



August 24, 2018

Office of Financial Aid  
223 Ulmer Hall  
Lock Haven University



Lock Haven, PA 17745

Dear Financial Aid Appeals Committee:

I support [REDACTED] appeal of his financial aid suspension for Fall 2018. [REDACTED] is in the TRIO Student Support Services (SSS) Scholars program, a program that serves students with disabilities (physical, psychological, learning), first-generation and low-income students from families that lack the background and information to best serve students effectively with college decisions, especially financial ones tied to academic performance. As Director of SSS, I served as [REDACTED]'s secondary advisor since August 19, 2018, when he joined the program. He was in our Best Foot Forward Summer Bridge program in one of our SSS Learning Community courses last fall. He has consulted with me on academic and personal obstacles to academic success, as well as his plan for working through them and succeeding. For several reasons, [REDACTED] deserves reconsideration.

The goal of SSS is to assist students in dealing with issues that can interfere with retention and persistence to graduation. A first-generation college student, [REDACTED] was admitted with Good Academic Standing. However, he was a bit underprepared for college an 880 SAT, along with a 21 in the Math Placement Assessment with over 9 only in category 1. Moreover, he indicated on his SSS application that he also was undecided about his choice of major/career and had financial issues. We discussed these issues, but he did not mention the health issue that he shared with the committee through his letter of appeal.

Although [REDACTED] completed our summer bridge program and showed promise for success, his issues influenced his first-semester academic performance. His second semester, he met with me especially to develop a plan to help him move toward success: switch to me as his primary Exploratory Studies advisor, complete AIP, use tutoring, register with Disability Services and employ accommodations, and work with TRIO SSS peer mentors. However, throughout the spring semester, his health issue continued to have a negative impact his academic performance. Over the summer, [REDACTED] received treatment so that he can manage his medical issue more effectively. Now, he is more confident about his health and his future academic performance. [REDACTED] has assured me that he will be better able to focus on his academics and is looking forward to returning to Lock Haven University this fall. He will continue to work with me as his advisor and take advantage of all the aforesaid resources to support his academic performance.

[REDACTED]-Appeal Letter

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[REDACTED] and I discussed a plan to overcome his low academic performance of the first year. This fall, he will take 15 credits of General Education courses, including one repeated course. He will actively use resources to earn satisfactory grades to move his overall performance closer to satisfactory level. His academic plan will bring his overall GPA to above a 2.0 by the end of the academic year. Also, [REDACTED] will take RECR110: Intro to Recreation and Leisure and ENVT101: Intro to Environmental Studies, as both courses will help him to confirm his interest in Recreation Management with an Outdoor Recreation Track. With satisfactory grades the next two semesters, he should reach his academic goal of above a 2.0 GPA and above a 67% completion rate.

■■■■ worries that without a renewal of his federal aid, he may not be able to return to study at LHU and use vital resources to support his goal of a college degree. However, with medical, psychological, and academic support, ■■■■ has made progress and wants another chance to demonstrate his potential for success. Based on his progress, his plan (attached), and his increased confidence, Trent deserves the opportunity to continue his education with the reinstatement of his financial aid eligibility.

Thank you for your consideration of this letter and ■■■■'s appeal.

Sincerely,

*Julie A. Story*

Dr. Julie A. Story  
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Director, Student Support Services Scholars Program  
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### ■■■■ Academic Plan

#### Fall 2018 (15 credits-1 repeated course)

RECR110: Intro to Recreation & Leisure (3)  
Minor - ENVT101: Intro Environmental Studies (3)  
PSYC100: Intro to Psych Science (3-repeated course)  
HBS Elective/Gen Ed (3)  
MUSI103: Basic Musicianship (3sh)

#### Spring 2019 (15 credits-1 repeated course)

RECR105: Leisure, Wellness, and Personal Lifestyle (3-repeated course)  
RECR244: Recreation Leadership (3)  
NS-NL Elective/Gen Ed (3)  
Oral Communication Elective/Gen Ed (3)  
MATH Elective/Gen Ed (3)

#### Fall 2019 (15 credits)

RECR203: Team Building (3)  
RECR315: Program Planning (3)  
NS-L/Gen Ed (3)  
GAC Elective/Gen Ed (3)  
Minor (3)

#### Spring 2020 (15 credits)

RECR320: Interpreting the Environment (3)  
RECR275: Inclusive Recreation and TR (3)  
RECR202: Outdoor Activities & Leadership (3)  
GAC Elective/Gen Ed (3)  
RECR210: Field Experience (3)

Fall 2020-(12 credits)

RECR356: Outdoor Education (3)

RECR330: Marketing (3)

Minor (3)

Minor (3)

Spring 2021-(12 credits)

RECR325: Camp Counseling (3)

RECR355: Outdoor Recreation (3)

Minor (3)

Minor (3)

Fall 2021-Professional Semester (12 credits)

RECR415: O & M (3)

RECR410: Issues (3)

RECR420: Recreation Resource Management (3)

RECR430: Evaluation & Research (3)

Spring 2022 (12 credits)

RECR425: Professional Field Experience (12) [REDACTED] has a .886 GPA. If he earns B-C's or better and repeats two courses (or more), his cumulative GPA would be at 2.0 or higher within 2-3 semesters, and his completion rate toward satisfactory academic progress at the end of each semester would be as follows:

After Fall 2018 –  $31/43 = 72\%$

After Spring 2019 -  $46/58 = 79\%$

After Fall 2019 –  $61/73 = 83\%$

After Spring 2020 –  $76/88 = 86\%$

After Fall 2020 –  $88/100 = 88\%$

After Spring 2021 –  $100/112 = 89\%$

After Fall 2021 –  $112/124 = 90\%$

After Spring 2022 –  $124/136 = 91\%$