

**Nunez Community College  
2016-2017 Institutional Annual Goals**

**1) RETENTION: To analyze student attendance (To collect data/information to be able to develop a precise retention plan).**

- a. To collect data on college wide student attendance for the Fall 2016 semester – average percentages of absences, reasons for absences, dropped courses, college withdrawal, etc.
  - i. To track Fall 2015 and Fall 2016 cohorts – First-Time Full-Time Associate degree seeking
- b. To analyze collected data from Fall 2016 during the Spring 2017 semester to determine trends, student needs, plans for improvements, etc.

**Chairperson: Lenny Unbehagen**

**Results/Outcomes:**

**Student Attendance Statistics**

<b>FALL2016: Instructors using Canvas for Attendance</b>	<b>SPRING2017: Instructors using Canvas for Attendance</b>
<b>17%</b> at the start of the semester <b>13%</b> by the end of the semester	<b>17%</b> at the start of the semester <b>22%</b> by the end of the semester

**78%** if instructors surveyed reported *Excessive Absences* as an issue, related to transportation, family illness/death in family, childcare and work schedule

**Student Withdrawal and Course Failure Statistics**

(see next few pages – FALL2014-SPRING2017 – statistics and graphs of trends)

**Use of Results/Suggestions for Improvements:**

- Suggestions/Plans on how to intervene before students withdraw from class
  - targeting students who are in danger of withdrawing before midterm and within two weeks after midterm grades are due
  - making students aware of their midterm grades and suggestions/plans for them to improve their grades
- Suggestions/Plans to improve retention rates
  - increase attendance for workshops dealing with student success tips
  - increase attendance for workshops helping students to become better organized
  - suggestions/workshops on how students can better address, or prepare in advance, anticipated attendance issues
  - encouragement of early registration
- Addressing individual student progress using degree plans and Banner degree audits

## Student Withdrawal and Course Failure Statistics

### FALL2016

#### Student Data

1521	Students	
56*	Withdrew All	4%
217	Withdrew Some	14%
1248	Withdrew None	82%

\*16% returned for the Spring 2017 semester

#### Grade Data

W's	Grades	W %	Blank Mid-Term Grades	Grades	Blank Mid-Term Grades %
566	5453	10 %	1047	5453	19%

**4%** withdrew during the week of refund disbursements (3% WW, 1% WI)  
**11%** withdrew during the first two weeks of refund disbursements (9% WW, 2% WI)  
**44%** withdrew after mid-term grades were posted (24% WW, 11% WI, 9% AW)  
**8%** withdrew on the last day to withdraw from class (7% WW, 1% WI)  
**10%** were administrative withdrawals (AW) after the last day to withdraw from class  
**61% of Ws had no midterm grade; 9%** had a passing grade; **6%** had Ds, **9%** had Fs; **9%** had WIs  
**15%**  
**16%** had Fs – **37%** had an LDA before midterm; **45%** had a midterm grade of F;  
**13%** had LDA within the last week of the semester

(WW – student withdrew, WI – instructor withdrew, AW – administration withdrew)

### SPRING2017

#### Student Data

1472	Students	
72	Withdrew All	5%
271	Withdrew Some	18%
1129	Withdrew None	77%

#### Grade Data

W's	Grades	W %	Blank Mid-Term Grades	Grades	Blank Mid-Term Grades %
554	5182	11%	1031	5182	20%

**3%** withdrew during the week of refund disbursements (2.5% WW, 0.5% WI)  
**13%** withdrew during the first two weeks of refund disbursements (10% WW, 2% WI, 1% AW)  
**72%** withdrew after mid-term grades were posted (49% WW, 12% WI, 11% AW)  
**17%** withdrew on the last day to withdraw from class (11% WW, 5% WI, 1% AW)  
**5%** were administrative withdrawals (AW) after the last day to withdraw from class  
**60% of Ws had no midterm grade; 10%** had a passing grade; **5%** had Ds, **16%** had Fs; **8%** WIs  
**14%** had Fs – **39%** had an LDA before midterm; **48%** had a midterm grade of F;  
**11%** had LDA within the last week of the semester

**FALL2015-FALL2016 Retention Rate: 35%**

**FALL2015-FALL2016 First Time, Full Time, Assoc Degree seeking Retention Rate: 49%**

**FALL2016-SPRING2017 Retention Rate: 63%**

**FALL2016-SPRING2017 First Time, Full Time, Assoc Degree seeking Retention Rate: 69%**

## Student Withdrawal and Course Failure Statistics

### FALL2015

#### Student Data

1602	Students	
56*	Withdrew All	4%
244	Withdrew Some	15%
1302	Withdrew None	81%

\*25% returned for the Spring 2017 semester

#### Grade Data

W's	Grades	W %	Blank Mid-Term Grades	Grades	Blank Mid-Term Grades %
473	5785	8%	1144	5785	20%

10% withdrew during the week of refund disbursements (7% WW, 3% WI)  
 18% withdrew during the first two weeks of refund disbursements (13% WW, 5% WI)  
 50% withdrew after mid-term grades were posted (47% WW, 1% WI, 2% AW)  
 0% withdrew on the last day to withdraw from class  
 2% were administrative withdrawals (AW) after the last day to withdraw from class  
 61% of Ws had no midterm grade; 7% had a passing grade; 4% had Ds, 18% had Fs; 11% had WIs  
 14% had Fs – 38% had an LDA before midterm; 43% had a midterm grade of F; 28% had LDA within the last week of the semester

(WW – student withdrew, WI – instructor withdrew, AW – administration withdrew)

### SPRING2016

#### Student Data

1451	Students	
67	Withdrew All	5%
220	Withdrew Some	15%
1164	Withdrew None	80%

#### Grade Data

W's	Grades	W %	Blank Mid-Term Grades	Grades	Blank Mid-Term Grades %
463	5223	9%	1057	5223	20%

5% withdrew during the week of refund disbursements (5% WW, 0% WI)  
 14% withdrew during the first two weeks of refund disbursements (11% WW, 3% WI)  
 50% withdrew after mid-term grades were posted (49% WW, 1% AW)  
 0% withdrew on the last day to withdraw from class  
 1% were administrative withdrawals (AW) after the last day to withdraw from class  
 67% of Ws had no midterm grade; 6% had a passing grade; 2% had Ds, 17% had Fs; 8% WIs  
 14% had Fs – 40% had an LDA before midterm; 10% had a midterm grade of F; 31% had LDA within the last week of the semester

**FALL2014-FALL2015 Retention Rate: 44%**

**FALL2014-FALL2015 First Time, Full Time, Assoc Degree seeking Retention Rate: 55%**

**FALL2015-SPRING2016 Retention Rate: 64%**

**FALL2015-SPRING2016 First Time, Full Time, Assoc Degree seeking Retention Rate: 73%**

## Student Withdrawal and Course Failure Statistics

### FALL2014

#### Student Data

1691	Students	
87*	Withdrew All	5%
291	Withdrew Some	17%
1313	Withdrew None	78%

\*16% returned for the Spring 2017 semester

#### Grade Data

W's	Grades	W %	Blank Mid-Term Grades	Grades	Blank Mid-Term Grades %
638	5860	11 %	634	5860	11%

5% withdrew during the week of refund disbursements (4% WW, 1% WI)  
 11% withdrew during the first two weeks of refund disbursements (9% WW, 2% WI)  
 18% withdrew after mid-term grades were posted (14% WW, 2% WI, 2% AW)  
 0% withdrew on the last day to withdraw from class (2 students WW)  
 2% were administrative withdrawals (AW) after the last day to withdraw from class  
 65% of Ws had no midterm grade; 8% had a passing grade; 3% had Ds,  
 had Fs; 9% had WIs  
 14%  
 11% had Fs – 39% had an LDA before midterm; 45% had a midterm grade of F;  
 27% had LDA within the last week of the semester

(WW – student withdrew, WI – instructor withdrew, AW – administration withdrew)

### SPRING2015

#### Student Data

1575	Students	
53	Withdrew All	3%
270	Withdrew Some	17%
1252	Withdrew None	80%

#### Grade Data

W's	Grades	W %	Blank Mid-Term Grades	Grades	Blank Mid-Term Grades %
508	5718	9%	689	5718	12%

6% withdrew during the week of refund disbursements (5% WW, 1% WI)  
 13% withdrew during the first two weeks of refund disbursements (11% WW, 2% WI)  
 45% withdrew after mid-term grades were posted (45% WW, 0% WI)  
 0% withdrew on the last day to withdraw from class (1 student WW)  
 0% were administrative withdrawals (AW) after the last day to withdraw from class  
 64% of Ws had no midterm grade; 7% had a passing grade; 2% had Ds, 18% had Fs;  
 8% WIs  
 12% had Fs – 38% had an LDA before midterm; 48% had a midterm grade of F;  
 26% had LDA within the last week of the semester

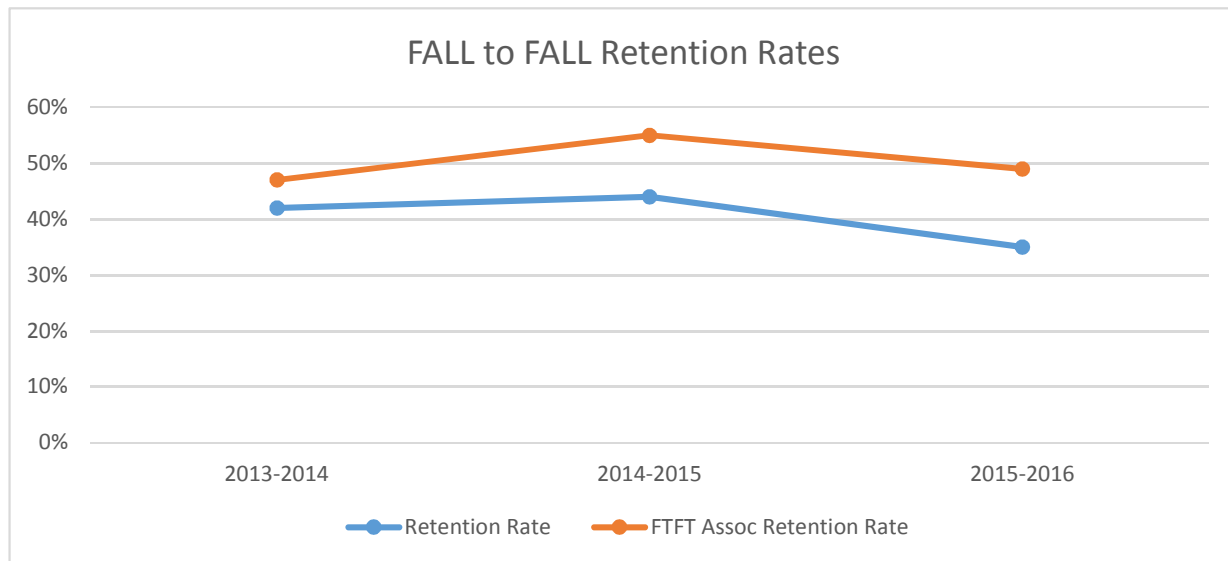
**FALL2013-FALL2014 Retention Rate: 42%**

**FALL2013-FALL2014 First Time, Full Time, Assoc Degree seeking Retention Rate: 47%**

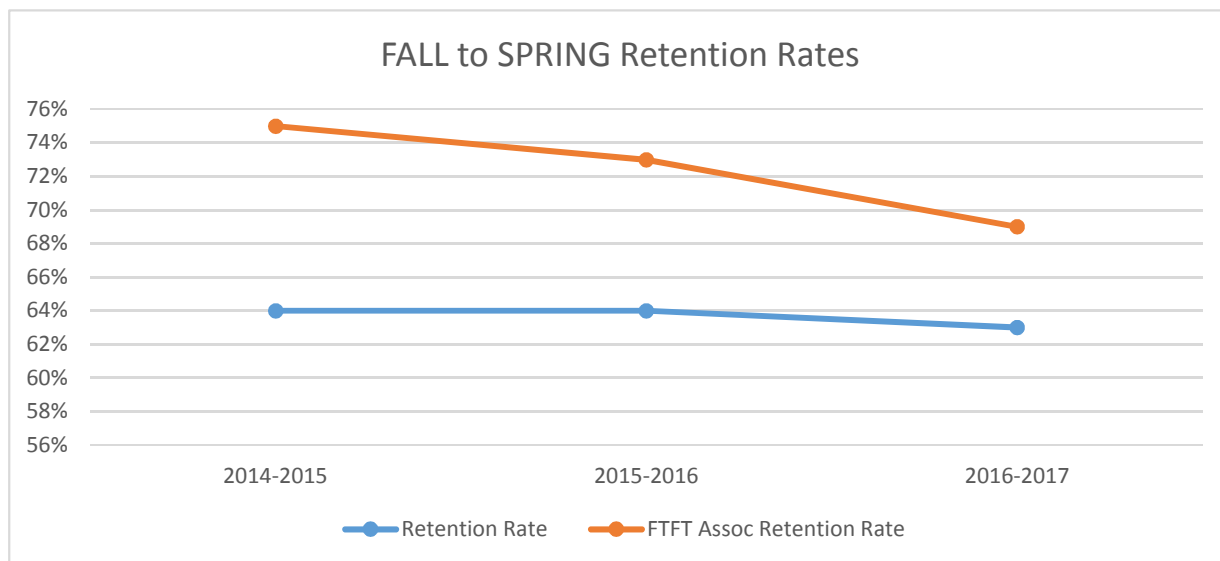
**FALL2014-SPRING2015 Retention Rate: 64%**

**FALL2014-SPRING2015 First Time, Full Time, Assoc Degree seeking Retention Rate: 75%**

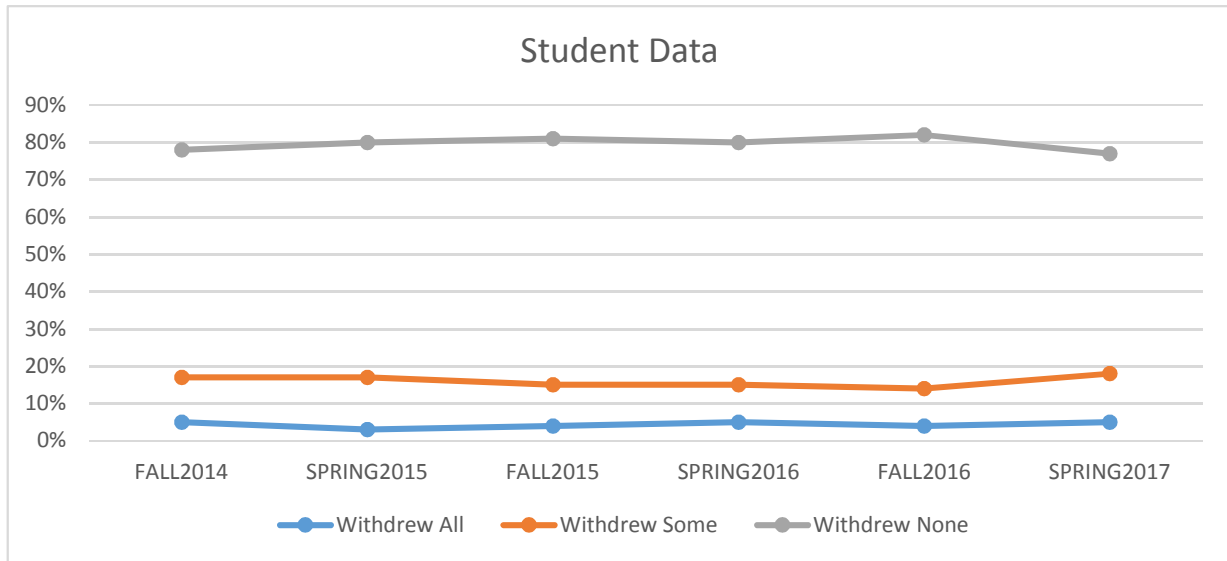
	2013-2014	2014-2015	2015-2016
Retention Rate	42%	44%	35%
FTFT Assoc Retention Rate	47%	55%	49%



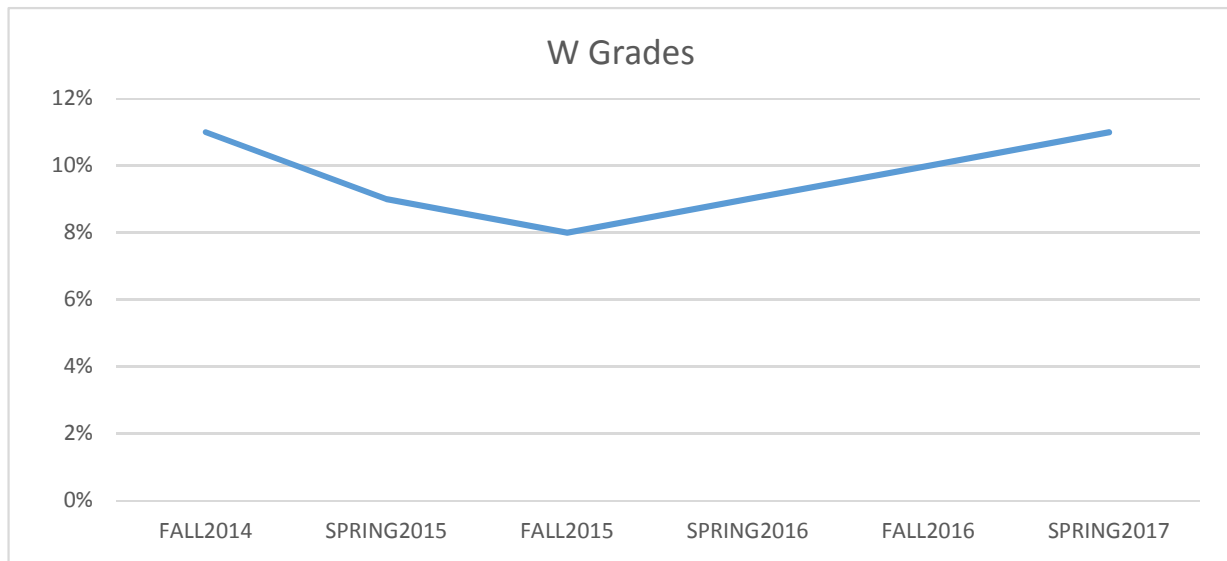
	2014-2015	2015-2016	2016-2017
Retention Rate	64%	64%	63%
FTFT Assoc Retention Rate	75%	73%	69%



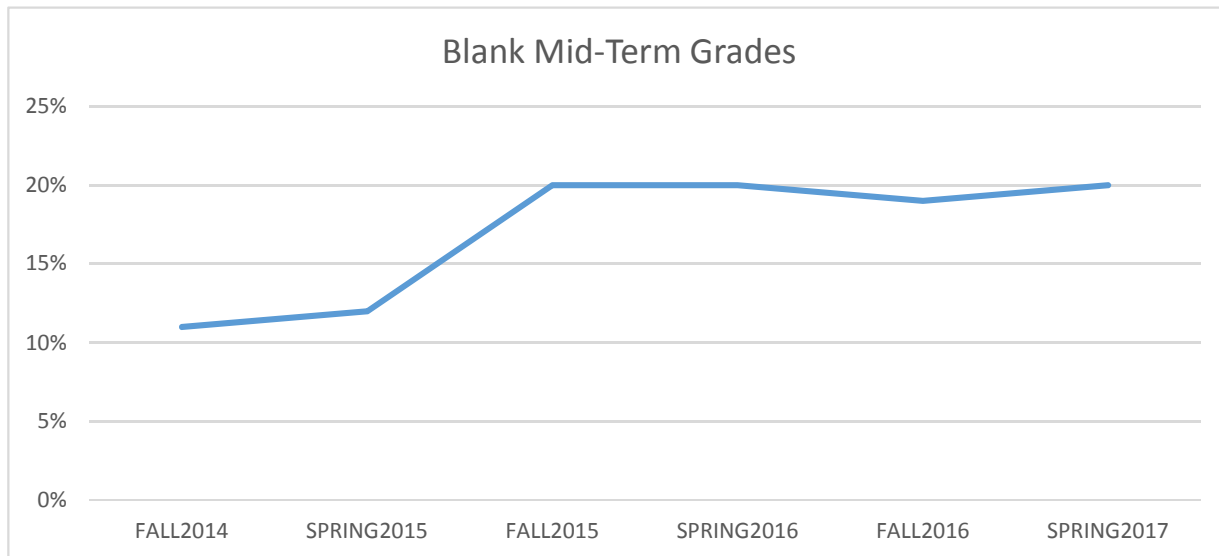
	FALL2014	SPRING2015	FALL2015	SPRING2016	FALL2016	SPRING2017
Withdrew All	5%	3%	4%	5%	4%	5%
Withdrew Some	17%	17%	15%	15%	14%	18%
Withdrew None	78%	80%	81%	80%	82%	77%



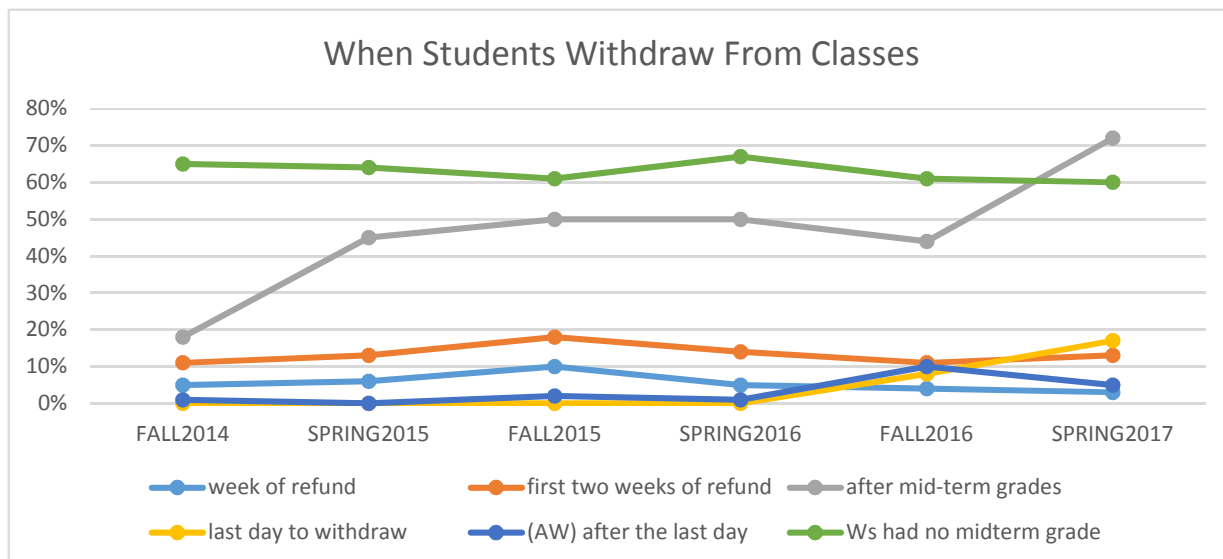
	FALL2014	SPRING2015	FALL2015	SPRING2016	FALL2016	SPRING2017
W Grades	11%	9%	8%	9%	10%	11%



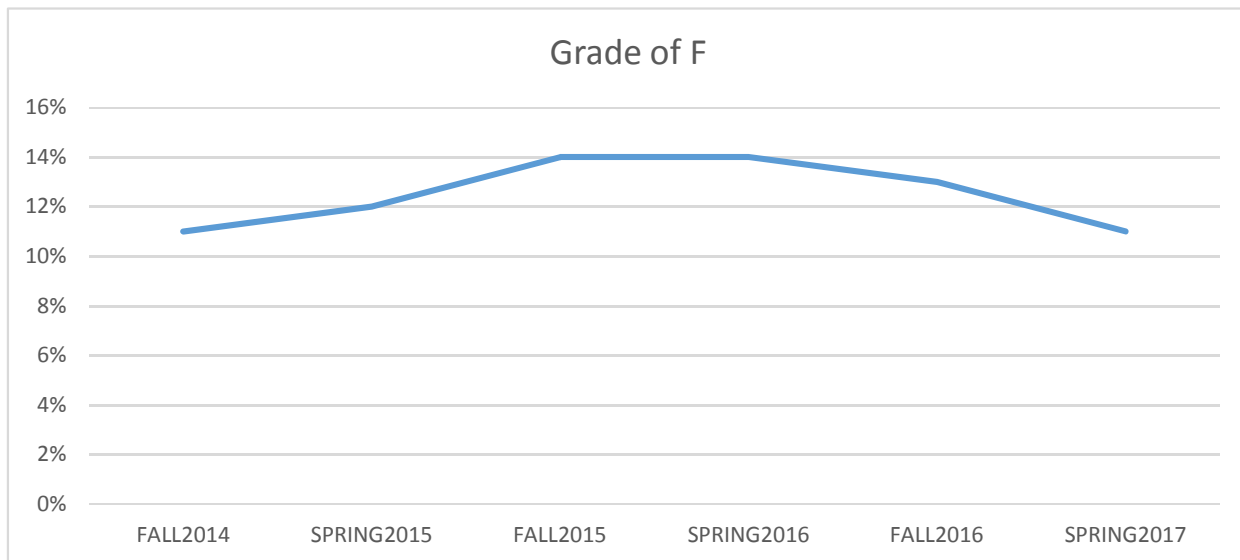
	FALL2014	SPRING2015	FALL2015	SPRING2016	FALL2016	SPRING2017
Blank Mid-Term Grades	11%	12%	20%	20%	19%	20%



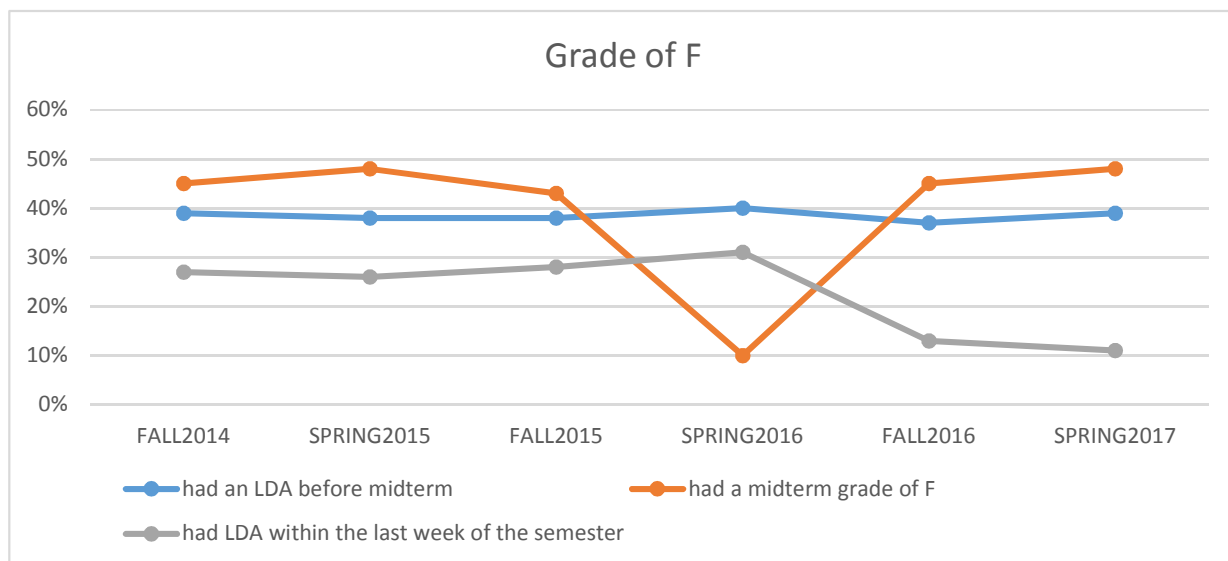
	FALL2014	SPRING2015	FALL2015	SPRING2016	FALL2016	SPRING2017
week of refund	5%	6%	10%	5%	4%	3%
first two weeks of refund	11%	13%	18%	14%	11%	13%
after mid-term grades	18%	45%	50%	50%	44%	72%
last day to withdraw	0%	0%	0%	0%	8%	17%
(AW) after the last day	1%	0%	2%	1%	10%	5%
Ws had no midterm grade	65%	64%	61%	67%	61%	60%



	FALL2014	SPRING2015	FALL2015	SPRING2016	FALL2016	SPRING2017
Grade of F	11%	12%	14%	14%	13%	11%



	FALL2014	SPRING2015	FALL2015	SPRING2016	FALL2016	SPRING2017
had an LDA before midterm	39%	38%	38%	40%	37%	39%
had a midterm grade of F	45%	48%	43%	10%	45%	48%
had LDA within the last week o	27%	26%	28%	31%	13%	11%





**2) To analyze Workforce needs in our service area.**

- a. To contact our business partners to find out their training needs, workforce needs, if internships are available, etc.
- b. To contact our various advisory boards to find out their training needs, workforce needs, if internships are available, etc.

**Chairperson: Katie Charrier**

**Training Needs Results/Outcomes:**

- The Workforce Department and Industrial Technology department met and with Paul Helton of LED (Louisiana Economic Development) to develop training programs for local industries. In particular, the overall plan is to partnership with Boeing to develop an Aerospace program.
- The Workforce Department is working closely with Mike Wolfe, of MEPOL (Manufacturing Extension Partnership of Louisiana), to develop incoming worker training programs for the local manufacturing industries. The purpose of MEPOL is to provide Louisiana manufacturers with value-driven, best-practice solutions. The experts at MEPOL provide targeted needs assessment, consulting and technical assistance to strengthen and enhance manufacturing businesses.
- Mr. Ernest Frazier plans to develop a budget plan for Workforce Development. With this budget he plans to develop and implement more training programs to contribute qualified workers to our local industrial area.
- Katie Charrier, Career Services, and Vickie Milton, Hilton of New Orleans, met to discuss the hiring of Nunez graduates from the Hospitality Program. Ms. Milton also discussed the possibility of utilizing Nunez instructors to provide some further training for their current or new employees.

**Use of Results/Suggestions for Improvements:**

- PBF has partnered with the PTEC program to offer internships to our students who are graduating in December 2017 or May 2018. During this internship period, student will have the opportunity to obtain hands on experience in the plant. The internship will begin in September 2017 and end in December 2018. It is not yet known if the internship program will be held in Spring 2018. Student interviews for the internship program will begin soon.
- Many local hospitals and medical facilities in the area provide clinical experience to our students in the Nursing, EMT, EKG, and Phlebotomy courses.
- It was discovered upon contacting local partners that not many internships are available. The following businesses were contacted regarding internships:
  - Associated Terminals, LLC (No internships)
  - Audubon Nature Institute (Offers summer internships)

- Boasso America (No internships)
- Boeing (No Internships)
- Boomtown New Orleans Casino and Hotel (Some internships may be available in Spring 2018)
- Cornerstone Chemical (Job shadowing is available, but no internships)
- Hilton of New Orleans (No internships)
- New Orleans Police Department (No internships available)
- PBF (To offer internships opportunities to our students in Fall 2017)
- St. Bernard Port, Harbor & Terminal District (No internships)
- St. Tammany Parish Hospital (Clinical available)
- TCI (Is looking to possibly offer internships)
- Toddler's University (No internships available currently, but may be interested in the future)
- Trinity Neurologic Rehabilitation Center (Would possibly like to allow nurses to complete their clinical hours)
- Upper Iowa University (No Internships available)
- Valero (No internships)

#### **Advisory Boards Results/Outcomes:**

- During the advisory board meetings, plans to build further partnerships in the future has been discussed.
- The need for internships, and training programs has been discussed at each advisory board meeting.
- Workforce Development plans to become more involved in the Nursing and EMT advisory board meetings.

#### **Use of Results/Suggestions for Improvements:**

- Members of the Workforce Committee should be present/invited to each advisory board meeting.
- Many Program Advisory Boards did not meet regularly. There should be a designated staff member to ensure that advisory boards are meeting and are maintaining minutes of the meetings.
- Plans should be put in to place to contact more businesses in the 2017-2018 academic year to discuss internship and workforce needs.

**3) To establish baseline data for assessment and to develop resources to improve students professional communication skills (QEP).**

- a. To assist in the collection of materials, publications, etc. for the QEP.
- b. To gather baseline data assessment and develop resources to support improving students' professional communication.

**Chairperson: Katherine Lemoine**

**Results/Outcomes:**

Nunez Community College has identified and selected *Improving Professional Communication for Success in College and Careers* as the focus of its Quality Enhancement Plan (QEP). Through a college-wide conversation about student learning and professional success, a careful analysis of assessment data, and a review of feedback from employers, *Geaux Pro: Improving Professional Communication for Success in College and Careers* will empower and encourage Nunez students to improve their oral/verbal, written and digital communication skills through participation in high impact practices.

In reviewing research and best practices in planning *Geaux Pro*, it became clear that communication skills are formed for professional use within higher education experiences (Pascarella & Terenzini 1991). Digital, oral, and written communication skills are a necessity according to employers, who prefer to hire college completers who have spent time in developing their communication skills (Hart Research Associates 2013). When targeted skills are embedded throughout the curriculum using High Impact Practices, such as capstone courses, students are able to not only better relate to the key content but are also able to perceive the importance of the learning experience (Brownell & Swaner 2009). Through meaningful experiences with important key concepts students will experience a greater level of skill mastery and be better prepared for future career and academic aspirations.

Three aspects drive the QEP: student learning, professional development, and assessment. The plan incorporates written, oral and digital communication opportunities for practice and feedback in targeted courses across all academic programs of study. The assessment plan is at the pulse of the QEP wherein student learning and professional development initiatives will be directly and indirectly measured to determine improvement and inform instruction. By supporting faculty as they develop new pedagogical skills and apply these to targeted courses, Nunez will positively impact the success of students, develop mentors on campus, and support a culture of professional communication across the institution.

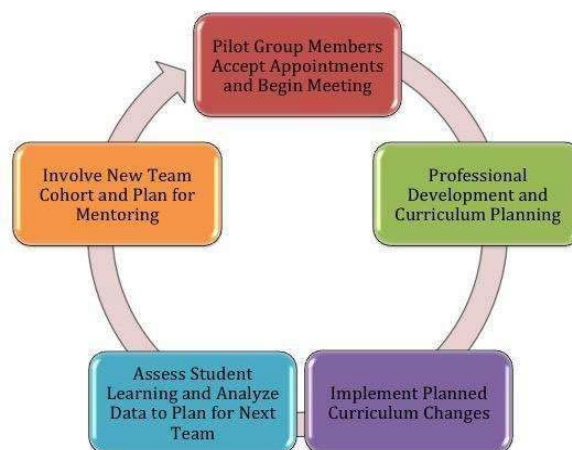
QEP Goals and Student Learning Outcomes		Assessment Tool
<b>Goal 1- Nunez students will improve oral communication skills across settings, purposes and audiences.</b>		
<b>Student Learning Outcome 1.1</b>	Students will demonstrate oral communication skills in an oral presentation.	AACU&U Oral Communication Rubric <i>Appendix A</i>
<b>Student Learning Outcome 1.2</b>	Students will demonstrate oral communication skills and professional etiquette in a mock interview.	AACU&U Oral Communication Rubric <i>Appendix A</i>
<b>Goal 2- Students will improve written communication skills across settings, purposes and audiences.</b>		
<b>Student Learning Outcome 2.1</b>	Students will demonstrate written communication skills in the Work Keys Business Communication Assessment.	Work Keys Business Communication Standardized Assessment
<b>Student Learning Outcome 2.2</b>	Students will demonstrate written communication skills to compose a professional biography/ career summary.	AACU&U Written Communication Rubric <i>Appendix B</i>
<b>Student Learning Outcome 2.3</b>	Students will demonstrate written communication skills to compose a professional resume.	Resume Rubric <i>Appendix D</i>
<b>Students Learning Outcome 2.4</b>	Students will demonstrate written communication skills in a reflective essay on their college experience and professional goals that will be included in the ePortfolio.	AACU&U Written Communication Rubric <i>Appendix B</i>
<b>Goal 3- Students will improve digital communication skills across settings, purposes, and audiences.</b>		
<b>Student Learning Outcome 3.1</b>	Students will demonstrate knowledge of digital communication including- netiquette and discerning validity of online resources.	Digital Literacy Assessment <i>Appendix E</i>
<b>Student Learning Outcome 3.2</b>	Students will demonstrate digital skills necessary to compose a professional ePortfolio (in Canvas LMS) as an online profile which can be used by students and job seekers to highlight achievement, present goals, and reflect on personal habits and actions.	ePortfolio Rubric <i>Appendix C</i>

## Use of Results/Outcomes/Implementation of Improvements:

Nunez Community College's Quality Enhancement Plan, will be implemented in fall of 2017 and continue through 2021. The goals and student learning outcomes form the framework for the activities of the project. Through sequential coursework, students will develop the three professional communication outcomes in tandem culminating with a capstone experience by the end of the program. A program model and timeline has been established and tasks assigned to individuals and groups within the institution to support the following goals and outcomes.



Professional development for the Quality Enhancement Plan focuses on enhancing faculty knowledge and skills in order to implement professional communication activities within their courses. The goal of professional development is to engage faculty in the process of implementing improved student communication within their discipline and provide them with the appropriate strategies to teach those communication skills. Faculty members will participate in professional development in using the QEP rubrics and eportfolio during the Faculty Institute with follow up trainings during each mandatory monthly faculty meeting. Face-to-face and online professional development will be conducted and facilitated internally by the QEP Implementation Team with potential for external consultants. Professional Development will begin by building expertise among members of the QEP Implementation Team so they serve as resources for later groups.



Timeline of Course Implementation of QEP Outcomes										
Programs	Year 1		Year 2		Year 3		Year 4		Year 5	
	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Business and Tech			BUSN 1100	BUSN 2400					F u l  l  I m p l e m e n t a t i o n	F u l  l  I m p l e m e n t a t i o n
CDYC	CDYC 1050	CDYC 2980								
Culinary							CULA 1000	CULA 1750		
EMT			EMSE 1200	EMSE 2400						
General Studies							ENGL 1010	BUSN 2400		
HVAC					HVAC 1110	HVAC 2900				
INDT			INDT 2900	INDT 2910						
LA Transfer							ENGL 1010	ENGL 2000 level		
Med Coding					HSOM 1110	HSOM 2090				
Nursing					NURS 1010	NURS 1130				
Paralegal	PARL 1000	PARL 2500								
Teaching	TEAC 2010	TEAC 2030								

**4) To establish baseline data for non-credit/leisure course needs.**

- a. Survey our community partners in our service area.
- b. Identify college personnel, with specialized skills and/or credentials interested in teaching non-credit/leisure courses.
- c. Developing a list of non-credit courses we could offer.
- d. Develop a plan to for offering non-credit/leisure courses.

**Chairperson: Lindsey Jakiel-Diulus**

**Results/Outcomes:**

- The survey was developed by Nunez's Public Information Officer in consultation with the Vice Chancellor for Institutional Advancement.
  - The survey was distributed via email, the College's website, and social media.
    - A list of community agencies and partners was developed and contacts at those agencies were emailed an invitation to take the survey as well as one reminder.
  - Responses were collected from October 10, 2016 – December 6, 2016.
  - Findings
    - The areas of interest\* for noncredit, leisure, and continuing education courses were:
      1. Cooking & Culinary (N = 29)
      2. Arts & Crafts (N = 27)
      3. Wellness (N = 24)
      4. Home Repair (N = 22)
      5. Professional Development (N = 18)
      6. Social Media (N = 17)
      7. Nature (N = 14)
      8. Performing Arts (N = 13)
      9. Creative Writing (N = 8)
      10. Literacy (N = 8)
      11. Lectures (N = 4)
- \*See slides for additional details
- Free text responses for other areas of interest included: conversational foreign languages for travel, genealogy, and professional certifications (notary public and real estate agent).
  - Most respondents would like to pay between \$25 - \$100 for these types of classes. Some respondents would be willing to pay as much as \$200 for these classes.
  - Most respondents would like to take classes on weekdays (Monday – Friday) after 5:00 PM, and for classes to be a one-time offering or for the class to meet once a week for 8 or 16 weeks.

**Use of Results/Suggestions for Improvements:**

- Designate a point-person on campus for the development and administration of noncredit, leisure, and continuing education classes.
- Start implementation with a couple of classes that could easily utilize current resources and staff.
- Look further into partnerships and resources within the community.
- Determine a timeline for developing classes and an anticipated start date.
- Include classes made available in PR announcements.
- Would like to move forward, but funding is an issue.

(see next few pages for complete survey results)



# Community Survey Results



December 2016

Noncredit, Leisure, and Continuing Education Courses

1

## Overview

- The purpose of this Community Survey is to assess the public's interest in noncredit, leisure, and continuing education course offerings at Nunez Community College.
- The survey was developed by Nunez's Public Information Officer in consultation with the Vice Chancellor for Institutional Advancement.
- The survey was distributed via email, the College's website, and social media.
  - A list of community agencies and partners was developed and contacts at those agencies were emailed an invitation to take the survey as well as one reminder.
- Responses were collected from October 10, 2016 – December 6, 2016.

2

## Findings

- The areas of interest\* for noncredit, leisure, and continuing education courses were:
  1. Cooking & Culinary (N = 29)
  2. Arts & Crafts (N = 27)
  3. Wellness (N = 24)
  4. Home Repair (N = 22)
  5. Professional Development (N = 18)
  6. Social Media (N = 17)
  7. Nature (N = 14)
  8. Performing Arts (N = 13)
  9. Creative Writing (N = 8)
  10. Literacy (N = 8)
  11. Lectures (N = 4)
- \*See slides 4 – 6 for additional details
- Free text responses for other areas of interest included: conversational foreign languages for travel, genealogy, and professional certifications (notary public and real estate agent).
- Most respondents would like to pay between \$25 - \$100 for these types of classes. Some respondents would be willing to pay as much as \$200 for these classes.
- Most respondents would like to take classes on weekdays (Monday – Friday) after 5:00 PM, and for classes to be a one-time offering or for the class to meet once a week for 8 or 16 weeks.

3

## Next Steps

- Designate a point-person on campus for the development and administration of noncredit, leisure, and continuing education classes.
- Determine a timeline for developing these classes and an anticipated start date.

## Responses

- The following slides provide question by question responses.
- Demographic information provided by respondents is included on slides 15 – 20.

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In what areas would you like to see Nunez Community College offer noncredit or leisure courses?

#	Answer	%	Count
1	Arts and crafts (painting, drawing, sewing)	58.70%	27
2	Computer skills (email, presentations, spreadsheets, word processing)	50.00%	23
3	Cooking and culinary (cooking, cake decorating, wine tasting)	63.04%	29
4	Creative writing (fiction, poetry)	17.39%	8
5	Home repair (electrical, carpentry, appliance repair)	47.83%	22
6	Lectures and talks (historical, biographical, inspirational)	8.70%	4

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In what areas would you like to see Nunez Community College offer noncredit or leisure courses?

#	Answer	%	Count
7	Literacy (book clubs, common reading programs)	17.39%	8
8	Nature (astronomy, bird watching, gardening)	30.43%	14
9	Performing arts (acting, dancing, singing)	28.26%	13
10	Professional development (interview skills, leadership development, resume writing)	39.13%	18
11	Social media (Facebook, Twitter, Instagram, LinkedIn)	36.96%	17

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In what areas would you like to see Nunez Community College offer noncredit or leisure courses?

#	Answer	%	Count
12	Wellness (health/nutrition, team sports, group exercise)	52.17%	24
13	Other (please specify in next question)	26.09%	12
	Total	100%	46

7

If there are specific classes or topics that you would like to see Nunez Community College offer, please use the space below to list or describe them.

If there are specific classes or topics that you would like to see Nunez Co...
Information on healthy cooking and eating, understanding of the new technology in tablets & tv,etc for us older folks. Home monitoring systems without going on Internet.
ancestry/ family tree research class
Pottery, ballroom dancing, wine tasting
Learn to speak Spanish class
Community Band; Nature Field Trips
Photography Photoshop
Phototography
Wine pairing Yoga Flower arranging
Language: French
Financial Literacy
Notary Public

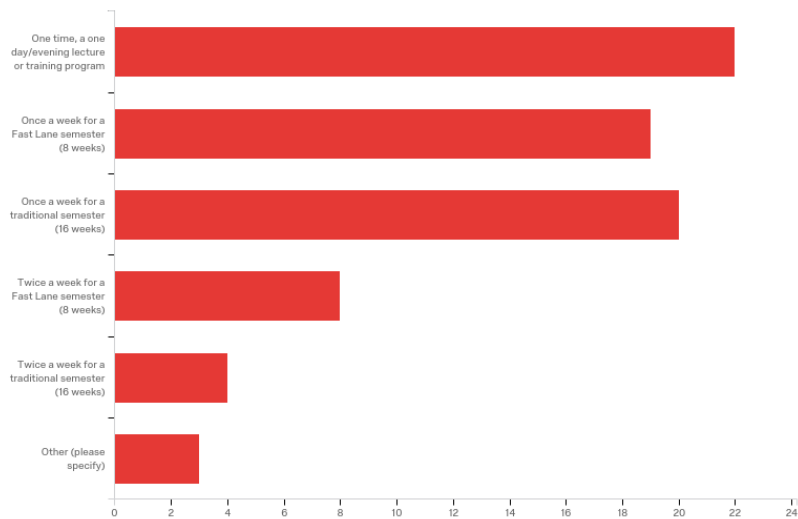
8

If there are specific classes or topics that you would like to see Nunez Community College offer, please use the space below to list or describe them.

If there are specific classes or topics that you would like to see Nunez Co...
Foreign languages
real estate licensures
Conversational Foreign Languages: Spanish, Italian, French, etc.
Painting vintage furniture pieces in the Shabby Chic style, Sewing curtains and throw pillows, Acrylic Painting, CERAMICS!!!
Simple Cloth Doll Making, Soap Making
summer camp for middle & high school students (digital media)
ACT preparation
Genealogy
home decorating class (wreaths, flower arrangements, nifty crafts for wall décor)
scrap booking
Computer skills, culinary classes
Business Management round table meetings with local businesses. Maybe in conjunction with the Chamber of Commerce or Economic Development Foundation

9

If you were to take a noncredit or leisure course, how often would you like to attend class?



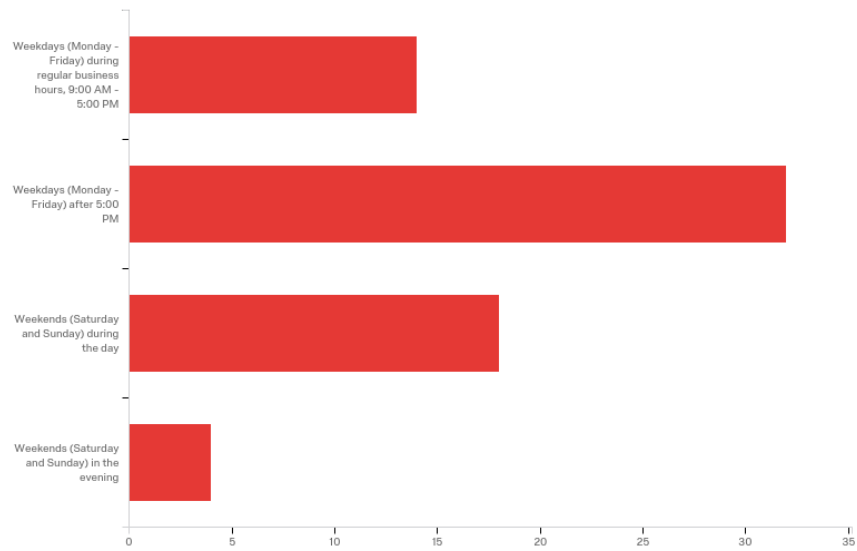
10

If you were to take a noncredit or leisure course, how often would you like to attend class?

Other (please specify)
Over a weekend
weekend workshops or evening one time - three hour
Once per week but for 4 week duration

11

What days or times would be most convenient for you to attend noncredit or leisure courses?



12

In what areas would you like to see Nunez Community College offer noncredit or leisure courses?

#	Answer	%	Count
1	\$0, I am only interested in free offerings	28.57%	12
2	\$25 - \$50	61.90%	26
3	\$50 - \$100	52.38%	22
4	\$100 - \$200	33.33%	14
5	\$200 - \$300	0.00%	0
6	Over \$300	0.00%	0
7	Other (please specify)	2.38%	1
	Total	100%	42

**Other (please specify)**

pay by the class

13

If you have comments on the costs of noncredit or leisure courses, please provide them in the space below.

**If you have comments on the costs of noncredit or leisure courses, please p...**

Cost of supplies would be charged separately or the student would have to purchase their own supplies

not under the going rate at Hobby stores

14

## Gender

#	Answer	%	Count
1	Male	12.20%	5
2	Female	85.37%	35
3	Other	0.00%	0
4	Prefer not to respond	2.44%	1
	Total	100%	41

15

## Age

#	Answer	%	Count
1	Under 18	0.00%	0
2	18 - 24	0.00%	0
3	25 - 34	17.07%	7
4	35 - 44	21.95%	9
5	45 - 54	31.71%	13
6	55 - 64	19.51%	8
7	65 - 74	7.32%	3
8	75 - 84	0.00%	0
9	85 or older	0.00%	0
10	Prefer not to respond	2.44%	1
	Total	100%	41

16



## Zip Code

Zip Code	Frequency
70043	14
70075	4
70032	3
70092	2
70017	2
70115	1
70002	1
70458	1
70121	1
70461	1
70085	1
70403	1
70128	1

17

## Level of Education

#	Answer	%	Count
1	Less than a high school diploma or equivalency	0.00%	0
2	High school diploma or equivalency	2.44%	1
3	Some college	17.07%	7
4	Certificate or other industry credential	0.00%	0
5	Associate's degree or technical diploma	21.95%	9
6	Bachelor's degree	14.63%	6
7	Master's degree	36.59%	15
8	Doctoral degree	2.44%	1
#	Answer	%	Count
9	Other (please specify)	4.88%	2
	Total	100%	41

18

Do you identify as Hispanic or Latino/a?

#	Answer	%	Count
1	Yes	7.69%	3
2	No	84.62%	33
3	Prefer not to respond	7.69%	3
	Total	100%	39

19

If you identify with a racial or ethnic group, you may indicate so below. Multiple answers can be selected.

#	Answer	%	Count
1	American Indian or Alaskan Native	0.00%	0
2	Asian	0.00%	0
3	Black or African American	5.13%	2
4	Native Hawaiian or Other Pacific Islander	0.00%	0
5	White	76.92%	30
6	Prefer not to respond	17.95%	7
	Total	100%	39

20

Is there anything else you would like to add regarding noncredit and leisure courses at Nunez Community College?

Is there anything else you would like to add regarding noncredit and leisur...
I would like to see it announced in the paper
Please screen to assure professionalism and preparedness
Don't go into it half-cocked! Get someone competent who can make this a priority or else it will not be successful.
We really need fun and creative non-credit courses