid offices to decide whether they want to allow an appeal process in which, if a student's appeal is approved, their eligibility is reinstated on a probationary status.

The Financial Aid Office at College of the Redwoods (CR) calculates each student's SAP status at the end of every term. Students can receive a status of ineligible or eligible. Eligible SAP statuses also includes a warning term for students. Students are permitted one term of a warning status if they have not met the cumulative minimum GPA of 2.0 or a 67% completion rate of their attempted units. If students do not continue to show improvement of these academic standards in the following terms, they are given an ineligible status of unsatisfactory. Students who successfully appeal this status are placed on a probationary status and are considered eligible for the term in which they appealed. They remain on probationary status for each subsequent term if they continue to show improvement. Students can also receive a warning status of maximum timeframe once their cumulative attempted units reach 60% of their 150% allotment towards the minimum required units for their program. Once a student's cumulative attempted units are greater than or equal to the 150% minimum required units for their program, they receive an ineligible SAP status of maximum timeframe. If a student successfully appeals this status, they are granted eligible status of “max last” however, they must successfully appeal this status for each term of their enrollment if they wish to be considered for financial aid eligibility. Students are permitted to submit up to two appeals per semester for both ineligible statuses.

Since Financial Aid Offices can choose whether to allow students to appeal their SAP status, it can be challenging to disseminate policy regulations and requirements clearly and understandably to students. Moreover, financial aid offices face internal challenges with establishing efficient processes related to the SAP Appeal Policy. In an effort toward continuous improvement, the Director of Admissions and Financial Aid sought to assess whether the SAP Policy is transparent and the SAP Appeal process is efficient for students, staff, faculty and administrators/managers, during the 2022-2023 academic year. Transparency is defined as an open and clear exposure of processes and policies. Efficiency is defined as the ability to complete work accurately with the least amount of wasted time and effort. With these two research questions in mind, CR's Office of Institutional Research coordinated data collection and analysis during the 2023 Spring Semester.

## **METHODOLOGY**

Inquiry into the transparency and efficiency of the SAP Appeal Policy during the 2022-2023 academic year utilized a survey and ad hoc data to offer a more robust analysis of the data. Ad hoc data collection and analyses were completed prior to the design of the survey. Both survey data and ad hoc data were analyzed through descriptive statistics. A total of 2,840 students met eligibility criteria to participate in the survey and ad hoc data analysis. Students were deemed eligible if they were enrolled in either the 2022 Fall or 2023 Spring Semesters and they had a 2022-2023 Free Application for Federal Student Aid (FAFSA) on file with CR's Financial Aid Office on or before April 17, 2023. CR employees were selected to take part in the survey only. Of the 659 permanent full- and part-time employees during the 2022-2023, 77 faculty, staff and administrators/managers were identified as eligible because they work in various student service areas, such as Counseling and Advising, Extended Opportunity Programs and Services (EOPS), Veterans Resource Center, Admissions and Records Office, Financial Aid Office, etc.

The 2022-2023 Financial Aid SAP Survey (see Appendix A) was created in SurveyMonkey and went out to a total of 2,917 individuals on April 20, 2023 at 2:41 pm via Mailchimp. A reminder email was sent on May 1, 2023 at 2:33pm. The survey remained open

for approximately 3 weeks and was closed on May 12, 2023 at 11:45pm. The survey was designed with skip logic so that relevant sections and questions were presented to respondents based on their responses to the previous questions. For instance, questions were worded slightly differently based on role selection. Additionally, if an employee respondent indicated that they have not assisted a student with at least one SAP appeal during the 2022-2023 academic year, or a student role indicated they have not submitted a SAP appeal and their status was eligible, the survey ended, as the last set of questions pertained to the SAP appeal process. However, if a student respondent indicated that they did not submit a SAP appeal and their SAP status was ineligible, the last set of questions inquired as to why they did not and if they would like someone from the Financial Aid Office to contact them regarding their concerns. All survey participants remained anonymous except for this set of student respondents. It should be noted that there were two participants who indicated they did not want to be contacted and still entered their personally identifying information (PII). Their PII was deleted from the raw data by the Office of Institutional Research to protect their confidentiality.

## RESULTS

### OVERVIEW

The Financial Aid Office at College of the Redwoods (CR) sought to assess student and employee experiences with the Satisfactory Academic Progress (SAP) Policy, namely the level of transparency and efficiency achieved. Data collection and analyses relied on ad hoc data and survey results. Ad hoc data was collected from a total of 2840 students who had a 2022-2023 Free Application for Federal Student Aid (FAFSA) on file with CR's Financial Aid Office, on or before April 17, 2023, and were enrolled in either the 2022 Fall or 2023 Spring Semesters. Analysis of the data was conducted for each term independently and focused on percentages of SAP statuses, SAP appeal approvals, and the average amount of days till a SAP appeal decision was sent to students from when they were first notified about their ineligible status.

Unsurprisingly, most students had an eligible SAP status during both terms with an average of about 80% of students, as shown in Table 1. Further investigation revealed three

important findings regarding SAP appeals. Firstly, it was somewhat unexpected to discover that roughly more than 80% of all SAP appeals submitted during the 2022 Fall and 2023 Spring semesters were approved. This finding prompted the addition of the question, “What percentage of appeals do you think are approved at CR during a semester?” into the survey to ascertain perceptions of approvals. Responses to this question reveal that the majority of participants, 36.6%, perceive that 50% to 74% of SAP appeals are approved in a given semester. Additionally, roughly 25% of participants perceive that either 25% to 49% or 75% to 100% of SAP appeals are approved in a semester. Comparing these perceptions by participant roles shows that only students, not employees, perceive SAP approvals at a rate between 25% to 49% (see Table 2).

**Table 1:** *Percentage of SAP Statuses Per Semester During the 2022-2023 Academic Year*

SAP Statuses	2022 Fall	2023 Spring
<b>Eligible Total</b>	<b>84.7%</b>	<b>81.9%</b>
Probation	1.3%	2.3%
Satisfactory	64.4%	50.4%
Warning	8.7%	16.1%
Warning Max	10.3%	13.2%
<b>Not Eligible Total</b>	<b>15.3%</b>	<b>18.1%</b>
Max Timeframe	6.2%	7.8%
Unsatisfactory	9.0%	10.3%

*Note:* n=2,840

**Table 2:** *Percentages of Perceived SAP Appeal Approvals by Role*

<b>0% to 24%</b>	Staff	0.7%
	Student	13.1%
<b>25% to 49%</b>	Student	25.5%
<b>50% to 74%</b>	Faculty	0.7%
	Staff	3.4%
	Student	32.4%
<b>75% to 100%</b>	Faculty	1.4%
	Staff	6.9%
	Student	15.9%

*Note:* n=145

The second interesting finding is that only about 50% of students who had an ineligible SAP status and were enrolled in either term submitted at least one SAP appeal. Of the 434 students who had an ineligible SAP status during the 2022 Fall semester, 337 students were

enrolled and 57% (192) of those students submitted a SAP appeal. Of the 514 students who had an ineligible SAP status during the 2023 Spring semester, 351 were enrolled and 48% (168) submitted a SAP appeal. This evidence led to the development of the survey prompt, “Please tell us why you did not complete a SAP Appeal” when students indicated that they did not complete a SAP appeal and their SAP status was “not eligible” for financial aid in an effort to better understand and support the needs of these students. Unfortunately, there were only 10 responses for this prompt and generalizing to a larger population is not appropriate (see Appendix B for open-ended responses). It is imperative to note that after this question, students were asked if they would like someone from the Financial Aid Office to contact them. If they selected yes, they were prompted to provide their student identification number, full name, phone number and the reason for the call so that the Financial Aid Office could be prepared to assist them. Four of the respondents requested a contact and provided their information.

The last relevant finding from the ad hoc data was the average amount of days till a SAP appeal decision was sent to students from the time that they were first notified via email about their ineligible status. During the 2022 Fall semester, the average amount of days till a decision was sent to a student was 35 days. In contrast, it was 17 days on average during the 2023 Spring semester. While it is inconclusive as to why there is such a difference in the average amount of days, there are a few factors that should be considered. The first factor to consider is simply that the volume of workload is greater in the fall semester than it is in the spring semester. During the 2022 Fall semester, the majority of financial aid applications and awards are processed by the Financial Aid Office, such as FAFSAs, loans, California Dream Act Application (CADAA), etc. Similarly, more SAP appeals were submitted during the 2022 Fall semester (192) than during the 2023 Spring semester (168). Lastly, the difference may be related to the fact that the ineligible SAP notifications were sent 18 days prior to the start of the 2022 Fall semester and 12 days prior to the start of the 2023 Spring semester. It could be that students tend to submit their appeal closer to the start of the term, meaning that there are 6 extra days contributing to the larger average during the fall semester.

After completing ad hoc analysis, investigation focused on the responses provided by participants to the 2022-2023 Financial Aid SAP Survey. Out of the 2,917 students and employees who were sent the survey via email, a total of 1,334 opened the email and 163 completed the survey. Of the 163 participants who completed the survey, 18 were removed from



analysis as they did not complete the full survey and responded only to the first two questions: primary role and primary campus. See Table 2 below for percentages of participants by primary role and location.

**Table 3: Percentage of Participants by Campus Role**

Null	Staff	1.4%
Del Norte Education Center	Faculty	0.7%
	Staff	1.4%
Eureka Main Campus	Student	6.9%
	Faculty	1.4%
	Staff	7.6%
Klamath-Trinity Instructional Site	Student	48.3%
	Staff	0.7%
	Student	3.4%
Online or Remote	Student	28.3%

*Note:* n=145; Null values indicate missing data.

In order to measure transparency and efficiency as they relate to the SAP Policy, the survey was designed with skip logic and grouped into two primary sections. The first section of the survey was designed to measure transparency and was available to all participants. As noted earlier, a total of 145 participants completed this section. The second section of the survey was designed to measure efficiency if students indicated they completed at least one SAP appeal (or employees indicated they assisted at least one student in completing at least one SAP appeal) during the 2022-2023 Academic Year. Of the 145 participants who completed the first section, 50 indicated that they completed or assisted a student in completing a SAP appeal and provided responses to the second section of efficiency. A total of 5 participants did not provide a response to this question and 80 indicated that they did not (or assisted at least one student) complete a SAP appeal, and the survey ended. Finally, as previously discussed, 10 participants indicated that they did not submit a SAP appeal and their status was ineligible. See Table 4 for total percentages of responses.

**Table 4: Percentages of Participants Responses for Question #10**

Faculty	No	1.4%
	Yes	0.7%
Staff	No	4.3%
	Yes	7.1%
Student	No. I did not complete a SAP Appeal and my SAP Status was ELIGIBLE for financial aid.	51.4%
	No. I did not complete a SAP Appeal and my SAP status was NOT ELIGIBLE for financial aid.	7.1%
	Yes. I completed at least one SAP Appeal.	27.9%

*Note:* n=140

## SURVEY MEASURES OF TRANSPARENCY

There are a total of eight questions designed to measure transparency in the first section of the survey. Three questions are measured on a true/false scale that also included an option of “not sure”. These three questions focused on the three SAP standards that students must meet and maintain to earn an eligible SAP status. The greater percentage of “true” responses indicates participants are aware of SAP Policy, which is evidence of the level of transparency as shown in Table 5. One participant did not answer any of these questions, therefore the results are out of a total of 144 participants. The first of these questions asked whether students must maintain a cumulative GPA of 2.0. In total, 93% of participants entered a correct response of “true”. The remaining 7% who selected “false” or “not sure” were students. The next question asked if students must maintain a 67% completion rate out of their cumulative attempted units. Again, the majority of participants (82%) indicated a correct response of “true”. Similarly, the remaining answers of “false” or “not sure” resulted solely from students. Interestingly, the final of these questions had the smallest percentage of correct responses from participants of 69%. The remaining 31% of “false” or “not sure” responses were again from students.

**Table 5:** *Percentages of Participant Responses of SAP Standards*

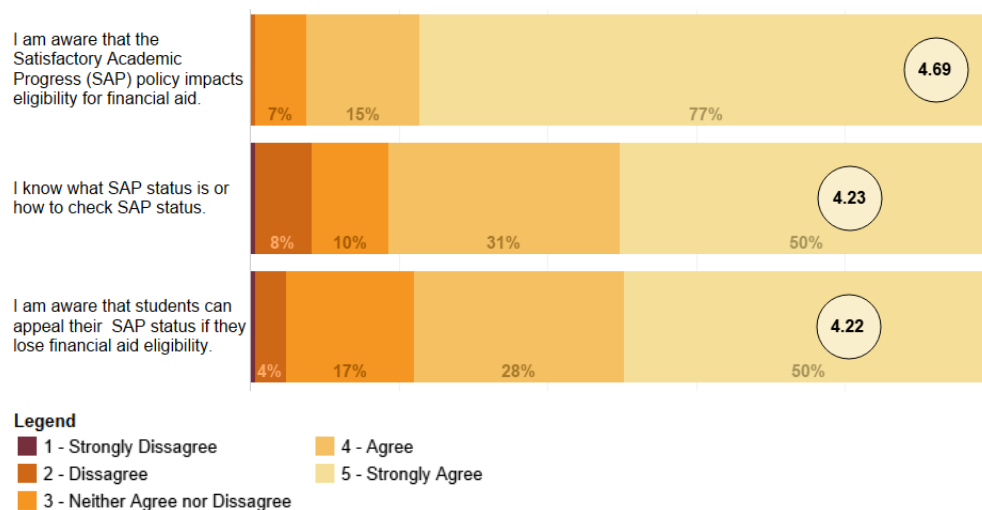
Prompt	Role	False	Not Sure	True
Students must maintain a minimum cumulative Grade Point Average (GPA) of 2.0.	Faculty			2%
	Staff			11%
	Student	2%	5%	80%
Students must complete at least 67% of all units attempted or enrolled in.	Faculty			2%
	Staff			11%
	Student	3%	15%	69%
Students must complete their program within 150% of their attempted units (i.e. 90 attempted units for a 60 unit degree program).	Faculty			2%
	Staff			11%
	Student	4%	27%	56%

*Note:* n=144

The other five questions are measured using a 5-point bipolar Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) with a midpoint of 3 (neither agree nor disagree). The scale is designed to assess a participant’s awareness of SAP Policy. A participant’s level of agreement indicates their level of awareness of SAP Policy, which in turn demonstrates

transparency. The first three of these questions measured a participant’s awareness of general aspects of SAP Policy. The weighted means (approximately 4 or “agree”) of all three indicate that participants are of SAP Policy, how to check SAP status and that an appeal process is available. (See Figure 1). Further investigation of these three questions by role and campus shows that this trend generally continues except by role for the prompt, “I know how to help a student check their SAP status.” Faculty scored a weighted mean of 3.33, indicating that they neither agree nor disagree.

**Figure 1: Overall Levels of Awareness/Transparency of SAP Policy**

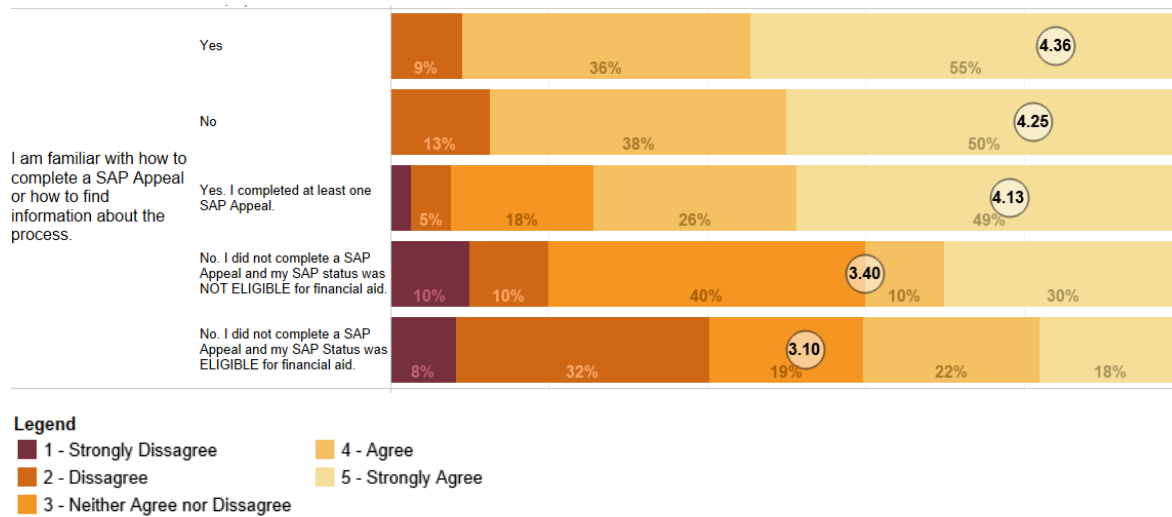


Note: n=145

The final two questions designed to assess transparency center around a participant’s awareness of ineligible SAP statuses and the appeal process. As could be expected, the overall weighted means are heavily influenced by the participant’s role and whether they have completed at least one SAP appeal. Employees who indicated that they have not assisted a student complete a SAP appeal in the 2022-2023 academic year and employees and students who have completed at least one SAP appeal have weighted means that demonstrate they are familiar with how to complete or find information about the process. In contrast, students who have not completed a SAP appeal have weighted means at the midpoint (See Figure 2). It should be noted that, five participants did not indicate if they completed (or assisted a student in completing) a SAP appeal and were removed from that level of analysis. Results for the prompt, “my SAP status impacted my enrollment” (or “I have encountered students whose SAP status has impacted

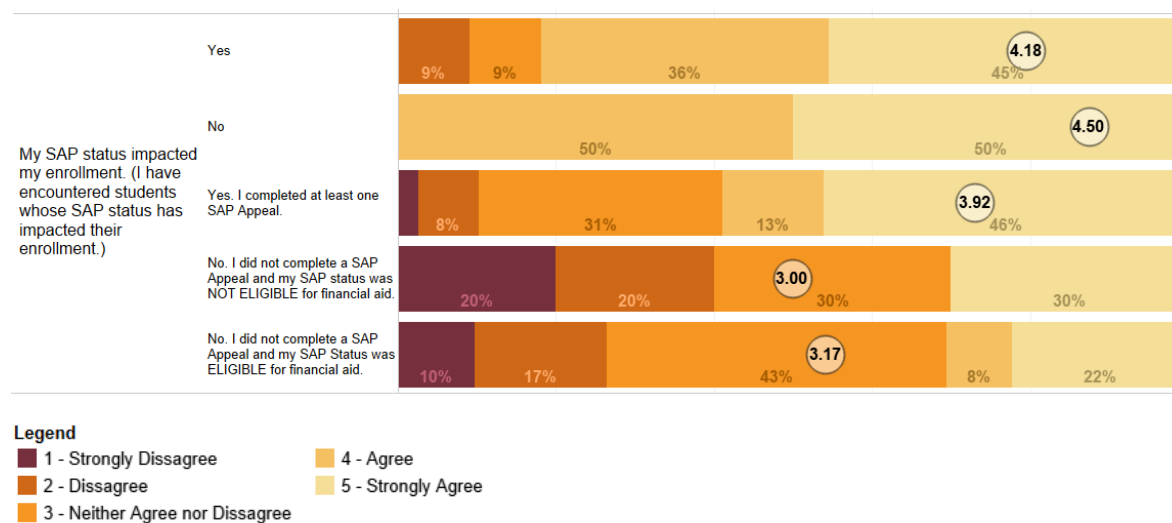
their enrollment”) are somewhat similar to the first prompt. Employees who have and have not assisted a student in completing a SAP appeal have the highest weighted means, which indicate that they have encountered students whose enrollment has been impacted. Interestingly all students, whether or not they have completed a SAP appeal, neither agree nor disagree with the prompt. Although, students who have completed at least one SAP appeal have a weighted mean approaching agreement with the statement (See Figure 3).

**Figure 2: Levels of Awareness/Transparency of the SAP Appeal Process**



Note: n=140; Employee responses are “Yes” or “No”.

**Figure 3: Levels of Agreement Toward Enrollment Impacted by SAP Status**

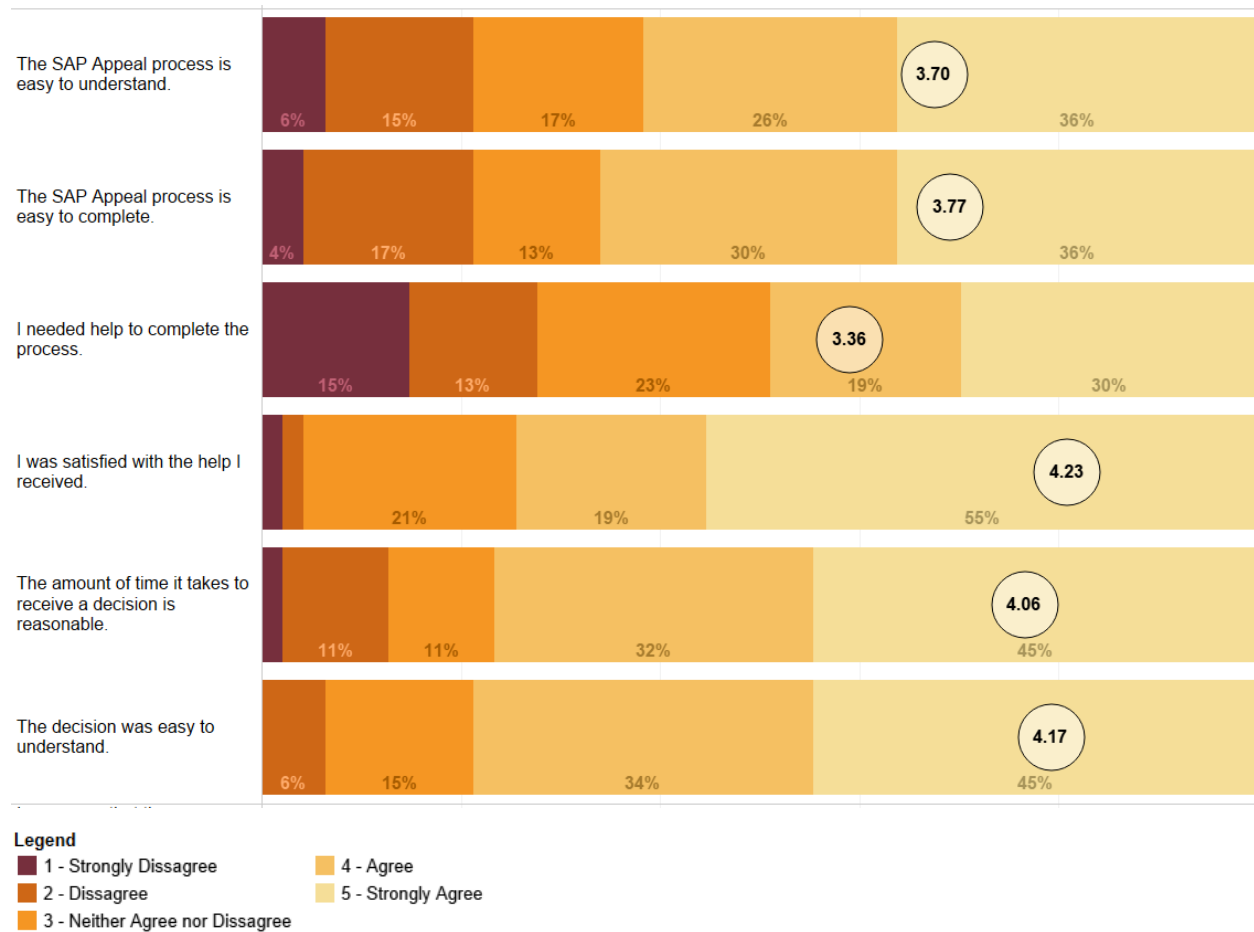


Note: n=140; Employee responses are “Yes” or “No”.

## **SURVEY MEASURES OF EFFICIENCY**

The second section of 2022-2023 Financial Aid SAP Survey has a total of six questions that were designed to measure efficiency. This section of the survey was reserved for participants who selected that they have completed (or assisted a student in completing) at least one SAP appeal during the 2022-2023 academic year. There are a total of 50 participants who made this selection however, only 47 answered the efficiency questions. This set of questions also utilized the same 5-point bipolar Likert scale as with the bulk of questions aimed as measuring transparency described earlier. The first two questions in this section assess efficiency by having participants rate their level of ease of understanding and completing the SAP appeal process. The weighted means of about 3.7 illustrate that, overall, participants neither agree nor disagree that the SAP appeal process is either easy to understand or complete. It should be noted however that more than 60% of participants indicated that they agree or strongly agree that the SAP appeal policy is easy to understand and complete, as shown in Figure 4. The third question, “I needed help to complete the process”, is designed to evaluate the validity of the previous two questions. As the scores on the previous two questions increase, the score for the third question should decrease. There is some evidence of this when looking at the overall weighted mean of 3.36 for this prompt. The last three questions all received weighted means of about 4, suggesting participants agree that the help they received was satisfactory and the SAP appeal decision process is efficient (see Figure 4).

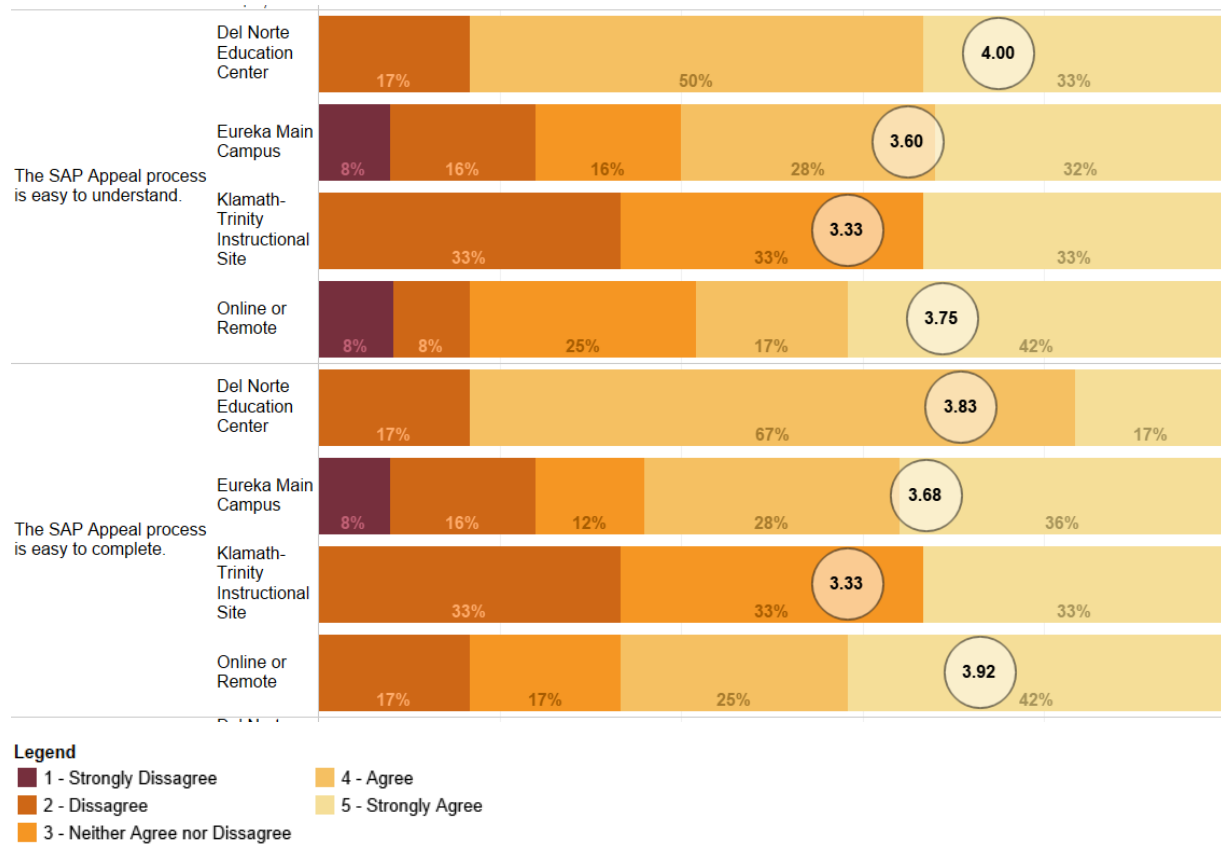
**Figure 4: Overall Levels of Efficiency of SAP Appeal Policy**



Note: n=47

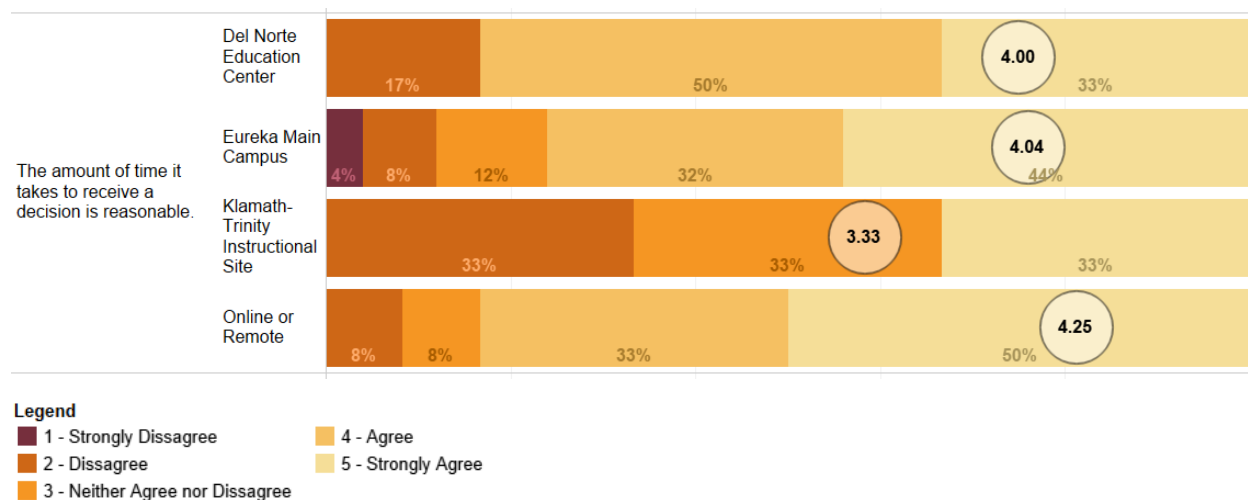
A more in-depth inquiry into the measures of efficiency by role reveals similar results as those previously mentioned. However, when investigating the results by campus, there are some differences. Even though the weighted means produced by campus are relatively similar, the Klamath-Trinity campus scored has the lowest score on three of the six prompts. The first two prompts regarding the ease of understanding and of completing the SAP appeal process have weighed means slightly lower than all other campuses as shown in Figure 5. Furthermore, the Klamath-Trinity campus scored one point lower than all the other campuses pertaining to the reasonableness of the amount of time it takes to receive a decision (see Figure 6). The potential reason for these differences is unknown but, they demonstrate a need for further investigation in future assessments.

**Figure 5: Levels of Efficiency of SAP Appeal Policy by Campus**



Note: n=47

**Figure 6: Levels of Reasonableness of Length of Time Till SAP Appeal Decision**



Note: n=47

## DISCUSSION

The complexity of the Satisfactory Academic Progress (SAP) Policy can create challenges for Financial Aid Offices to distribute information to students in a clear, concise and transparent manner, especially given that SAP Appeal Policies can vary from college to college. Additionally, Financial Aid Offices may face challenges in establishing efficient SAP appeal processes. These challenges inspired the Director of the Financial Aid Office to assess the transparency of the SAP Policy and the efficiency of the SAP Appeal process during the 2022-2023 academic year. Overall, results from the survey reveal that the Financial Aid Office at College of the Redwoods has effectively established transparency of the SAP Policy however, perceptions of levels of efficiency with the SAP Appeal process are less favorable.

Analyzing the results at deeper levels revealed specific areas of potential improvement with transparency and efficiency. There are two ways in which the Financial Aid Office can increase levels of transparency of SAP Policy for students and faculty. Of the three primary academic standards that students must meet, their awareness of the policy that they must complete their program withing 150% of their attempted units received the lowest score. Increasing transparency on this standard may result in several benefits for students, such as strategically selecting coursework that fulfils their program requirements in order to avoid the accumulation of extraneous units. Additionally, faculty scored the lowest regarding their overall awareness of SAP status and/or how a student would check their current SAP status. There are also potential areas of improvement that the Financial Aid Office can implement to increase their efficiency of the SAP appeal process. General results on two measures fall at the midpoint suggesting that the SAP appeal process can be improved specifically in areas of understanding of what is required and ease of completion. When comparing results by campus, special efforts should also be focused on the Klamath-Trinity Campus regarding the amount of time it takes to receive a decision. It should be noted that, while this is a measure of efficiency, it may be confounded with a lack of transparency of concerning when students may expect to receive a decision.

It is important to recognize the limitations of this current assessment tool. First, additional research should be conducted in order to determine operational definitions of



transparency and efficiency. It would be beneficial to identify primary components of both topics to assess each with a greater level of precision. Additionally, analyses were not conducted to determine if there is validity of the questions or prompts within the survey. There is potential that some items on the survey are not measuring what they are intended to measure. For instance, the survey item asking for participant's level of satisfaction toward the help they received should be removed from the survey in future assessment cycles as it is not necessarily relevant to all participants. Finally, the three items on the survey designed to measure a participant's awareness of the three primary SAP standards have response measures that differ from the rest of the items on the survey. These three items provide responses that are true, false or not sure whereas all of the other items have response options based on a 5-point bipolar Likert scale. If this survey is utilized again during future assessments, the scales should be adjusted so that they are the same for every item on the survey.

Despite these limitations, this research has provided some meaningful insights of transparency and efficiency of the SAP Policy. This current study will hopefully stimulate areas of further investigation of SAP Policy. Based on the findings of this study, there are several areas that future research would benefit from. For instance, it would be helpful to disaggregate results by enrollment cohorts of new, continuing and returning students. Finally, since this current study assessed students with eligible and ineligible SAP statuses, it would be interesting to assess only students with ineligible statuses. Focusing the research on these students would allow for more inquiry and discovery as to why nearly half of the students with an ineligible SAP status do not submit at least one appeal, especially considering that more than 80% of all appeals were approved during the 2022-2023 academic year.

## APPENDIX A: 2022-2023 FINANCIAL AID SAP SURVEY

### **SECTION 1: All participants received the questions in this section.**

The Financial Aid Office will use your responses to this survey to improve the Satisfactory Academic Progress (SAP) Process. Your responses will remain anonymous.

This survey will take less than 5 minutes to complete. There are a total of three sections to this survey. Please complete this first section so we can identify needs by campus location and role.

1. Select your primary campus location.
  - a. Eureka Main Campus
  - b. Del Norte Education Center
  - c. Klamath-Trinity Instructional Site
  - d. Online or Remote
2. Select your role at CR.
  - a. Student
  - b. Faculty
  - c. Staff
  - d. Administrator/Manager

### **SECTION 2: LOGIC: Questions in italics are hidden from students. Questions and answers in bold are hidden from faculty, staff and administrator/manager roles.**

Please complete this second section of the survey so we can identify the level of understanding and awareness regarding the Satisfactory Academic Progress (SAP) Policy.

3. **I am aware that the Satisfactory Academic Progress (SAP) policy impacts my eligibility for financial aid.** *I am aware that the Satisfactory Academic Progress (SAP) policy impacts a student's eligibility for financial aid.*
  - a. Strongly agree

- b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly disagree
4. **I know what my SAP status is or how to check my SAP status.** *I know how to help a student check their SAP status.)*
- f. Strongly agree
  - g. Agree
  - h. Neither agree nor disagree
  - i. Disagree
  - j. Strongly disagree
5. **Thinking about SAP policy standards, please select an answer for each statement below.** *Thinking about SAP policy standards, please select an answer for each statement below.*
- k. I must maintain a minimum cumulative Grade Point Average (GPA) of 2.0.
    - i. True
    - ii. False
    - iii. Not Sure
  - l. I must complete at least 67% of all units I attempt or enroll in.
    - i. True
    - ii. False
    - iii. Not Sure
  - m. I must complete my program within 150% of my attempted units (i.e. 90 attempted units for a 60 unit degree program).
    - i. True
    - ii. False
    - iii. Not Sure
6. **I am aware that I can appeal my SAP status if I lose financial aid eligibility.** *I am aware that students can appeal their SAP status if they lose financial aid eligibility.*
- n. Strongly agree
  - o. Agree

- p. Neither agree nor disagree
  - q. Disagree
  - r. Strongly disagree
7. **I am familiar with how to complete a SAP Appeal or how to find information about the process.** *I am familiar with how to help students complete a SAP Appeal or how to find information about the process.*
- s. Strongly agree
  - t. Agree
  - u. Neither agree nor disagree
  - v. Disagree
  - w. Strongly disagree
8. **My SAP status has impacted my enrollment.** *I have encountered students whose SAP status has impacted their enrollment.*
- x. Strongly agree
  - y. Agree
  - z. Neither agree nor disagree
  - aa. Disagree
  - bb. Strongly disagree
9. **What percentage of appeals do you think are approved at CR during a semester?** *What percentage of appeals do you think are approved at CR during a semester?*
- cc. 0% to 24%
  - dd. 25% to 49%
  - ee. 50% to 74%
  - ff. 75% to 100%

**SECTION 3: LOGIC: Questions and answers in italics are hidden from students. Questions and answers in bold are hidden from faculty, staff and administrator/manager roles.**

*NOTE: The survey ended for students who selected “No. I did not complete a SAP Appeal and my SAP status was ELIGIBLE for financial aid. The survey also ended for Faculty, Staff and Administrator/Manager roles who selected “No”.*

Please complete this last section of the survey so we can identify the level of satisfaction regarding the Satisfactory Academic Progress (SAP) Policy.

**10. During the 2022-2023 Academic Year (2022 Fall and 2023 Spring), I completed at least one SAP Appeal.**

- a. **Yes. I completed at least one SAP appeal.**
- b. **No. I did not complete a SAP Appeal and my SAP status was ELIGIBLE for financial aid.**
- c. **No. I did not complete a SAP Appeal and my SAP status was NOT ELIGIBLE for financial aid.**

11. *During the 2022-2023 Academic Year (2022 Fall and 2023 Spring), I assisted at least one student with completing their SAP Appeal.*

- a. *Yes*
- b. *No*

**SECTION 4: LOGIC:** *This section is hidden unless students selected “Yes. I completed at least one SAP appeal” in Question 10. This entire section is also hidden from faculty, staff and administrator/manager roles unless they selected “Yes” in Question 10.*

Please complete this last section of the survey so we can identify the level of satisfaction regarding the Satisfactory Academic Progress (SAP) Policy.

12. The SAP Appeal process is easy to understand.

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree

13. The SAP Appeal process is easy to complete.

- a. Strongly agree
- b. Agree

- c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly disagree
14. I needed help to complete the process.
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly disagree
15. I was satisfied with the help I received.
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly disagree
16. The amount of time it takes to receive a decision is reasonable.
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly disagree
17. The decision was easy to understand.
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly disagree
18. Please provide any additional feedback.

**SECTION 5: LOGIC:** *This section is hidden unless students selected “No. I did not complete a SAP Appeal and my SAP status was NOT ELIGIBLE for financial aid.” in Question 10.*

19. Please tell us why you did not complete a SAP Appeal.
20. Would you like someone from the Financial Aid Office to contact you?
  - a. Yes. Please contact me at the information I have provided in the text boxes below.
  - b. No, thank you.
21. Student ID#
22. First and Last Name
23. Phone #
24. Briefly state the reason for the call so we can be prepared to assist you.

## APPENDIX B: Open-Ended Responses

**“Please provide any additional feedback.”**

*SECTION 4: Students who selected “Yes. I completed at least one SAP appeal” in question 10.  
Faculty, staff and administrator/manager roles who selected “Yes” in question 10.*

### **Faculty, staff and/or administrator/manager role:**

- The video portion is a bit confusing for staff and students. I've encountered many students that watch the videos, but are unsure of how to move on to the next step or were unaware there was a next step. This slowed the process down.

### **Student role:**

- The SAP appeal process, for me was difficult in that (I was already enrolled in Microbiology, (which is a rigorous course in and of itself) and had to be able to complete both at the same time, (which was quite stressful). I think if it were to be made simpler (for students), it would be a lot less stressful and prevent further financial barriers for students attempting to attend class. It is difficult process (even for more advanced students, I would say). Too many details, too many regulations . . . In my opinion.
- I will always be on sap as I do not get federal aid and have too many credits I wish you could just fill out paperwork etc once i have a 3.5 + gpa
- I think that failure sometimes is a good thing to learn and it's how we learn. When you put people on SAP status or you take away their financial aid you take away the ability for them to learn from their mistakes. SAP status also scares students and puts more pressure on them to worry more and to try harder even if they don't understand and that pressure can sometimes cause a student to just want to give up. Maybe there's a better way of doing it but what would I know I'm just a student I don't really know. But I do know that it scares students off from wanting to try hard. And some it makes them try harder.
- I could not have earned a degree for transfer without the approval of my SAP appeals due to my past history. Granting my appeals allowed me to earn a 4.0 GPA with 100%



completion rate five semesters in a row. I am extremely satisfied with the financial aid department. Now, I am a positive role model for my child. Thank you so very much!!!

- The entire SAP system is an unnecessary burden on returning students. Coming back to college later in life, with the intention of pursuing a new field, should be rewarded. Instead, the SAP process punishes people who didn't complete school the first time around, or anyone who decides to change their academic focus later in their scholastic career. Requiring all units be taken from an academic plan in order to qualify for financial aid is pointless when a new major can be declared at any time. It's just an extra hoop to jump through. The entire program should be scrapped. Education needs fewer barriers to entry, not more.
- All the information is available online, but getting help understanding it or help "walking through" the process was suboptimal (I could only access assistance via email, which was scantily/poorly replied to) It was also difficult to identify qualifying people to fill out the recommendation/verification letter forms.
- N/A
- It really added stress to an already stressful situation when I wasn't notified that I needed to appeal before financial aid was supposed to be issued. I rely on financial aid to purchase textbooks and if it wasn't for me getting my middle class refund from the state I would have been set up for failure and over 2 weeks behind in my classes. If you have someone working on this before the semester starts and before financial aid is supposed to be issued, you could set people up for success instead. For some of us, it isn't our fault we are on probation and it negatively affects our experience.
- Awsome

**“Please tell us why you did not complete a SAP Appeal.”**

*SECTION 5: Students who selected “No. I did not complete a SAP Appeal and my SAP status was NOT ELIGIBLE for financial aid” in question 10.*

**Student role:**

- Did not apply to me right now.
- I'm confused I guess I am I supposed to ?

- I did not complete an appeal because the financial aid office refused to help me on three different occasions of me calling in. The website was down and not working. They said I need paper documentation stating why my grades were the way they were when I was younger. Even though I came back to college and did very well C.R. is still doing the same crappy bullshit to its students and not helping them succeed. You have the lowest graduation rate in the state. No I do not want anyone from the financial aid office contacting me, they suck at helping students. Allowing teachers to drop out of a course, changing texts books on us last minute at the start of the semester, changing our student emails without our permission and making things very technically difficult to navigate.
- No need
- i wrote everything out and then it would not let me submit it
- Busy with other things, caregiving for mother and trying to find health care
- Tired of going back and forth with financial aid
- I'm pretty sure I didn't need to. I could be wrong and it's possible I forgot.