Appendix 12, Brochure and Pilot Program Progress Reports

Department of Higher Education

Stimulating Reentry of Adult Ready Population into Higher Education

Project Name: Metropolitan State College of Denver
Department: The Center for Individualized Learning

Prepared By:

<table>
<thead>
<tr>
<th>Document Owner(s)</th>
<th>Project/Organization Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Anders Minter</td>
<td>Re-Entry Coordinator</td>
</tr>
<tr>
<td>Elizabeth Parmelee, Ph.D.</td>
<td>Director, Center for Individualized Learning</td>
</tr>
</tbody>
</table>
1.1 Introduction:

In March, 2009, Metropolitan State College of Denver’s Center for Individualized Learning (CIL) was awarded one of four pilot grants from the Colorado Department of Higher Education to increase Hispanic student enrollment and encourage “adult ready” students to return to school and complete a degree. Data between 2002 and 2006 suggested that approximately 7000 students had attended state colleges and completed at least 90 credit hours in good academic standing but had never completed a degree. Of these, 2,325 students were listed as having attended – but not graduated from – Metro State. To launch the “Come Back to Your Future” initiative, CIL staff sent out a postcard mailing to all Metro students in the data set inviting them to attend one of two “Resource Sessions” or to contact the office for individual advising. An initial clean up of the data set indicated that a few students were duplicates or deceased, some had in fact graduated from Metro in the last semester or two (after the data set was generated) or had already re-enrolled at Metro, and a small number had out of state addresses. The postcard mailing yielded many old addresses, and phone calls were made to contact many of these students. About 20 students attended the Resource Sessions, with others calling for individual appointments. Additionally, a large number of the target students reapplied to Metro even though they did not contact the office. It is not yet known if receipt of the postcard may have encouraged them to reapply and CIL staff will be contacting these students to follow up with them.

1.2 Status Report Details

1) CDHE Data Set
   - Total Population: 2,325
   - Deceased: 6
   - Duplicates: 8
   - Graduated: 136
   - Enrolled post 2006: 140
   - Out of State Addresses: 29
   - Removed due to judicial action: 15

2) Adjusted Population Demographics
   - Population Size: 1991
   - Low-income status: 7.42%
   - First Generation Status: 4.56%
   - Racial/Ethnic Minority: 25.57%
     - Hispanic: 9.46%
     - African-American: 6.03%
     - Other: 5.90%
Appendix 12, Brochure and Pilot Program Progress Reports

- Asian-American: 3.19%
- American Indian: 0.99%

3) Student Activity Since Grant Initiation
   - Graduated: 15
   - Applied: 96
   - Enrolled: 27
     - Under regular advisement with CIL: 16
     - Enrolled in Spring 09 only: 2
     - Enrolled in Fall 09 only: 15
     - Enrolled in both Spring and Fall 09: 10
   - Yet to Enroll: 69
   - Under regular advisement with CIL: 28
   - Under regular advisement at CIL: 28

1.3 Grant activities since inception

Since the grant initiative was launched in March, 2009 CIL staff has – in addition to the mailing and phone calls described above – conducted two Resource Sessions (additional sessions are being planned for the fall semester), met with approximately 50 students in either Resource Sessions or individual advising meetings, and worked with faculty and department chairs, as well as admissions, financial aid and the registrar to resolve individual student issues. A part-time Re-entry Coordinator has been hired to be the first point of contact for all re-entry students (any student coming to Metro with 90+ credit hours complete, whether a returning Metro student or a new transfer student.) As a direct result of these efforts, at least one student has graduated who had not realized he was already eligible to graduate, several more students will be eligible to graduate this fall, and approximately 30 students have enrolled in classes and developed plans for their imminent graduation. Additional students (from the DHE list) have re-enrolled at Metro but not contacted the CIL office. Staff will be contacting these students to congratulate them for their decision to return and offering advising and other support services to assist them in graduating. A fall event is planned for September 10th, both to celebrate the start of fall semester and to provide any needed resources to students.

In addition to these successes, CIL staff found that a surprising number of students (150+) in the data set already held prior degrees. Because Metro has several certificate programs as well as a post-baccalaureate teacher licensure program, it is not uncommon for students already holding a bachelor’s degree to attend Metro and not complete a (second) degree.

In working with returning students, staff has inquired (both through a brief survey and in one-on-one advising) as to the reasons for leaving school initially and the obstacles students expect they might encounter upon their return. This information follows and will be presented in greater detail in the final grant report.
1.4 Barriers to Re-Enrollment

1) Holds on accounts: Many students have found that their accounts have one or multiple holds on them, requiring extensive action or payment before enrollment.
   a. Past-due accounts – regardless of the amount – must be paid in full before registering for a new semester.
      i. Transcripts will not be issued for students with an outstanding balance, thereby preventing students from completing a degree elsewhere.
      ii. While this approach makes sense from a collections standpoint, it creates a barrier to employment (no degree) which in turn limits the probability of repayment.
   b. Collection Holds
      i. Delinquent accounts with state institutions must be turned over to the State of Colorado Central Collection Services in accordance with Colorado law.
      ii. The collection agency reports delinquent accounts to the national credit bureau on a monthly basis, resulting in increased difficulty in receiving third party financial aid
   c. Pre-Pay Holds
      i. Students whose accounts have been sent to a state collection agency must pre-pay for any subsequent semester classes at the time of registration.
      ii. This is particularly detrimental to students:
          1. Experiencing financial difficulties
          2. Ineligible for financial aid
          3. Recently unemployed
          4. With children and/or other dependants

2) Math Requirement: All Metro students must complete an approved math course as part of the General Studies requirements. Placement into the math class is based upon ACT, SAT or Accuplacer test scores, as required by state policy (see CDHE Policies & Procedures, Section 1, Part E) and may require the completion of “remedial” coursework at the community college level.
   a. The possibility that one might spend as many as 5 semesters on the math remediation/requirement path is overwhelming and discouraging
      i. Remediation is expensive
      ii. Remediation does not count for credit toward degree completion
   b. Many students have expressed a feeling that the Accuplacer test does not accurately test students’ knowledge/preparedness for MTH 1080. Accuplacer tests student ability to perform college level algebra while MTH 1080 is a survey course that covers several areas of math including algebra but also incorporating probability and statistics, financial applications, geometry and trigonometry.

3) Orientation
   a. Re-Admit students are not provided orientation to the college.
   b. Many students, particularly older students and students who haven’t attended MSCD in many years often lack knowledge of
      i. Academic advising
      ii. Financial aid application processes
      iii. Enrollment procedures
iv. Campus geography

4) Fees
   a. Many students express frustration (if not inability to pay) multiple fees upon admission

5) Childcare
   a. Many students, especially mothers, have expressed concern about childcare, noting a region-wide shortage of affordable childcare options.

1.5 Reasons for Leaving College

1) Child rearing

2) Financial difficulties,
   a. Many students have found that their accounts have one or multiple holds on them, requiring extensive action or payment before enrollment.

3) Lack of academic advising
   a. Many students have never met with an advisor or faculty member to discuss graduation requirements, and degree completion plans

4) Lack of student support
   a. Many students have indicated that they have had minimal or no interaction with points of student services, and co-curricular engagement.

5) Illness of student, spouse, or dependant

6) Job change
   a. Relocation
   b. Increase in hours and level of responsibility

1.6 Reasons for Returning to College

1) Inspired by efforts related to Grant outreach

2) National economic change
   a. Unemployment
   b. Need for certification/degree requirements
   c. Shift to service-related industries

3) Child related
   a. Children becoming of school age
   b. Children starting college
   c. To set an example for growing children

1.7 Internal/External Recommendations

Although a full set of formal recommendations will not be made until the final report planned for December, CIL staff is currently discussing the following ideas as central to supporting re-entry
students – and ideally avoiding many “stop outs” in the first place. While medical issues, child rearing and economic hardship are in one sense beyond the scope of Metro’s influence, a strong student support system will make it possible for students to stay connected to school and re-enroll more quickly when they are ready to do so:

1) Creation of an Office for Student Advocacy: A single point of contact for students encountering difficulties would smooth the path of what is, admittedly, a sometimes overwhelming endeavor.

2) Website development to include resources for students who are re-enrolling: Currently the process of re-enrolling can be lengthy and frustrating, with students unsure of what they need to do and when in order to be able to register for classes and plan their path to graduation.

3) One stop access and guidance for student services, academic advising, co-curricular engagement, and regional resources

4) Institutional review of MSCD/Colorado State's policies on holds, collections, and fees: while strict policies to ensure repayment of debt to the state make sense, policies that prevent people from completing a degree are more likely to make the debt permanent.

5) Creation of a math booster club/tutoring session: many students are fearful of taking the required placement tests and/or encounter difficulties along the way in math class. Metro has extensive tutoring resources but students are not always aware of them and adult students are sometimes intimidated.

6) Institutional review of Accuplacer testing, math trajectory

7) Mandatory orientation for all admitted and re-admitted students

8) Institutional review of advising policies
   a. Expansion of advising capabilities to Student Support Administrative staff

9) Micro-lending program for students to get their pre-pay holds lifted
   a. Facilitated through Alumni Association and The Metro State Foundation

10) Financial aid consideration for urban childcare expenses
University of Colorado at Boulder

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SUMMARY
In March 2009, The Division of Continuing Education and Professional Studies (CEPS) received a grant in the amount of $25,000 from the Colorado Department of Higher Education (CDHE), made possible by the Western Interstate Commission for Higher Education (WICHE) and the Lumina Foundation for the purpose of creating a pilot program - CU Complete - to assist “ready adult” students in completing bachelor’s degrees.

Approximately 375 former CU students were identified as having met the criteria determined by WICHE and CDHE, plus additional criteria added by CU Complete staff. Each of these students received two letters (appendix A) describing the program, and a postage-paid postcard offering them the option to participate. In addition, CEPS created a website, http://cucomplete.colorado.edu which includes program information and updates.

Students interested in the CU Complete service start by completing an intake form (appendix B), which is also available on the CU Complete website. Then, CEPS academic advisors complete a degree analysis (appendix C) for the student, and provide recommendations to the student for taking the next steps.

In addition to the students who we identified and contacted, we received inquiries from over sixty students who learned of CU Complete from television and print news articles. We separated these two groups of students for reporting purposes; group A students are those who contacted us, group B students are those we sought out.

Between now and December 1, our goal is to complete the remaining degree analyses for each student and create a report focusing on several aspects of degree completion; the barriers adult students face, the factors involved in their choice to return, and what support services are essential to adult student success.
DATA

Group A: Students who contacted us after learning about CU Complete via TV or print.

- 66 total inquiries
- **STEP TWO**: Of the 66 inquiries, 41 completed the intake form (62%)
- **AGE**: Oldest student is 53, youngest is 27. Average age is 32.
- Of the 41, 26 have received a degree analysis. The remaining 15 are in process.
- **CREDITS & GPA**: Of the 26, the number of credits needed to complete a CU degree is between 1 and 50. The average is 2 courses. Only 3 students were below a 2.0 GPA. Of the remaining 23, the mean GPA is 2.679.
- **DEGREES**: 13 A&S, 4 Business, 5 unknown, 2 Architecture, 2 UCD
- **REFERRALS**: Of the 26, two were not originally CU-Boulder students. We were able to connect one with CU Denver to explore degree completion there (he needs only 2 courses to graduate) and the other with Colorado Tech. With the exception of one other student, who was referred to MSCD and Adams State, all are able to complete a degree at CU-Boulder.
- **BARRIERS** to degree completion
  - Financial = 15/41, 38%
  - Geographic (moved away) = 7/41, 18%
  - Personal (illness, children, etc.) = 22/41, 51%
  - Lack of time = 11/41, 28%
- **PRIORITIES** – students were asked to rank 10 items in terms of priorities when it comes to completing their degree in order for advisors to identify the programs state-wide that would best meet their needs. The items were; time/day courses are offered, support (such as academic advising), reputation of college, quickest completion, proximity of college to home, academic area of study, financial aid availability, course delivery method (online vs. classroom), CU-Boulder specifically, and cost of tuition.

Out of the 41 students who completed the intake form, 35 completed this section. Each of the 10 items was ranked number 1 in terms of importance at least once. The item that ranked most often as number 1 was quick completion, number 2 was CU-Boulder specifically, and number three was a tie between delivery method and cost.

The items ranked of highest importance overall (starting with number 1) are **cost, delivery method**, and **CU Boulder**, which tied for third with **quick completion**.
DATA (continued)

Group B: Students identified as meeting the WICHE criteria and then culled to a group of approx. 375. These students were enrolled between 2002 and 2006, are 25+ years of age, have a CU GPA of 2.5+, completed at least 60 credits of work (10 minimum at CU), and did not pursue coursework anywhere else after they left CU-Boulder.

- To-Date: 28 total responses. Of the 28, 22 returned the postcard: 12 indicated they wanted to get started right away, 6 indicated that they wanted to speak with an academic advisor first, and 4 indicated that they were not interested in the program (all four indicated that they had in fact completed degrees already). The remaining two students called our office to speak with an advisor and did not complete the card or intake form.

- STEP TWO: Of the 28 responses, 4 students completed the intake form.

- AGE: students are between the ages of 28 and 33

- CREDITS & GPA: All four students have over 100 credits. The GPA range is 2.506-2.957

- DEGREES: 2 Journalism, 1 Business, and 1 Arts & Science

- BARRIERS to degree completion
  - Financial = 3/4, 75%
  - Geographic (moved away) = 1/4, 25%
  - Personal (illness, children, etc.) = 4/4, 100%
  - Lack of time = 2/4, 50%

- PRIORITIES – students were asked to rank 10 items in terms of priorities when it comes to completing their degree in order for advisors to identify the programs state-wide that would best meet their needs. The items were; time/day courses are offered, support (such as academic advising), reputation of college, quickest completion, proximity of college to home, academic area of study, financial aid availability, course delivery method (online vs. classroom), CU-Boulder specifically, and cost of tuition.

Out of the 4 students who have completed the intake form, 4 completed this section. Eight of the 10 items were ranked at least once in the top three, excluding support services and financial aid availability.

Delivery method was ranked number 1 by 50% of the participants, followed by area of study and CU-Boulder. The items ranked of highest importance overall (starting with number 1) are delivery method, reputation and quick completion.
Dear Student Name,

CU-Boulder and the Colorado Department of Higher Education are pleased to announce a state-wide undergraduate degree completion assistance service, CU Complete. CU Complete, administered by the Division of Continuing Education and Professional Studies, is designed to assist ready adult students complete their degrees. We have identified you as a former CU student who may benefit from this service.

We recognize that your needs as an adult student may be different from when you began your college program. Whether you want to complete your original degree or pursue a new academic area, CU Complete’s advisors can:

- Review your transcripts and discuss with you your remaining coursework
- Identify colleges and universities in Colorado with degree programs that best meet your current needs
- Provide financial aid and career counseling

The CU Complete service is completely free of cost and you have no obligation to complete your degree. Our goal is simply to offer assistance to students who want to finish their degrees and aren’t quite sure where to begin.

If you are interested in this service, please complete and mail the enclosed card (no postage required) or complete the intake form available at [http://cucomplete.colorado.edu](http://cucomplete.colorado.edu) to get started.

If you are not interested in the service, or not in need of it, please let us know that so we can remove you from our mailing list.

We look forward to assisting you complete your degree!

Sincerely,

Anne Heinz, Dean
APPENDIX B

CU Complete advisors will use the information you provide on this form to assess your best options for degree completion. If you do not know the answer to some questions, leave them blank for now. Please provide current contact information including mailing address, phone number and email.

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**General Information**

Name: ___________________________  Birth date: ___________________________

Mailing address: ___________________________

Email address: ___________________________  Phone #: ___________________________

Preferred method of communication:  email  phone

How did you learn about CU Complete?  ___________________________

---

**Education outside of CU-Boulder**

Have you attended any other colleges or universities since you last attended CU?  Yes  No

If yes, please list them:  ___________________________

*If you attended another college or university after you left CU-Boulder, please include an unofficial copy of your non-CU transcript (if available) or answer the following:*

When did you attend?  i.e. 2004-2005 and 2007-2008  ___________________________

Approximately how many credits did you earn?  ___________________________

Approximately what was your cumulative, non-CU GPA?  ___________________________

---

**Degree Completion**

Academic areas of interest or, the degree you wish to complete:  ___________________________

Is this a different degree than the one you initiated?  Yes  No

*Circle all that apply:*

Course delivery preference:  classroom  online/correspondence  combo

Time/Day preference:  weekday  evening  weekend  flexible  combo ok

When would you like to begin/re-enroll in courses?  month _______  year _______

Reasons you were unable to complete degree initially:  ___________________________


**Educational Preferences**

Rank the following in terms of importance. Assign a 1 to the element that is most important, 2 to the next and so on thru 10 as the element least important to you.

1. Geographical location of the college/university in proximity to your home
2. Preferred course delivery method (online or classroom)
3. Time/Day preference (evening, weekend, etc.)
4. Reputation of college/university
5. College/university offers degree in preferred academic area of interest
6. Cost of tuition
7. Support services such as advising, financial aid, and career counseling
8. Ability to complete degree in the least amount of time possible
9. Available financial assistance
10. Receiving a degree from CU-Boulder specifically

What, if any, barriers exist now that might get in the way of your completing a degree?
APPENDIX C

(Sample)DEGREE ANALYSIS: Brad P.

Terms of enrollment: Fall 1997-Spring 2005

CU cumulative GPA: 2.272
Active Stops: n/a

Total no. of credits completed: 118
Total credits to reach 120: 2
Upper Division credits to reach 45: 0
A&S Core still needed: n/a

Degree attempted: COMM
COMM credits completed: 33
COMM GPA: 2.373

To graduate with a COMM degree you need:
Complete 2 credits, upper or lower division. That truly is all!

Next Steps
In order to enroll in online or correspondence classes through Continuing Education, you will need to complete an application. Please find this application online at http://conted.colorado.edu/register/credit-app/. It is a short application to complete and it is free. Once your application has been processed (usually 24 hours), you will be sent an Invitation to register explaining the enrollment process.

We have just started registration for the fall semester so all classes are still open and available to you. To view a list of our online courses, please go to http://conted.colorado.edu/programs/independent-learning/courses/. You will see that classes are offered both in the term-based (on a semester schedule) and self-paced (with up to a year to complete). We do have a 2-credit WRTG 3090, Advanced Topics in Writing, course that would satisfy your requirements. Otherwise, any 3-credit course that looks interesting to you would also be fine and offer you many more options. Once you have completed your application and found a course that looks fun and interesting, sign up.

RESOURCES
For questions about the registration process, please call 303-492-5148.

For graduation paperwork and processing, please contact your main campus advisor at Kristi.Wasson@colorado.edu. You will want to work with her to insure that you have submitted all the forms necessary for graduating in December. For general advising questions, please call 303-492-8252.
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degree completion program

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800-548-6679 • ascadvisor@adams.edu

Adams State College
COLORADO
Great Stories Begin Here
EXTENDED STUDIES
FINISH! Survey to Understand Colorado College Student Departure

Section 1: Demographic Information

1. What is your sex?
   ____ Male
   ____ Female
   ____ Declined

2. With which group do you most identify?
   ____ White
   ____ African American
   ____ Hispanic/Chicano (a)/ Latino (a)
   ____ American Indian/ Alaska Native
   ____ Asian
   ____ Native Hawaiian/ other Pacific Islander
   ____ Other _________________________
   ____ Declined

3. What is your marital status? Are you:
   ____ Never Married
   ____ Single (includes Widowed, Separated and Divorced)
   ____ Married
   ____ Declined

4. How many children under the age of 18 currently live with you?
   ____ None
   ____ Number
   ____ Declined
5. What is your current age range?
   ___ 18-24 yrs
   ___ 25-30 yrs
   ___ 40-50 yrs
   ___ 50-60 yrs
   ___ 60+ yrs
   ___ Declined

6. Are you claimed as a dependent on your parents’ income tax?
   ___ Yes
   ___ No
   ___ Declined

7. What is your estimated household income range per year?
   ___ < 15,000
   ___ 15,000-30,000
   ___ 30,000-40,000
   ___ 40,000-50,000
   ___ 50,000-60,000
   ___ 60,000-75,000
   ___ 75,000+
   ___ Declined

8. Have you finished a college degree?
   ____ No  **SKIP TO SECTION 2**
_____Associate’s
_____Bachelor’s
_____Other____________________

9. From where did you earn your most recent college degree?____________________________________

10. What year did you earn your most recent college degree?____________________________________
    (SKIP TO QUESTION # 25—GRADUATE EDUCATION).

SECTION 2: Risk Factors

11. Which of the following do you hold?
    _____High School Diploma
    _____GED

12. Did you enroll in college immediately following high school graduation?
    _____Yes
    _____No, what was your age when you first enrolled in college?______________________________

13. Did you attend college primarily
    _____Full-time
    _____Part-time

14. At the time you decided to leave college, were you employed (not including college work study)?
    _____Unemployed when left college
    _____Left college to take a job
    _____Employed when I enrolled in college, approximate number of hours per week _____________
15. At the time you enrolled in college, were you financially independent?
   _____ Yes (SKIP TO QUESTION 17)
   _____ No

16. At the time you decided to leave college were you financially independent?
   _____ Yes
   _____ No

17. At the time you enrolled in college, did you have dependents for which you responsible, other than a spouse?
   _____ Yes ____________________________________ Explain (children, parents, etc.)
   _____ No

18. At the time you decided to leave college, did you have dependents for which you were responsible, other than a spouse?
   _____ Yes ____________________________________ Explain (children, parents, etc.)
   _____ No

19. At the time you enrolled in college, were you a single parent?
   _____ Yes ______________ number of children
   _____ No

20. At the time you decided to leave college, were you a single parent?
   _____ Yes ______________ number of children
   _____ No
SECTION 3: Reasons for Leaving College

21. Please rank order the top three reasons you left college (1 Most Important, 2 Second Most Important, and 3 Third Most Important)

_____ I left college due to family responsibilities
_____ I left college due to financial hardship
_____ I left college due to a loss of interest
_____ I left college because a degree was not important
_____ I left college because I was offered employment
_____ I left college because my current employment conflicted with school
_____ I left college due to the distance from my home
_____ I left college because it did not offer a program in my area of interest
_____ I left college due to academic difficulty
_____ I left college due to difficulty with required courses.
Explain____________________________________________________

_____ I left college because it was not a good fit for me.
Explain____________________________________________________

_____ Other. Explain/identify____________________________________

_____ I did not leave college permanently; I am taking time off and will return.
Explain____________________________________________________
22. Please rate on a scale of 1-5 with (1 Strongly Disagree, 2 Disagree, 3 Neutral, 4 Agree, and 5 Strongly Agree), your level of agreement with the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I left college due to family responsibilities (explain below)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I left college due to financial hardship</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I left college due to a loss of interest</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I left college because a degree was not important</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I left college because I was offered employment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I left college because my current employment conflicted with school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I left college due to the distance from my home</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I left college because it did not offer a program in my area of interest</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I left college due to academic difficulty</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I left college due to difficulty with required courses (explain below)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I left college because it was not a good fit for me (explain below)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Other (explain below)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I did not leave college permanently, I am taking time off and will return (explain below)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Explanation about any comments above:________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
SECTION 4: Additional Information

23. Is there anything that would help you to return to college to finish your degree? Check all that apply.

  ___ Information on transfer
  ___ Support services, explain______________________________
  ___ Financial aid
  ___ Academic advising
  ___ Faculty interaction
  ___ Mentoring
  ___ Other__________________________________________________

24. Is there anything you would like to add for our information?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
25. If you would like information about finishing your undergraduate degree or pursuing graduate education, please provide the following information. Again the answers you provided above are strictly confidential!

Name:______________________________________

Address:____________________________________

City/State/Zip:_______________________________

Phone:_____________________________________

Email:_____________________________________

Thank you for your time!