Herkimer County Community College

Institutional Effectiveness

Report Card

For the 2014-2015 Academic Year

Institutional Effectiveness Report Card for the 2014-2015 Academic Year

This document was prepared by the Assistant Dean of Academic Affairs, Assessment and Institutional Effectiveness, the Director of Institutional Research, and Research Assistant at Herkimer County Community College. Herkimer County Community College is part of the State University of New York and is accredited by the Middle States Commission on Higher Education.

<u>Introduction</u>

Herkimer College believes in a continuous improvement process and the need for a comprehensive system for assessing desired outcomes. This provides Herkimer College not only with the necessary tools for refining our curricula and services, but it also provides the community with assurances that the Board of Trustees, administration, faculty, and staff are concerned with the quality, effectiveness and efficiency of the College.

Herkimer College utilizes multiple means of measuring Institutional Effectiveness. In this Report Card, the primary measurements have been collected from various sources. These internal and external assessment tools are utilized to identify direct and indirect measures as they relate to Herkimer College's Strategic Goals.

The following assessment tools are used to identify key performance indicators within the Herkimer College Report Card:

<div align="center">

Campus Security Data Analysis
Community College Survey of Student Engagement (CCSSE)
Data from the Director of Athletics
Integrated Postsecondary Education Data System (IPEDS)
National Community College Benchmark Project (NCCBP)
General Education Course Assessment
Institutional Research Data
Data from the Center of Student Leadership & Involvement
US Department of Education, Office of Postsecondary Education
Audited Financial Statements
Enrollment Reports
Office of Community Education
Entering Student Survey
Graduating Senior Survey

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External Assessment Measures

Herkimer College uses the following external assessment measures to obtain reliable information to be used for evaluating and enhancing Institutional Effectiveness:

Campus Security Data Analysis - This information is collected by the U.S. Department of Education's Office of Postsecondary Education (OPE). The data is acquired from the OPE Campus Security Statistics Website database. Annually, institutional crime statistics are submitted by all postsecondary institutions receiving Title IV Federal funding.

Community College Survey of Student Engagement (CCSSE) - This is a nationally administered survey of student's perceptions about various aspects of a particular campus. This data allows comparisons between Herkimer College and a SUNY consortium of institutions. As the CCSSE survey is conducted triennially, data from this resource may not be included in every year's edition of this report card.

Integrated Postsecondary Education Data System (IPEDS) - This is the nation's core postsecondary education data collection program. This comprehensive system is designed to compare Herkimer College to similar institutions.

National Community College Benchmark Project (NCCBP) - This set of data provides institutional comparisons of community colleges across the country. Currently, it reports-out on 25 performance indicators.

Internal Assessment Measures

<u>Audited Financial Statements</u>-The Office of the Controller has the fiduciary responsibility for Herkimer College's annual financial audits and provides fiscal information.

<u>Director of Athletics</u> – The Director of Athletics collects information from his staff including the Assistant Director of Athletics, Coaches and Website Manager.

<u>Enrollment Reports</u>- These are created monthly by the office of Admissions.

<u>Entering Student Survey</u>- Information attained from this measurement provides data about students working in the community and how effective Herkimer College's marketing strategies are.

<u>Institutional Research Data</u>-The IR department provides accurate data for various measurable points.

<u>Center for Student Leadership and Involvement Data</u>- Extracurricular activity data that involves on-campus clubs, organizations, and events are collected from the Office of Student Activities.

<u>Office of Community Education</u>- Provides data centered upon facility usage by off-campus groups, non-credit course enrollment, and workforce and training development.

<u>Graduating Senior Survey</u>- This assessment provides data about the student's interpretation of and experience with Herkimer College and the various campus units. The May 2015 Graduating Senior Survey was distributed to 620 students with 320 students responding to some or all of the questions. That was 52% response rate. All questions were optional.

Mission Statement

The Mission of Herkimer College is to serve our learners by providing high quality accessible educational opportunities and services in response to the needs of the local and regional communities.

Vision Statement

Herkimer College will continue to be a highly respected teaching and learning institution whose academic excellence will be complemented by a rich offering of co-curricular programming, quality student services, and distinction in athletics.

The College will continue to serve the post-secondary education needs of the community and be a key driver in regional economics, capitalizing on the potential of its partnerships and programs in current and emerging fields.

Herkimer College students will exceed expectations in programmatic outcomes, educational core competencies, and critical thinking skills in order to become productive citizens engaged in a global society.

Strategic Goals

1. **Academic Programs and Support:** Promote student success through relevant programs and support services within an enriched teaching and learning environment.

2. **Campus Life:** Cultivate a campus environment that complements the academic mission, enhances student development, and provides broad social and educational experiences.

3. **Institutional Culture:** Encourage and sustain a campus culture where the core values of the College are embraced, implemented and rewarded.

4. **Operational Sustainability:** Ensure the operational sustainability of the institution.

5. **Outreach and Community Relations:** Cultivate mutually beneficial relationships within the community and enhance the image of Herkimer College.

Institutional Learning Outcomes

Students who graduate from Herkimer College have demonstrated competency in the following areas:

Communication

Herkimer College graduates will be able to communicate effectively in formal and informal exchanges with others. Students will be able to read, write and speak to facilitate discipline specific applications and to further their success in other educational endeavors, and/or career situations.

Knowledge Management

Herkimer College graduates will demonstrate a level of information literacy that enables them to manage knowledge by locating, organizing and analyzing research gathered via traditional and contemporary methods. Students will develop computer technology competency in research, communication and discipline specific software applications.

Problem Solving

Herkimer College graduates will be able to use critical thinking and integrative decision-making skills to systematically and efficiently solve a variety of qualitative and quantitative challenges. Students will be able to develop well-reasoned arguments and conclusions, quantifying results through logical cognitive processing through means that may include the scientific method and mathematical reasoning.

Ethics and Social Responsibility

Herkimer College graduates will have developed a value set adopting and applying ethical awareness of program specific codes and/or socially responsible standards that will serve community needs on local, regional, national and global levels. Students will be prepared to be socially responsive citizens, committed to developing ethical, social and professional characteristics of civility and integrity for interactions with a diverse population comprised of various cultures, backgrounds and lifestyles.

Aesthetic Responsiveness

Herkimer College graduates will be able to recognize and appreciate literary and artistic expression in the written, visual and/or performing arts. Students will apply a strong liberal arts foundation to facilitate an understanding of and appreciation for Arts and Humanities.

Academic Programs and Support
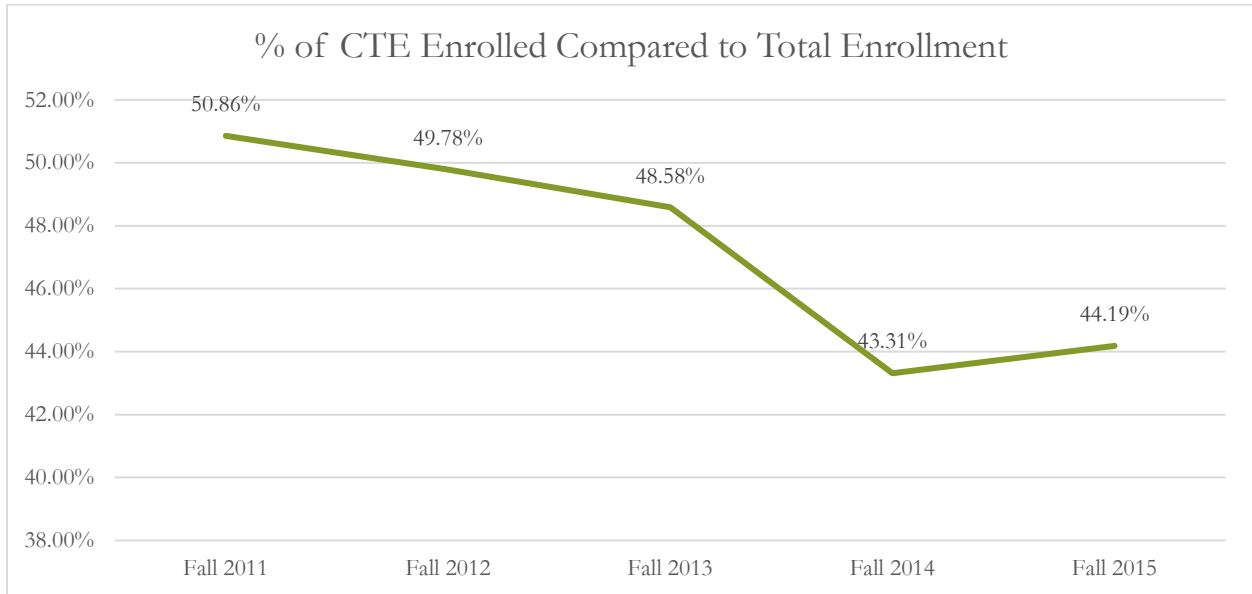
Percent of Students by Degree Type
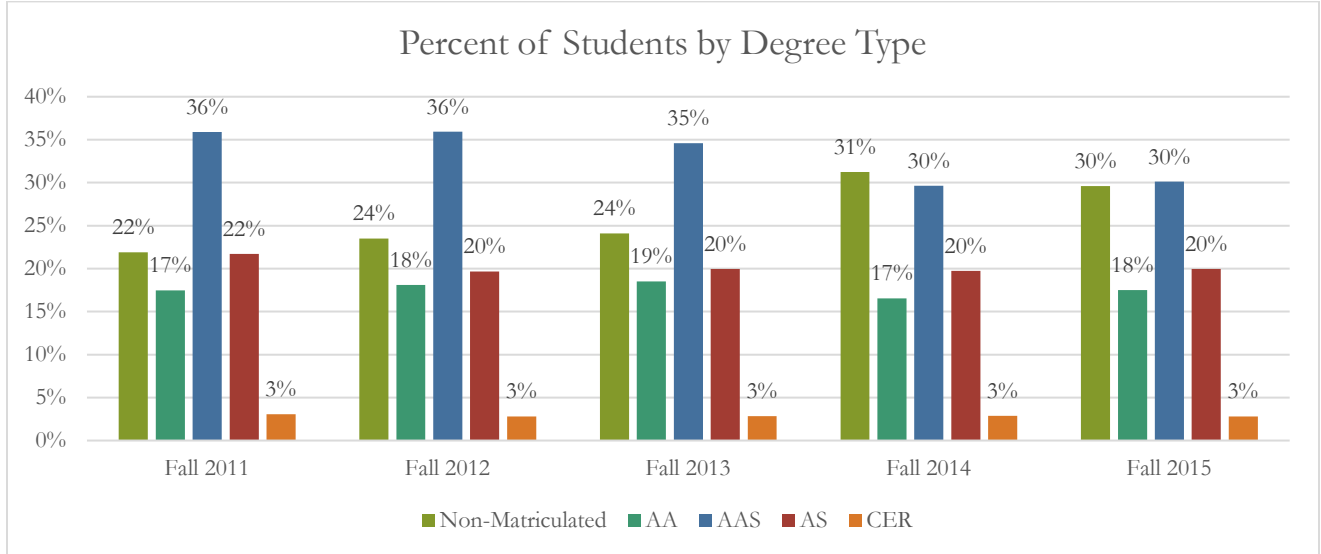
The chart represents the percentage of students by degree type for the Fall semesters in all programs. The data indicates that the most significant change has been for the non-matriculated enrollment which is in line with the time frame that the College Now students were offered courses at no cost to the student.

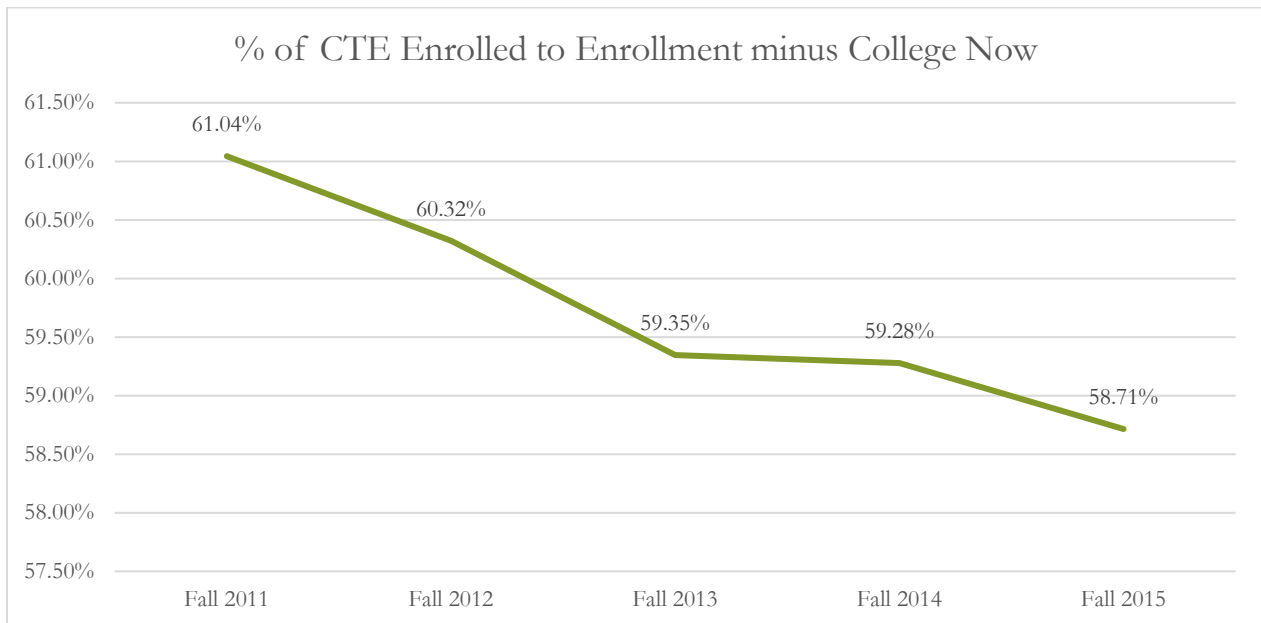### Percent of CTE Enrollment by Degree Type
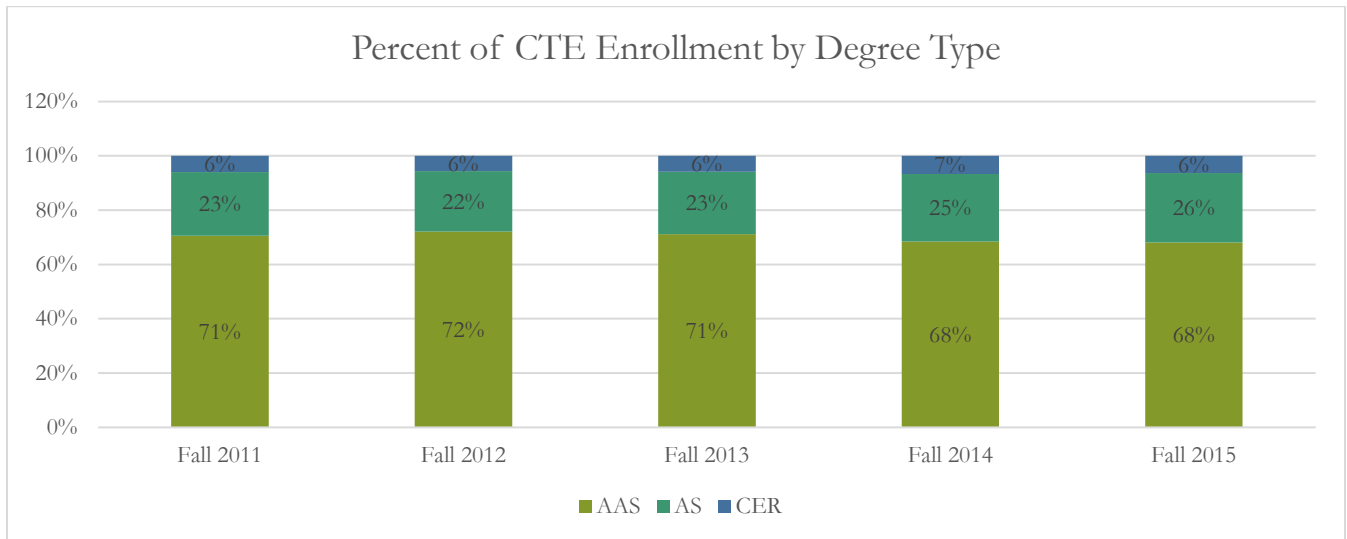
The chart indicates the % breakout of students enrolled in CTE programs by degree type. The chart indicates a small growth in CTE programs that are designed for Transfer and a small decrease in enrollment for CTE programs designed for workforce preparation.

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Institutional Effectiveness Report Card for the 2014-2015 Academic Year

% of CTE Enrolled Compared to Total Enrollment

| Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
50.86%	49.78%	48.58%	43.31%	44.19%

These charts measure the percent of enrollment in our CTE (Career and Technical Education) programs as compared to overall enrollment (chart above) and enrollment excluding the College Now enrollment (chart below). The percent of students in our CTE program has experienced a 2.33 % decrease when viewing enrollment without considering our students in the CTE program. There has been a 6.67% decrease when reviewing the data with the College Now students.

% of CTE Enrolled to Enrollment minus College Now

| Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
61.04%	60.32%	59.35%	59.28%	58.71%

*Data has been collected by the Office of Institutional Research

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Academic Programs and Support

Headcount of Students on the Dean's or President's List
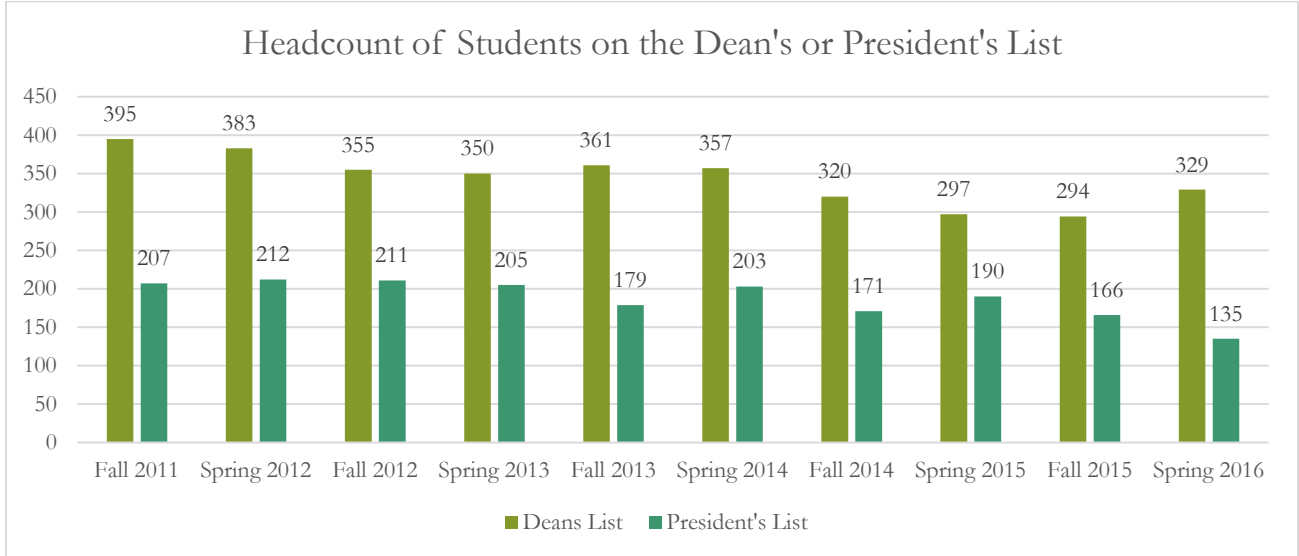
These chart Headcount of Students on the Dean's or President's List represents a five year comparison of the number of students being designated on either the Dean or President List. The chart 'Percent of Students on the President's or Dean's List' uses the same headcount as a percent of the overall matriculated student enrollment. Spring of 2015 shows a peak for the percentage of students on the President's list while Spring of 2016 shows a peak for the percentage of students on the Dean's list.

Percent of Students on the President's or Dean's List
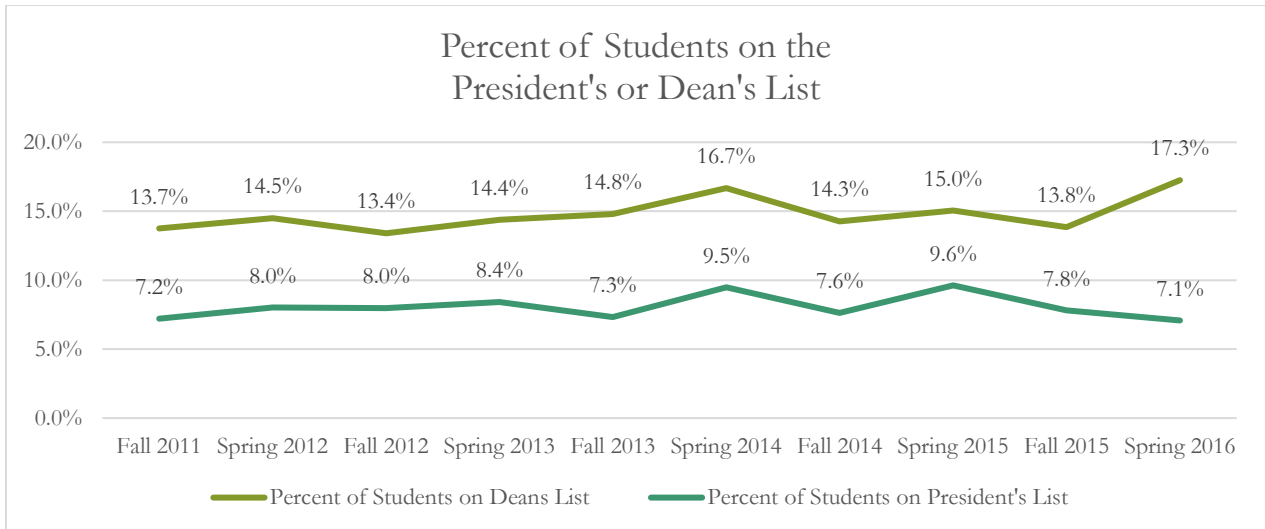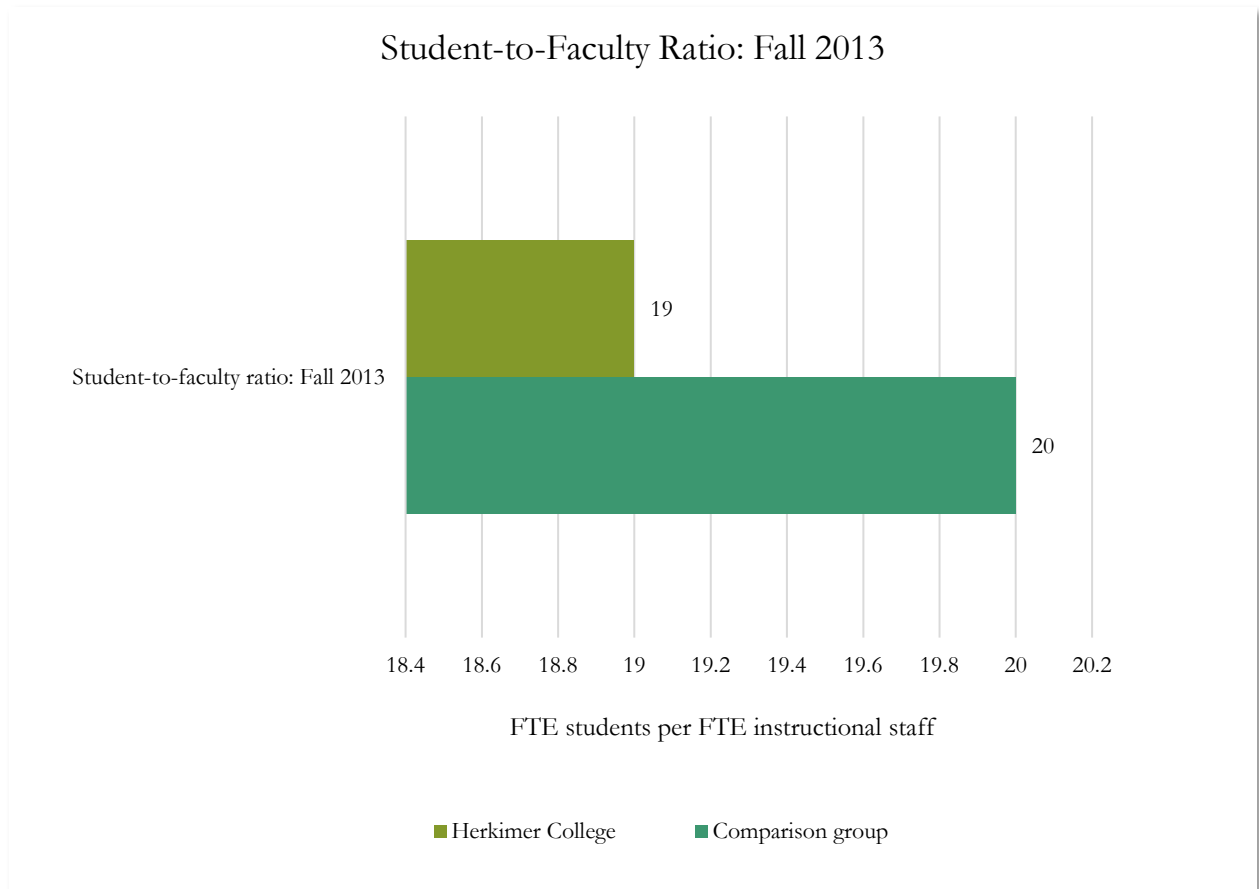
Academic Programs and Support

Athletic Scholars

- 3 Student Athletes were awarded the SUNY Chancellor Award for Excellence. The teams represented: Men's Soccer, Men's Baseball, Women's Cross Country and Track and Field.

- 11 Student Athletes where named Academic All American

- 30 Student Athletes where named Academic All Region III

- 43.6% of all student athletes achieved Dean's or President's list.

- 89.5% of all student athletes completed the year in Good Academic Standing.
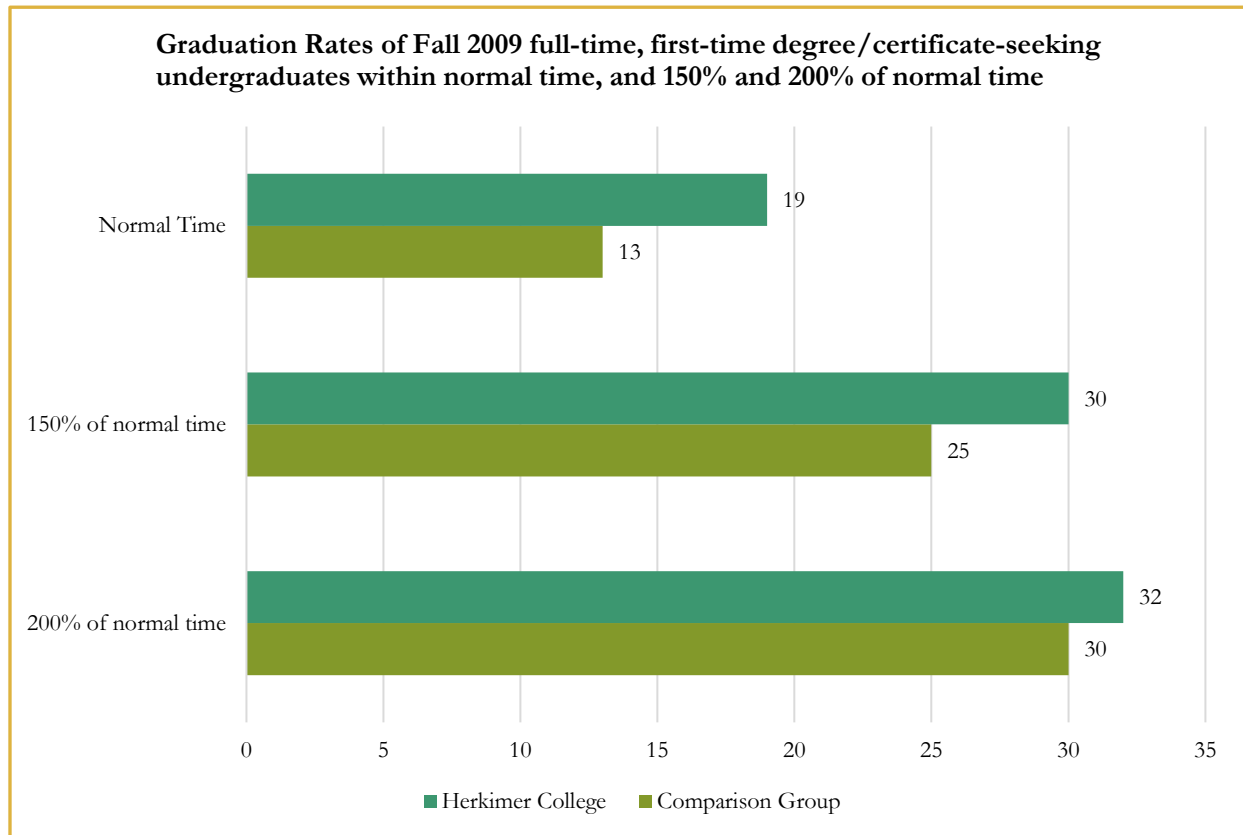
*Total number of student athletes 280

**Data was provided by the Director of Athletics

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Academic Programs and Support

Student-to-Faculty Ratio: Fall 2013

Student-to-faculty ratio: Fall 2013

19

20

18.4   18.6   18.8   19   19.2   19.4   19.6   19.8   20   20.2

FTE students per FTE instructional staff

■ Herkimer College   ■ Comparison group

The 2014 IPEDs Data feedback report provides the student-to-faculty ratio for Herkimer College as compared to the comparison group. The comparison group in the above chart was determined by IPEDs. Each college is considered to be a medium, public, 2-year college, in the east, with a rural locale. The lower Student-to-faculty ratio shows an increase level of faculty accessibility to the student.

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Academic Programs and Support

Graduation Rates of Fall 2009 full-time, first-time degree/certificate-seeking undergraduates within normal time, and 150% and 200% of normal time

The 2014 IPEDS Data feedback report shows the graduation rate for Herkimer College as compared to the IPEDs selected comparison group. The comparison groups in the above chart was determined by IPEDs. Each college is considered to be a medium, public, 2-year college, in the east, with a rural locale.

- Normal time = completion in Spring 2011
- 150% = completion in Spring 2012
- 200% = completion in Spring 2013

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Academic Programs and Support

First-Time Full-Time Retention Rate

|		
50%	54%	58%
Fall 2010	Fall 2011	Fall 2012
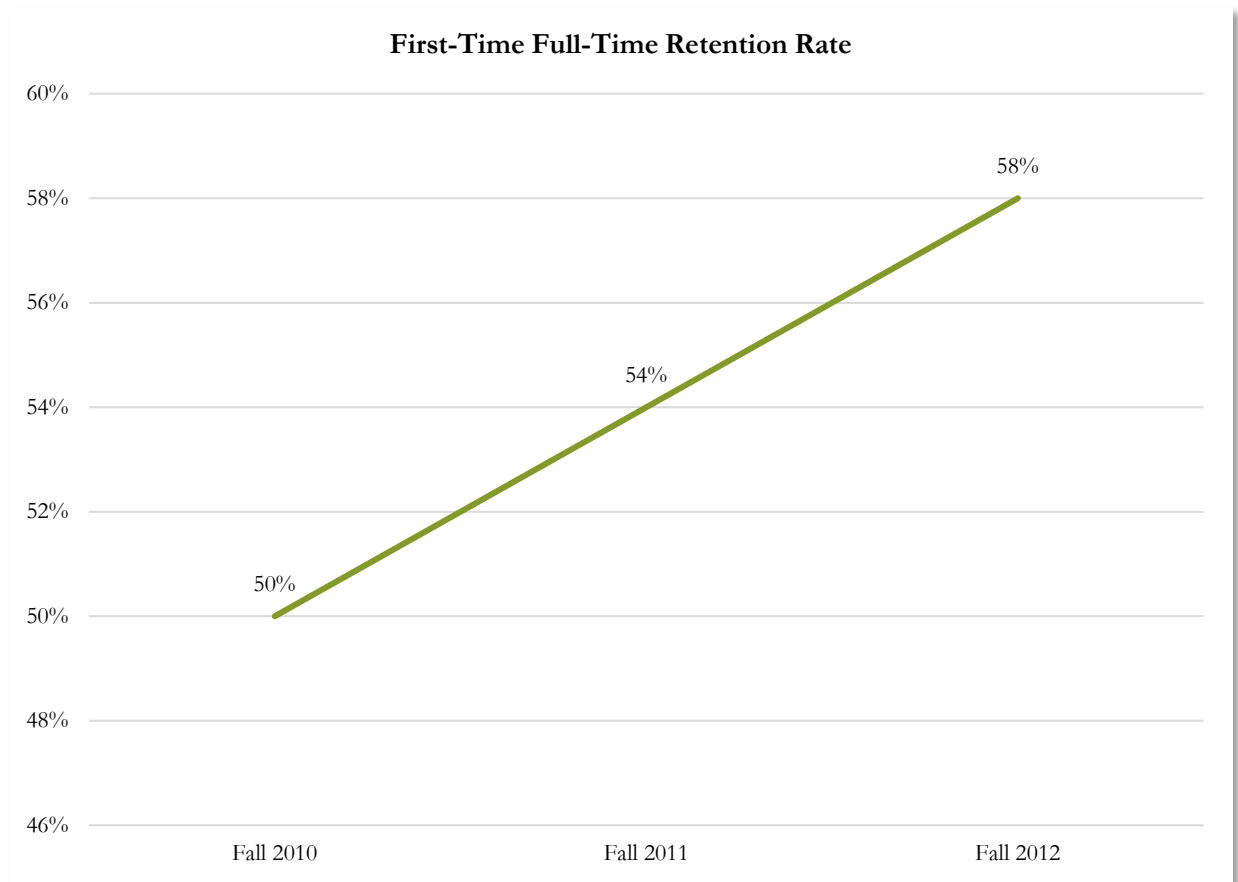
The 2014 IPEDS Fall Enrollment report provides the first-time full-time retention rate for Herkimer College based on the starting cohort year. The data shows incremental increases in the retention rate for the first-time full-time cohorts that started in Fall 2011 and Fall 2012.
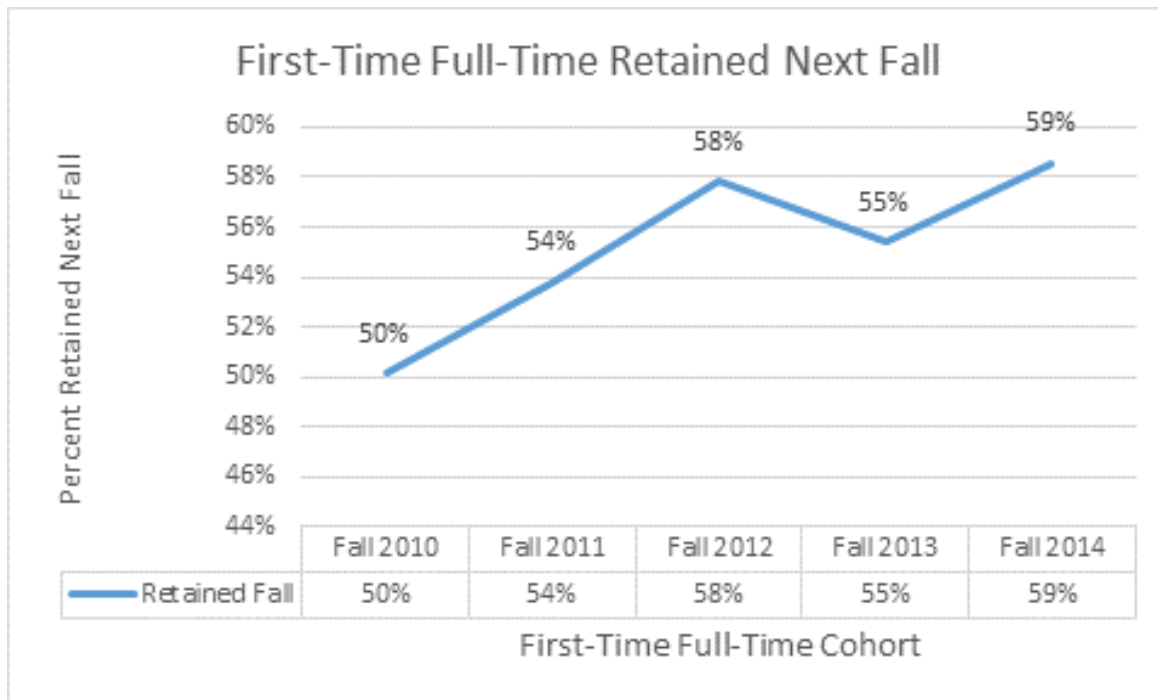
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Percentage of first-time full-time students entering in the fall semester retained for the next spring semester.

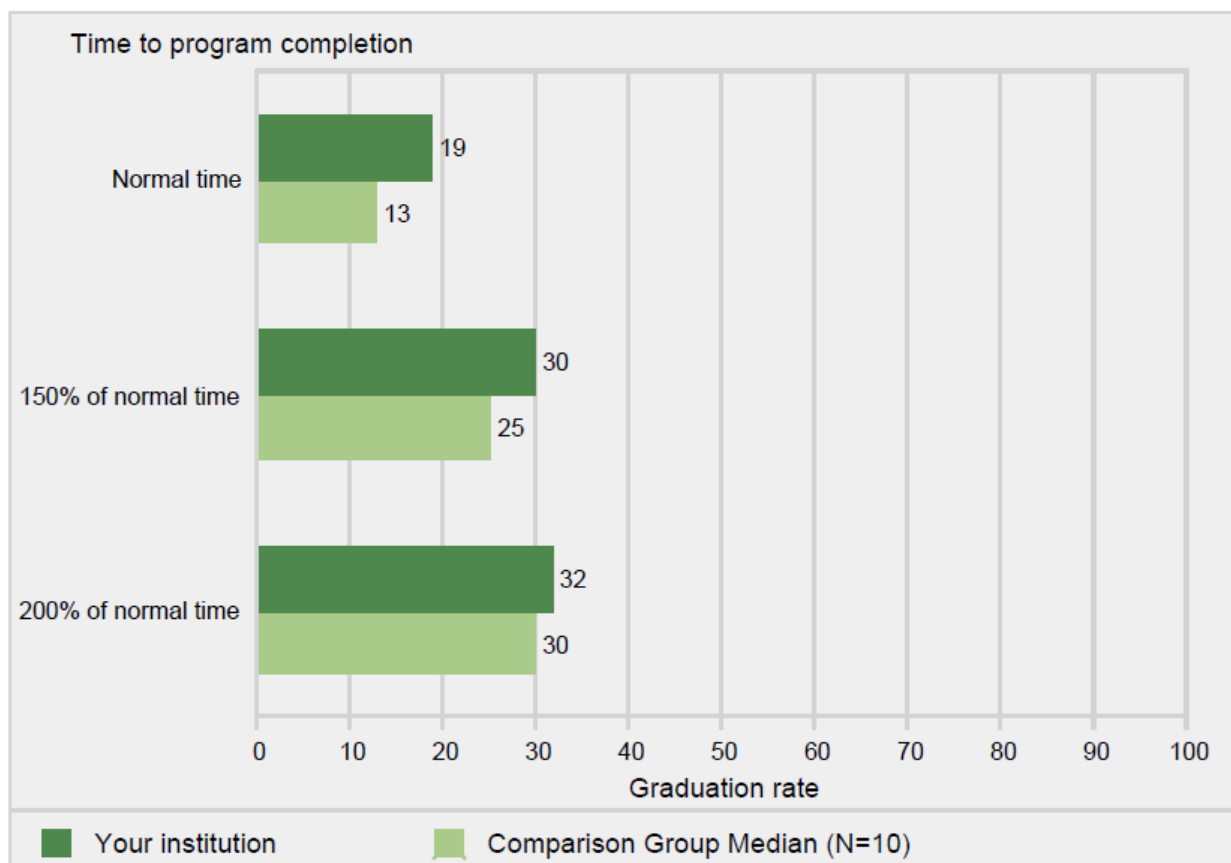## First-Time Full-Time Retained Next Spring
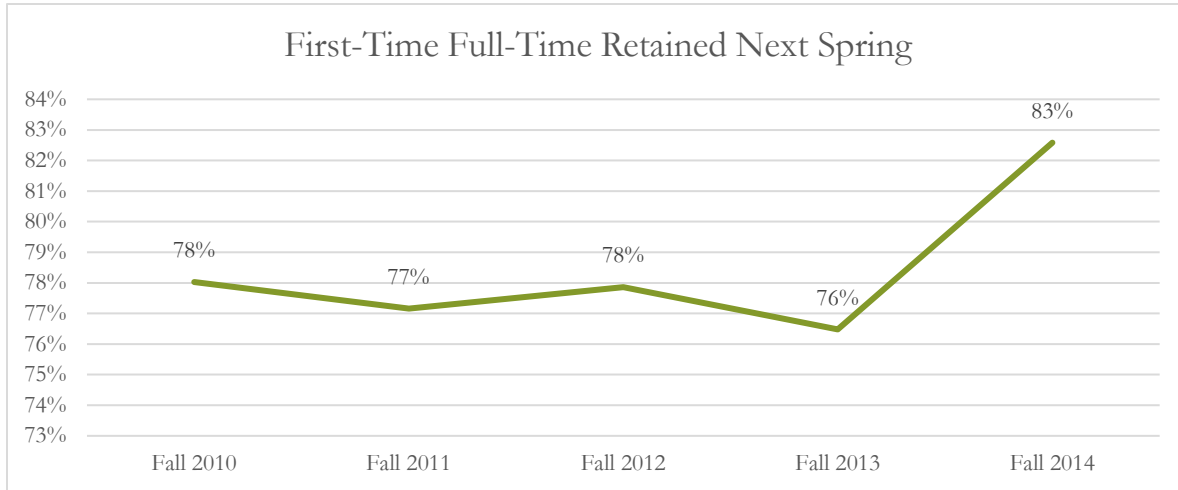
This chart below is for the same cohort of students as the one above, whom we retained the next fall semester. There was a 4% increase since the previous year.

First-Time Full-Time Retained Next Fall

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Retained Fall	50%	54%	58%	55%	59%

First-Time Full-Time Cohort

This information was produced by the Office of Institutional Research using the College's official data tables.

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Academic Programs and Support

Time to program completion

| Graduation rate	Your institution	Comparison Group Median (N=10)
Normal time	19	13
150% of normal time	30	25
200% of normal time	32	30

NOTE: The 150% graduation rate is the Student Right-to-Know (SRK) rates; the Normal time and 200% rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2013-14, 200% Graduation Rates component.

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Academic Programs & Support

General Education Outcomes
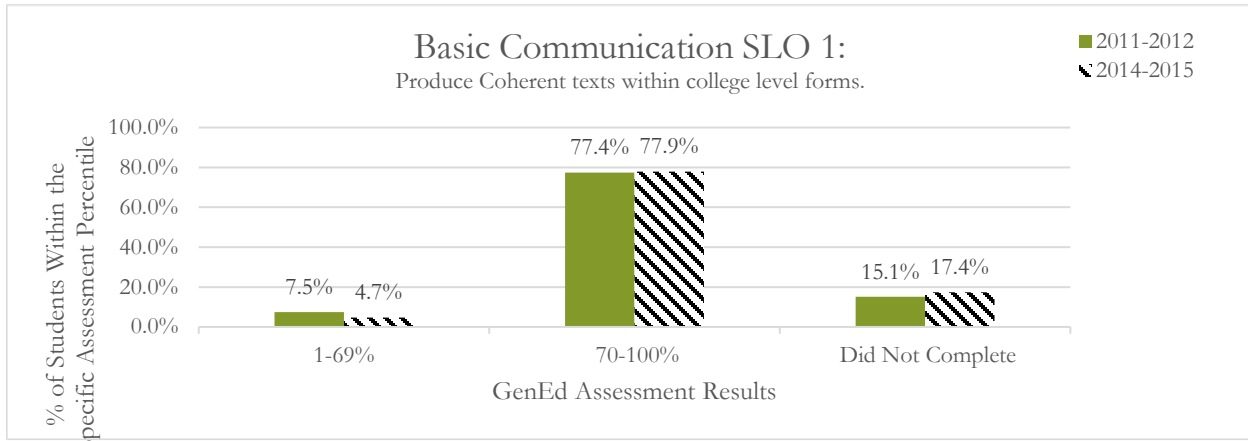
On SLO 1, from the 2011-2012 academic year to the 2014-2015 academic year, the number of students who fell into the 1-69% category dropped by 2.8%, the number of students falling into the 70-100% category rose .5%, and the number of students who did not complete the assessment rose 2.3%.
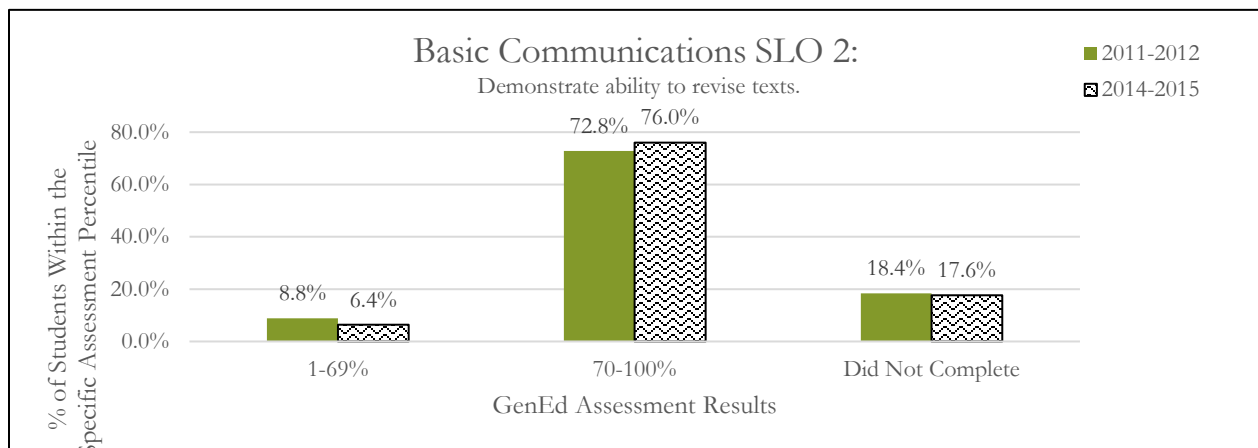
On SLO 2, from the 2011-2012 academic year to the 2014-2015 academic year, the number of students who fell into the 1-69% category dropped 2.4%, the number of students falling into the 70-100% category rose by 3.2%, and the number of students who did not complete the assessment fell by .8%.

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Basic Communication SLO 3:
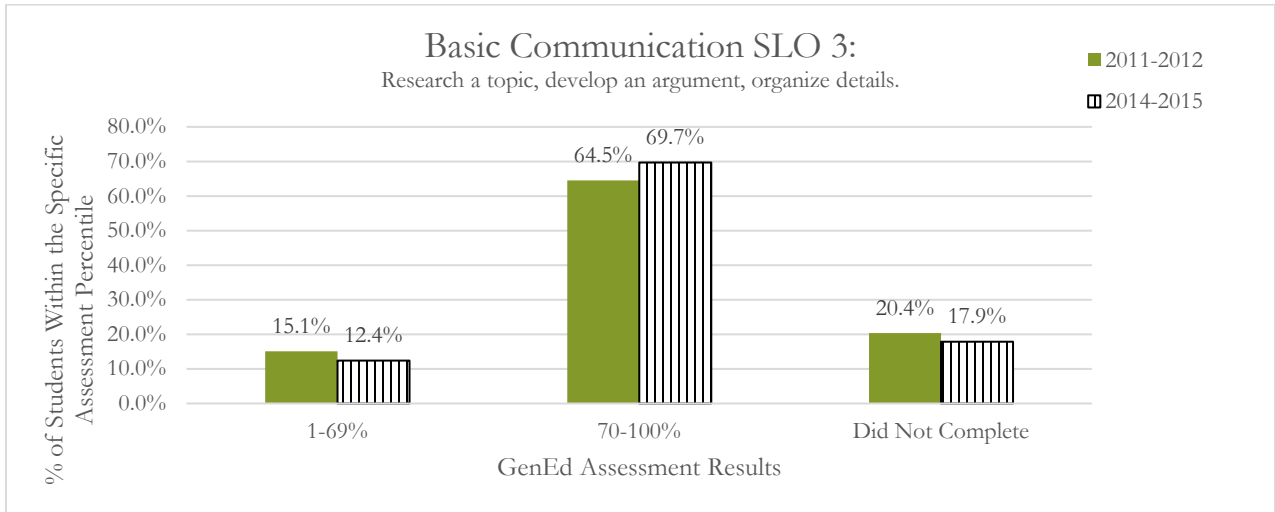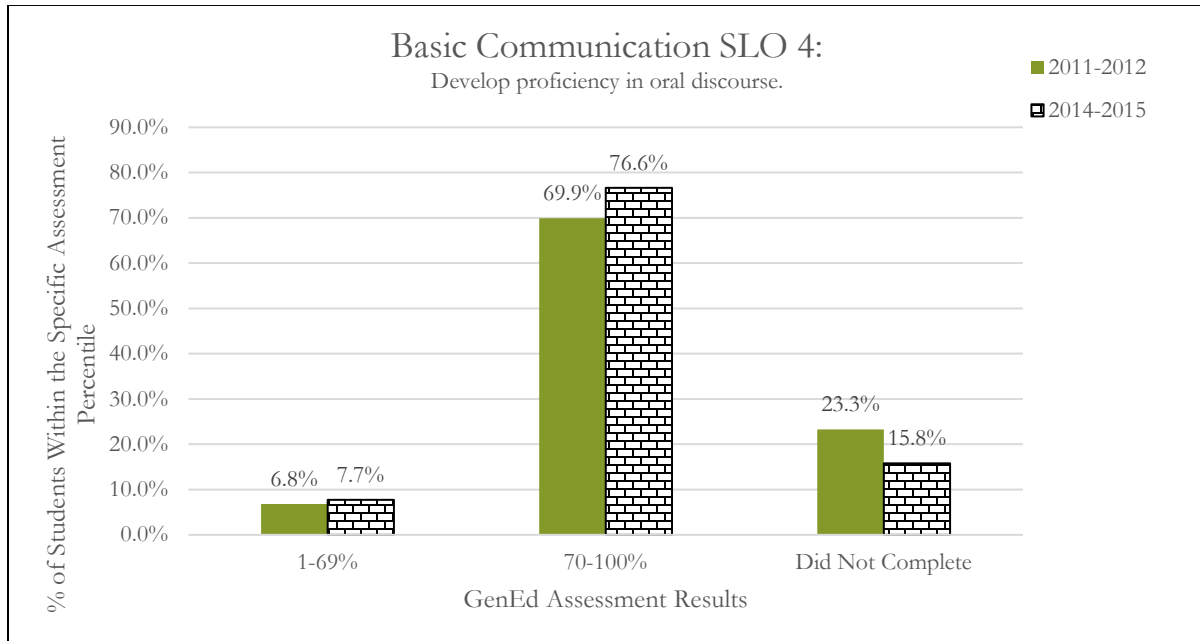### Research a topic, develop an argument, organize details.

On SLO 3, from the 2011-2012 academic year to the 2014-2015 academic year, the number of students who fell into the 1-69% category dropped 2.7%, the number of students falling into the 70-100% category rose by 5.2%, and the number of students who did not complete the assessment dropped by 2.5%.

Basic Communication SLO 4:
Develop proficiency in oral discourse.

On SLO 4, from the 2011-2012 academic year to the 2014-2015 academic year, the number of students who fell into the 1-69% category rose .9%, the number of students falling into the 70-100% category rose 6.7%, and the number of students who did not complete the assessment dropped by 7.5%.

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Basic Communication SLO 5:
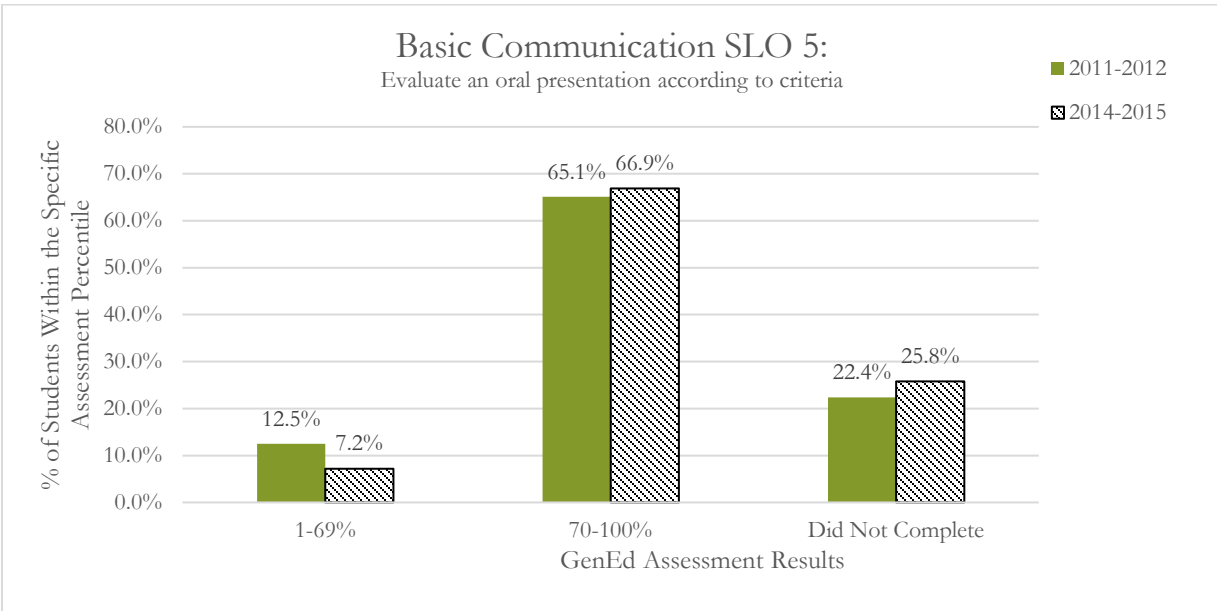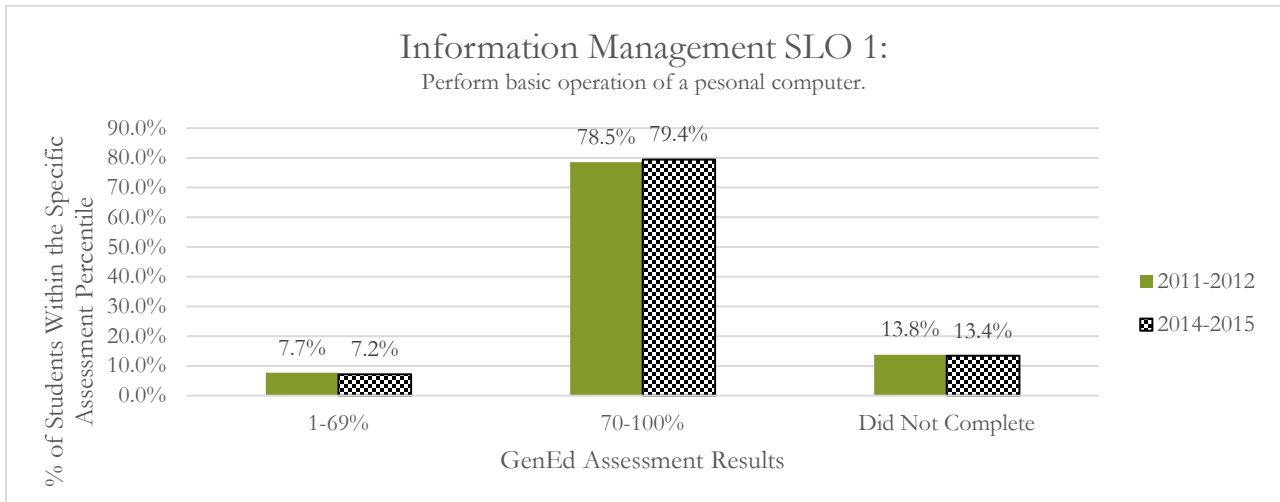### Evaluate an oral presentation according to criteria

On SLO 5, from the 2011-2012 academic year to the 2014-2015 academic year, the number of students who fell into the 1-69% category dropped 5.3%, the number of students who fell into the 70-100% category rose 1.8%, and the number of students who did not complete the assessment rose 3.4%.

Information Management SLO 1:
Perform basic operation of a pesonal computer.

On SLO 1, from the 2011-2012 academic year to the 2014-2015 academic year, the number of students who fell into the 1-69% category dropped by .5%, the number of students who fell into the 70-100% category rose by .9%, and the number of students who did not complete the assessment dropped by .4%.

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Information Management SLO 2:
Locate, evaluate, and synthesize information from a variety of sources

On SLO 2, from the 2011-2012 academic year to the 2014-2015 academic year, the number of students in the 1-69% category increased 11%, the number of students in the 70-100% category increased by 1.7% and the number of students who did not complete the assessment dropped by 1.5%.

Information Management SLO 3:
Understand/use basic research techniques.

On SLO 3, from the 2011-2012 academic year to the 2014-2015 academic year, the number of students in the 1-69% category rose 2%, the number of students in the 70-100% category stayed the same, and the number of students who did not complete the assessment dropped by 2.%.

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Critical Thinking SLO 1:
Students identify, analyze, and evaluate arguments as they occur in their work.
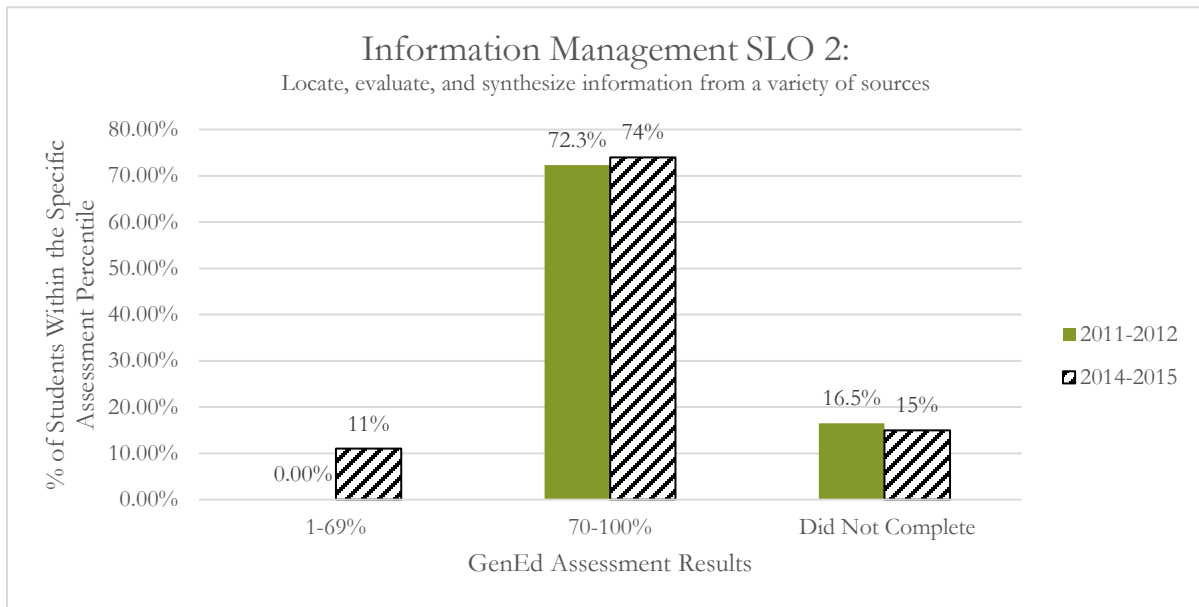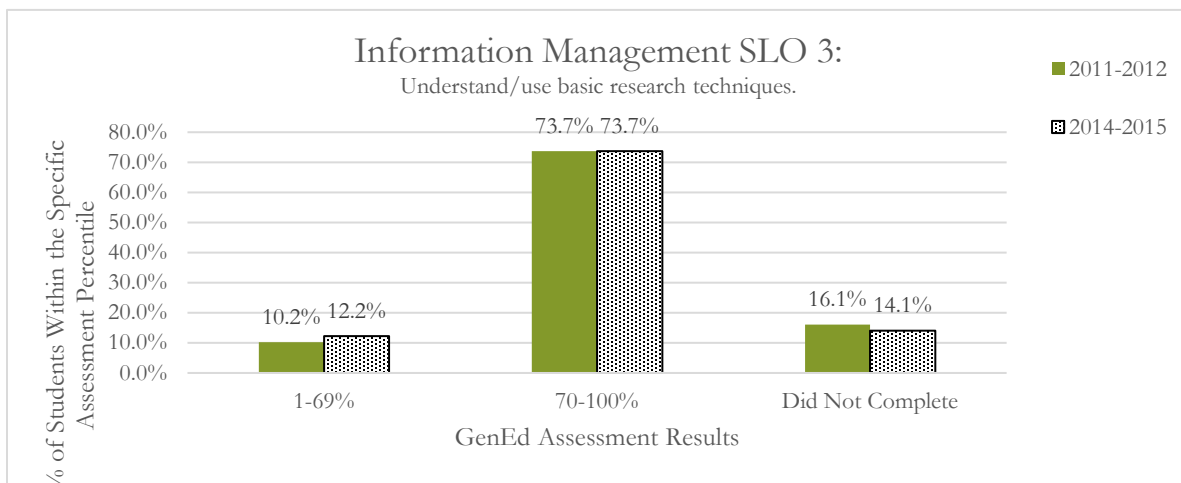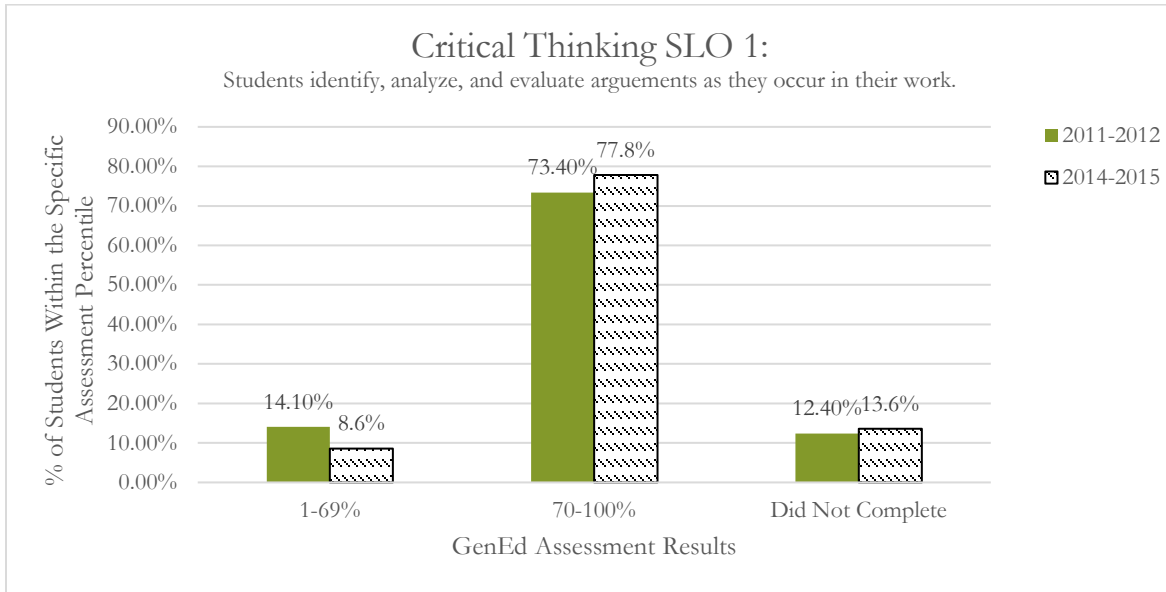

On SLO 1, from the 2011-2012 academic year to the 2014-2015 academic year, the number of students who fell into the 1-69% category fell by 5.5%, the number of students who fell into the 70-100% category rose by 4.4%, and the number of students who did not complete the assessment rose by 1.2%.

Critical Thinking SLO 2:
Students develop well-reasonsed arguments.

On SLO 2, from the 2011-2012 academic year to the 2014-2015 academic year, the number of students who fell into the 1-69% category fell by 5%, the number of students in the 70-100% category rose by 4.1%, and the number of students who did not complete the assessment rose by .9%.
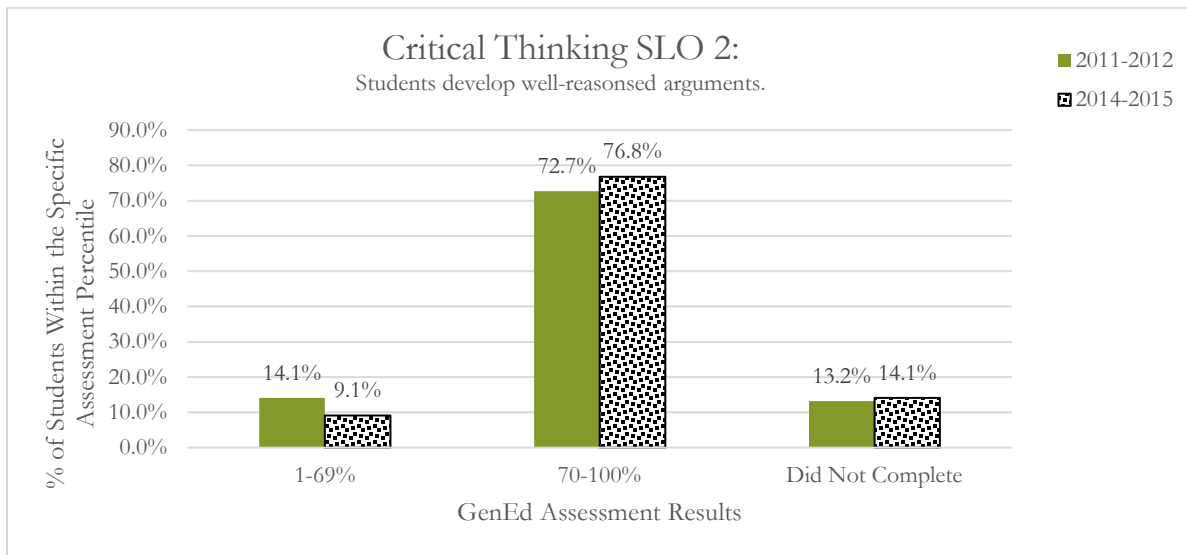
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Foreign Language SLO 1: Basic proficiency in understanding and use of a foreign language.

On SLO 1, from the 2011-2012 academic year to the 2014-2015 academic year, the number of students who received a 1-69% rose 4.6%, the number of students who fell into the 7-100% category dropped by 10%, and the number of students who did not complete an assessment rose by 5.3%.

Foreign Language SLO 2: Knowledge of distinctive features of culture associated with language.
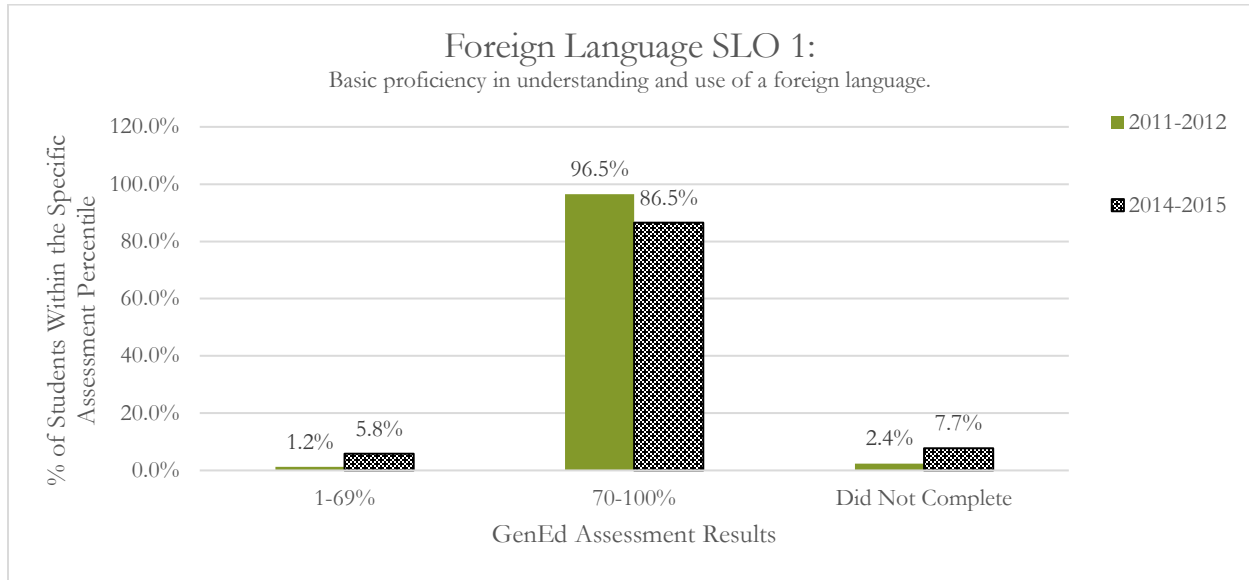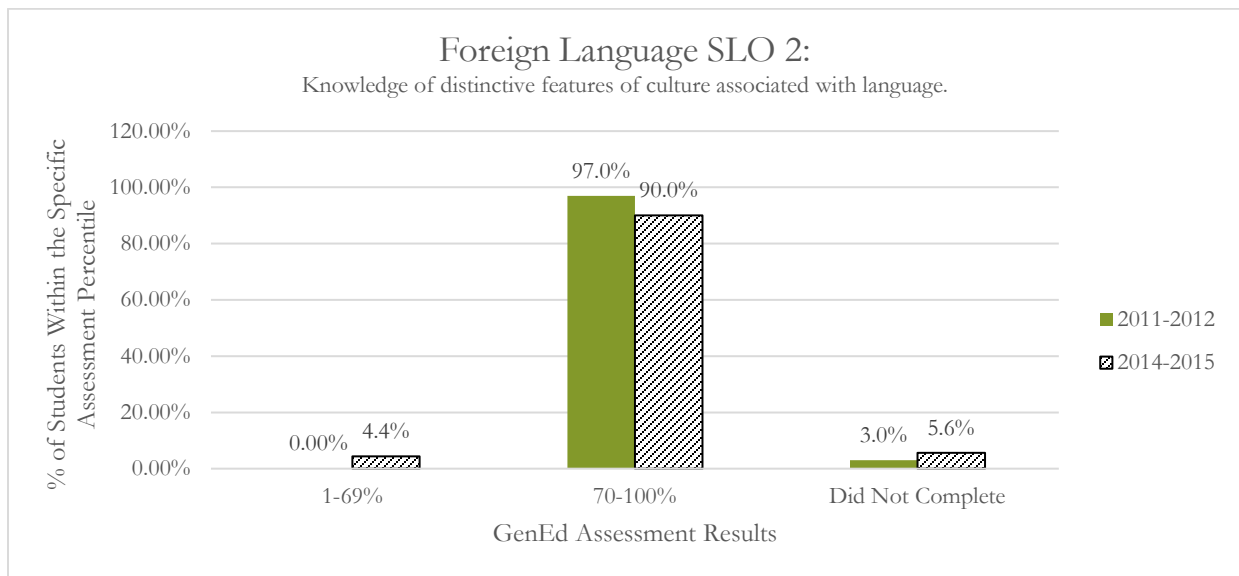
On SLO 2, from the 2011-2012 academic year to the 2014-2015 academic year, the number of students who fell into the 1-69% category rose 4.4%, the number of students who fell into the 70-100% category dropped 7%, and the number of students who did not complete an assessment rose by 2.6%.

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<u>Academic Programs and Support</u>

Percentage of Students that felt they received prompt feedback from instructors on their performance (often or very often).

(Source: CCSSE) ◊

CCSSE Survey Comparison:
Received prompt feedback (written or oral) from instructors on your performance

Cohort	2015	2012
Entire Cohort	2.74	2.7
SUNY Cohort	2.73	2.72
Herkimer College	2.64	2.54

■ 2015 Received prompt feedback (written or oral) from instructors on your performance
■ 2012 Received prompt feedback (written or oral) from instructors on your performance
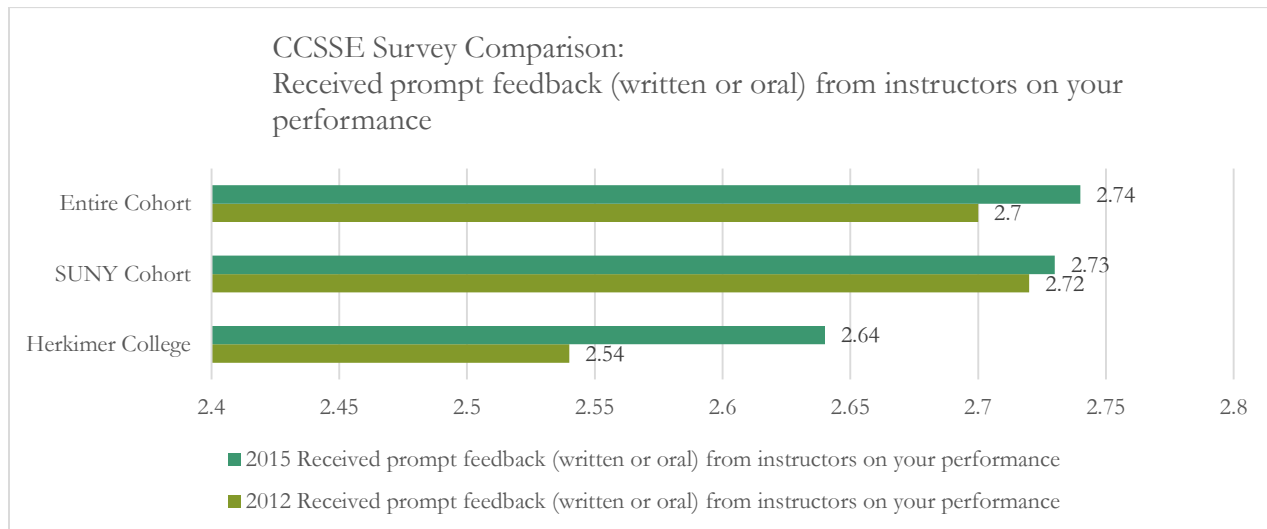
This data illustrates an increase in all cohorts from the 2012 CCSSE survey results. The SUNY Cohort showed a small increase of .01. While the Herkimer Cohort showed a .09 difference which was a .10 increase from the 2012 survey.

NOTE: CCSSE uses the following Likert scale in this question:
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often

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Academic Programs and Support

CCSSE Survey Comparison:
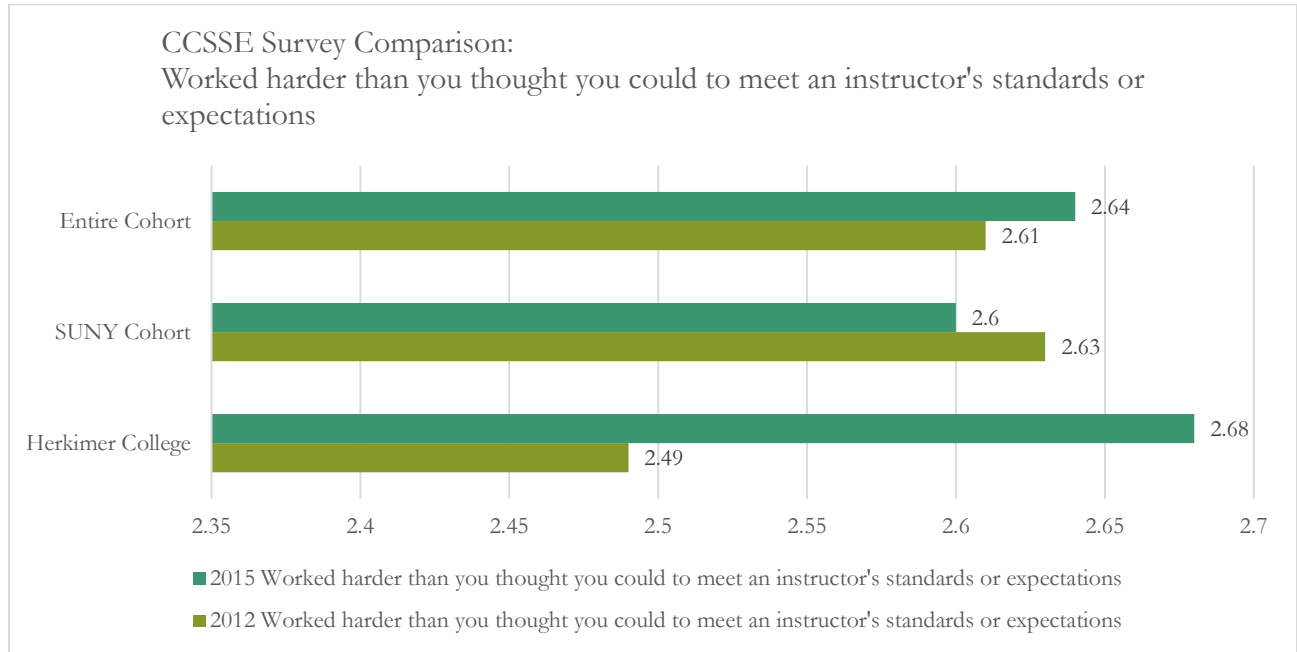Worked harder than you thought you could to meet an instructor's standards or expectations

	2015	2012
Entire Cohort	2.64	2.61
SUNY Cohort	2.6	2.63
Herkimer College	2.68	2.49

- 2015 Worked harder than you thought you could to meet an instructor's standards or expectations
- 2012 Worked harder than you thought you could to meet an instructor's standards or expectations

Students are outperforming their own expectations as illustrated by the increase reflected in the Entire Cohort and Herkimer College Cohort. The students' perception of meeting the instructor's standards or expectations for the overall SUNY Cohort has decreased since the 2012 survey by .03.

NOTE: CCSSE uses the following Likert scale in this question:
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often

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Academic Programs and Support

Give prompt feedback on your academic performance (n=274)

0% ⌐3%

12%

36%

49%

■ Always ■ Usually ■ Seldom ■ Never ■ Don't know
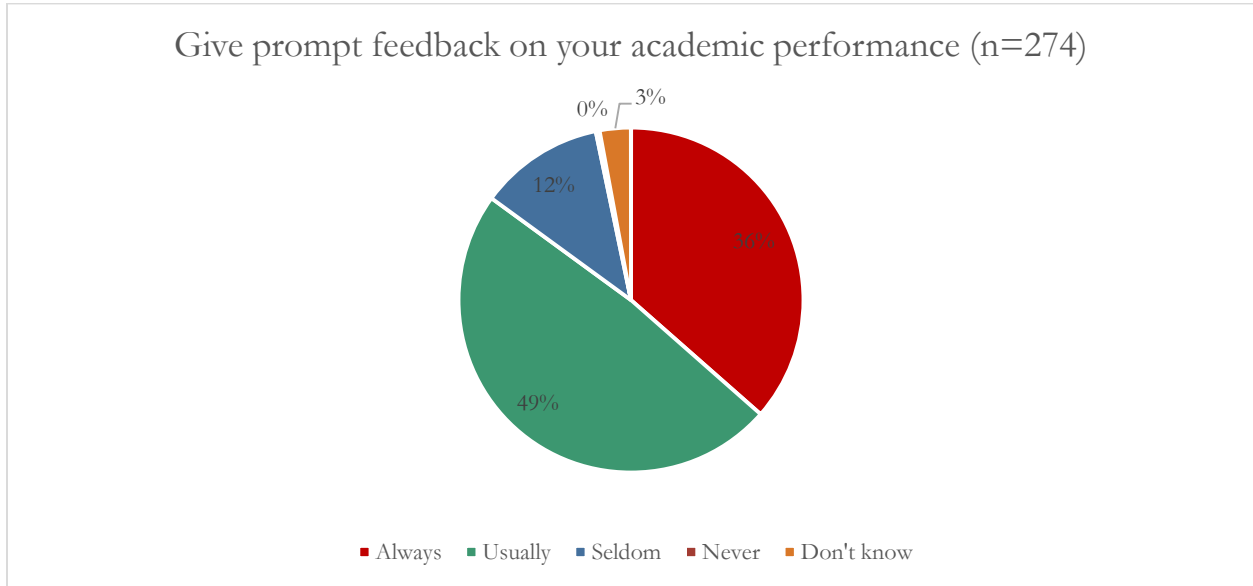
85% of the students responded "Always" or "Usually" for receiving prompt feedback."

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<u>Academic Programs and Support</u>

Faculty/Staff Recognition

2 Chancellor Award Winners for Excellence in Teaching
1 Chancellor Award Winner for Excellence in Faculty Service
1 Chancellor Award Winner for Excellence in Professional Service
1 Chancellor Award Winner for Excellence in Classified Service
1 NSCAA Regional Coach of the Year
1 Coaches Association National Coach of the Year
2 Region III Coach of the Year
3 Mountain Valley Conference Coach of the Year

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Campus Life

The Center for Student Leadership and Involvement: number of clubs/organizations and number of scheduled social activities. (Source: Center for Student Leadership & Involvement Annual Reports)

Campus Life
Clubs and Activities

	2010-11	2011-12	2012-13	2013-14	2014-15
Number of Clubs	46	45	37	35	39
Scheduled Activities	184	195	192	250	248
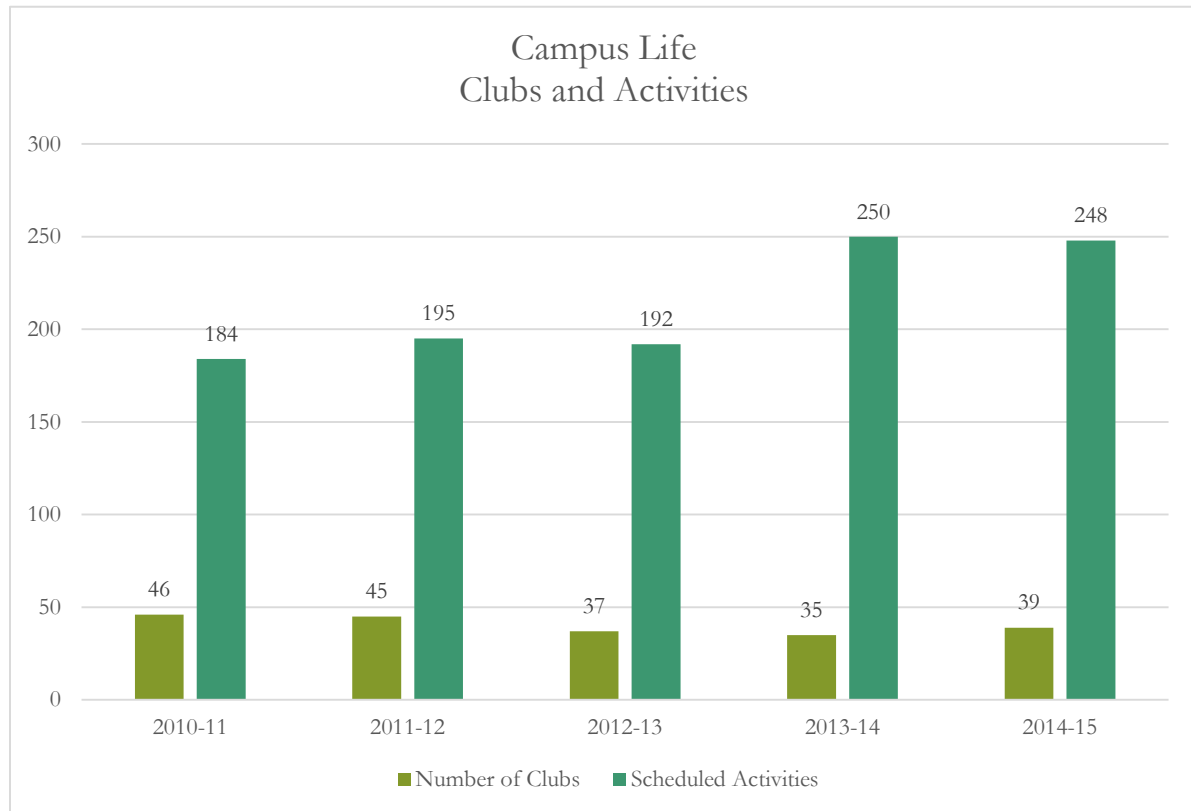
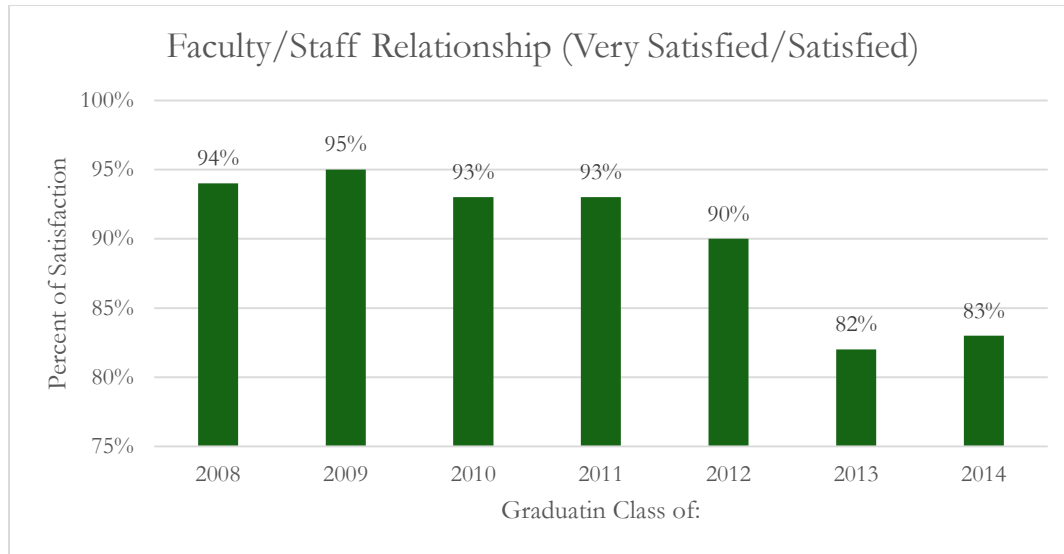The Center for Student Leadership & Involvement enhances student development and provides broad social and education experiences through clubs and organizations and scheduled social activities. The number of these two indicators will equal or exceed the previous year. This data is reported by the Center for Student Leadership & Involvement.

Source: The Center for Student Leadership & Involvement

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Campus Life

MAC: Athletic Events on Campus
Faculty/Staff-Student Relationships (Source: Graduate Follow-up Study)

Faculty/Staff Relationship (Very Satisfied/Satisfied)

- 2008: 94%
- 2009: 95%
- 2010: 93%
- 2011: 93%
- 2012: 90%
- 2013: 82%
- 2014: 83%
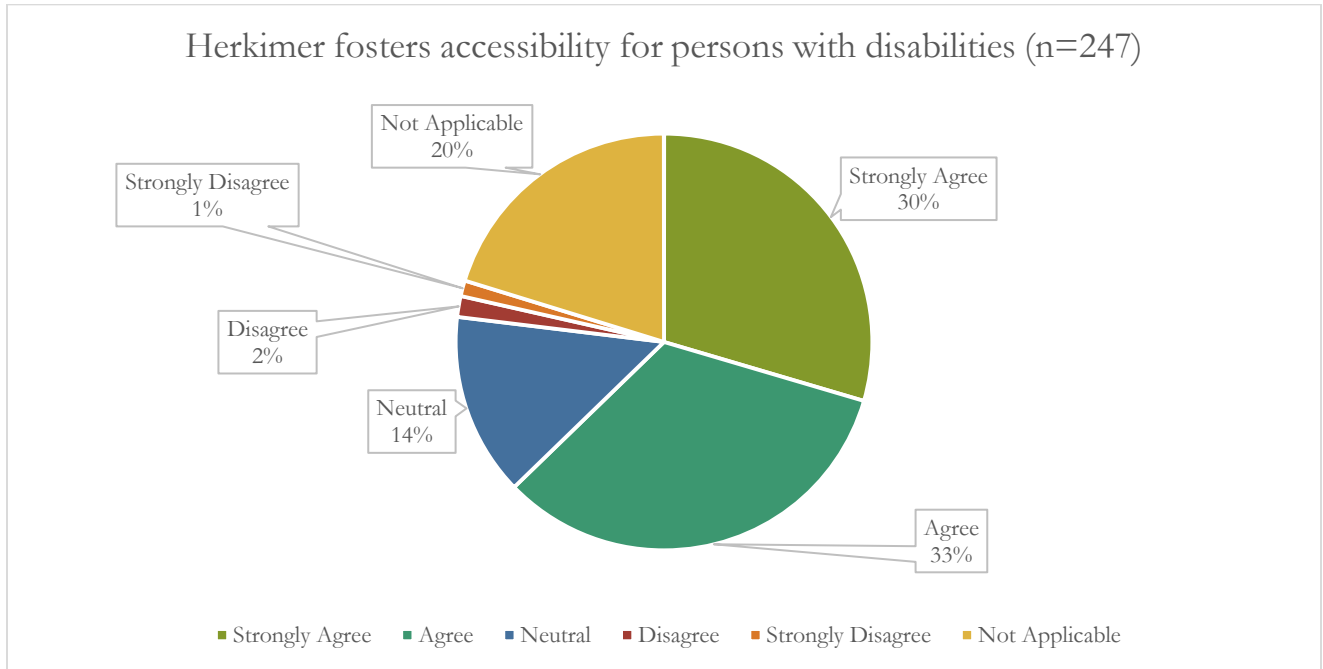
Percent of Satisfaction

Graduatin Class of:

The will capture data to identify student satisfaction as it relates to faculty/staff-student relationships.

The Graduating Senior survey had a 60% response rate 604 students were surveyed and 365 responded to the survey however the number of responses to each question varied.

Source: 2015 Graduate Follow-up Survey

Campus Life

Herkimer fosters accessibility for persons with disabilities (n=247)

Not Applicable
20%

Strongly Disagree
1%

Strongly Agree
30%

Disagree
2%

Neutral
14%

Agree
33%

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree ■ Not Applicable
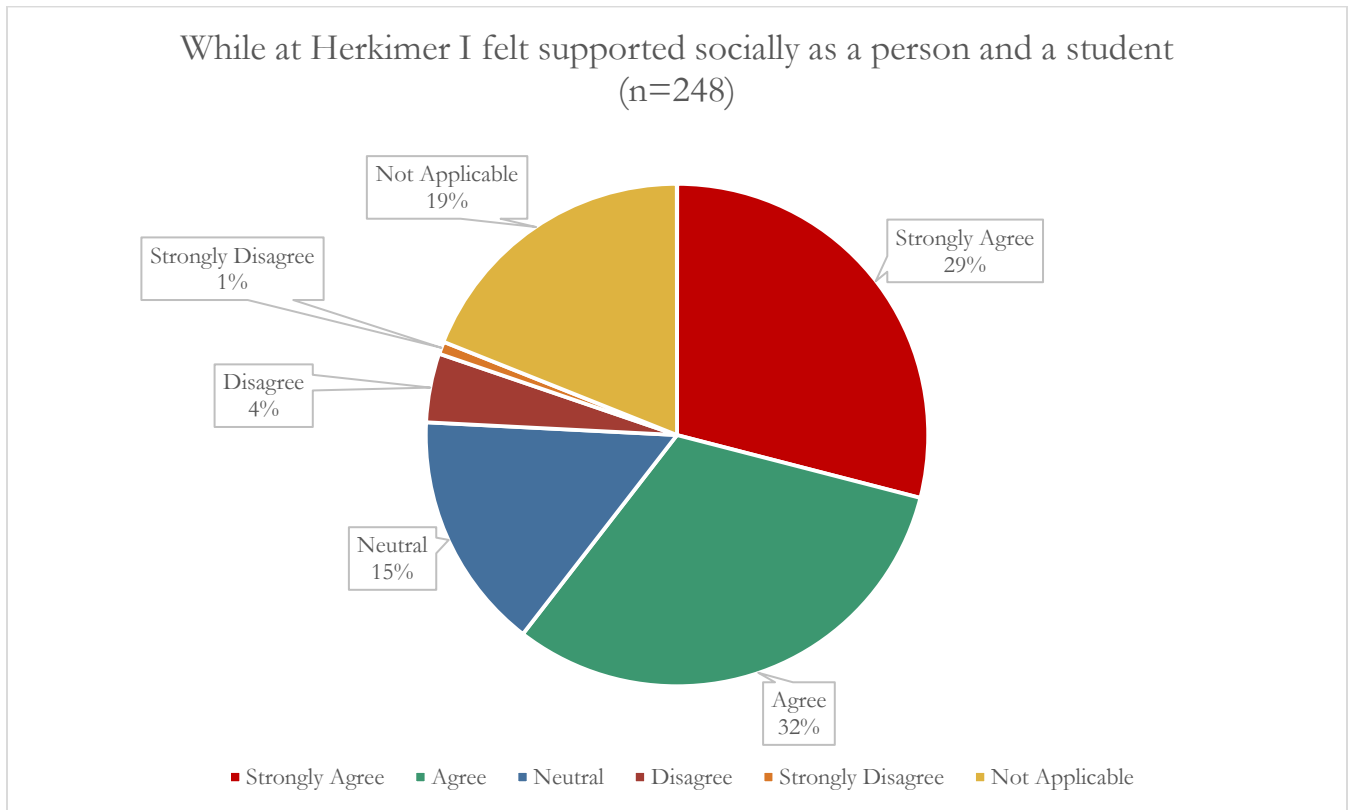
63% of students surveyed believed that Herkimer College fosters accessibility for people with disabilities. This survey provided a Not Applicable option for students that attend online only.

Source: May 2015 Graduating Senior Survey

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Campus Life

While at Herkimer I felt supported socially as a person and a student (n=248)

- Strongly Agree 29%
- Agree 32%
- Neutral 15%
- Disagree 4%
- Strongly Disagree 1%
- Not Applicable 19%

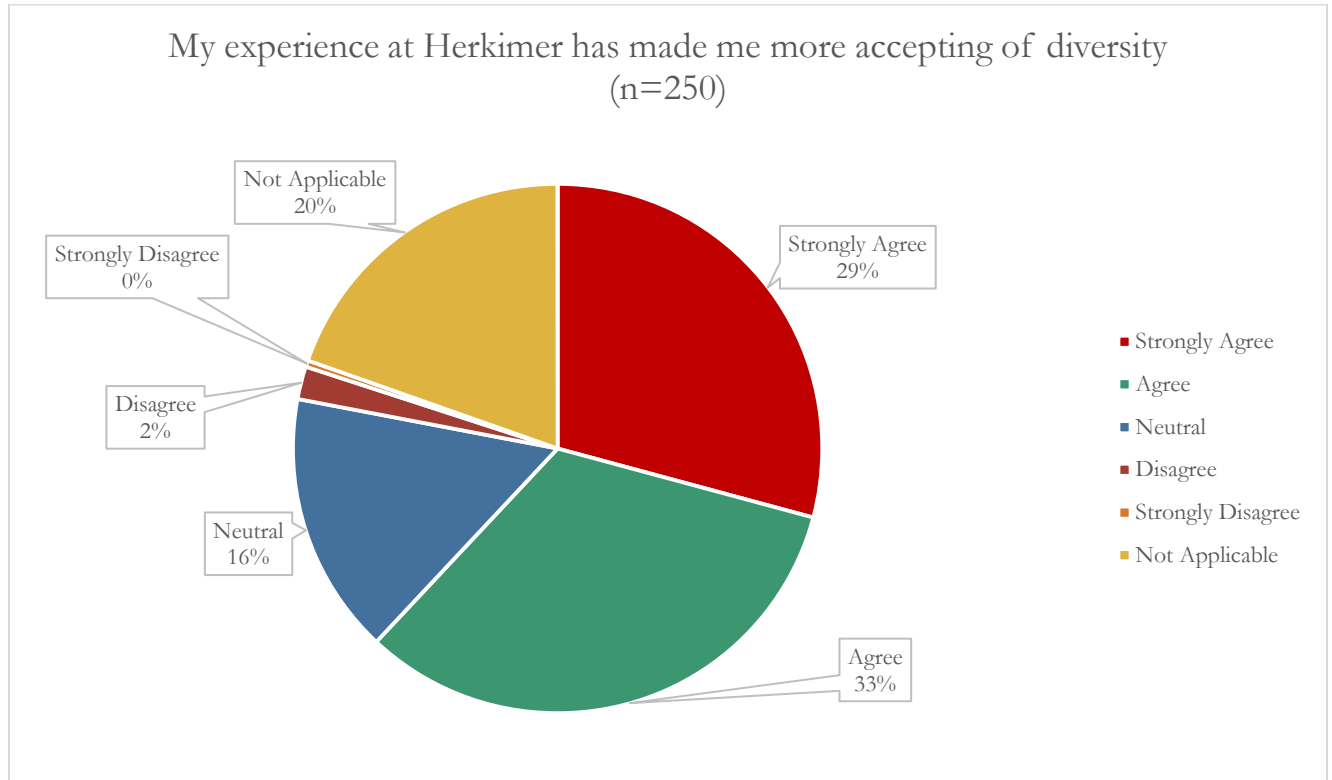Legend: ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree ■ Not Applicable

61% of students surveyed felt they were supported socially as a person and a student. This survey provided a Not Applicable option for students that attend online only.

Source: May 2015 Graduating Senior Survey

Version 1.5

Institutional Culture

My experience at Herkimer has made me more accepting of diversity (n=250)

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

Strongly Agree 29%
Agree 33%
Neutral 16%
Disagree 2%
Strongly Disagree 0%
Not Applicable 20%

62% of students surveyed believed that their experience at Herkimer College has made them more accepting of diversity. This survey provided a Not Applicable option for students that attend online only.
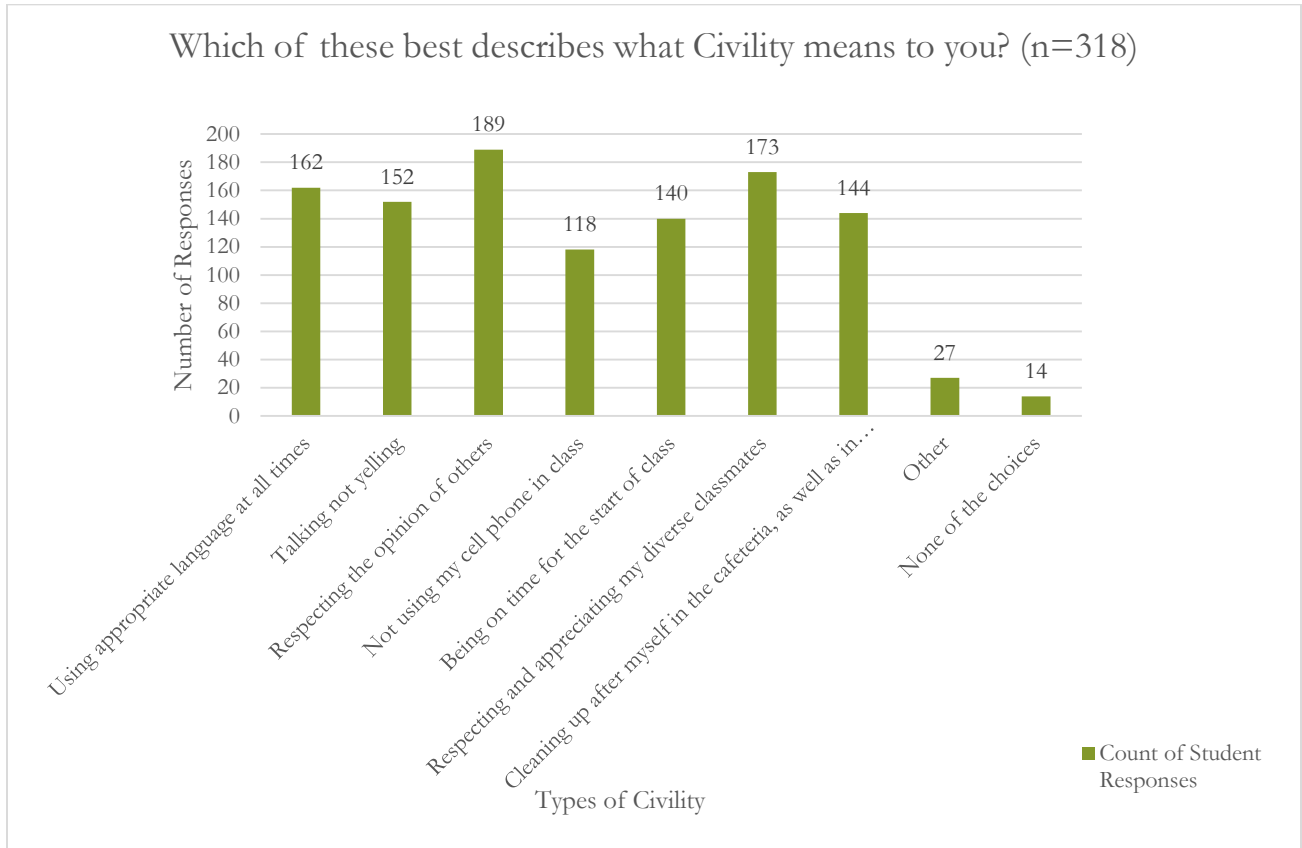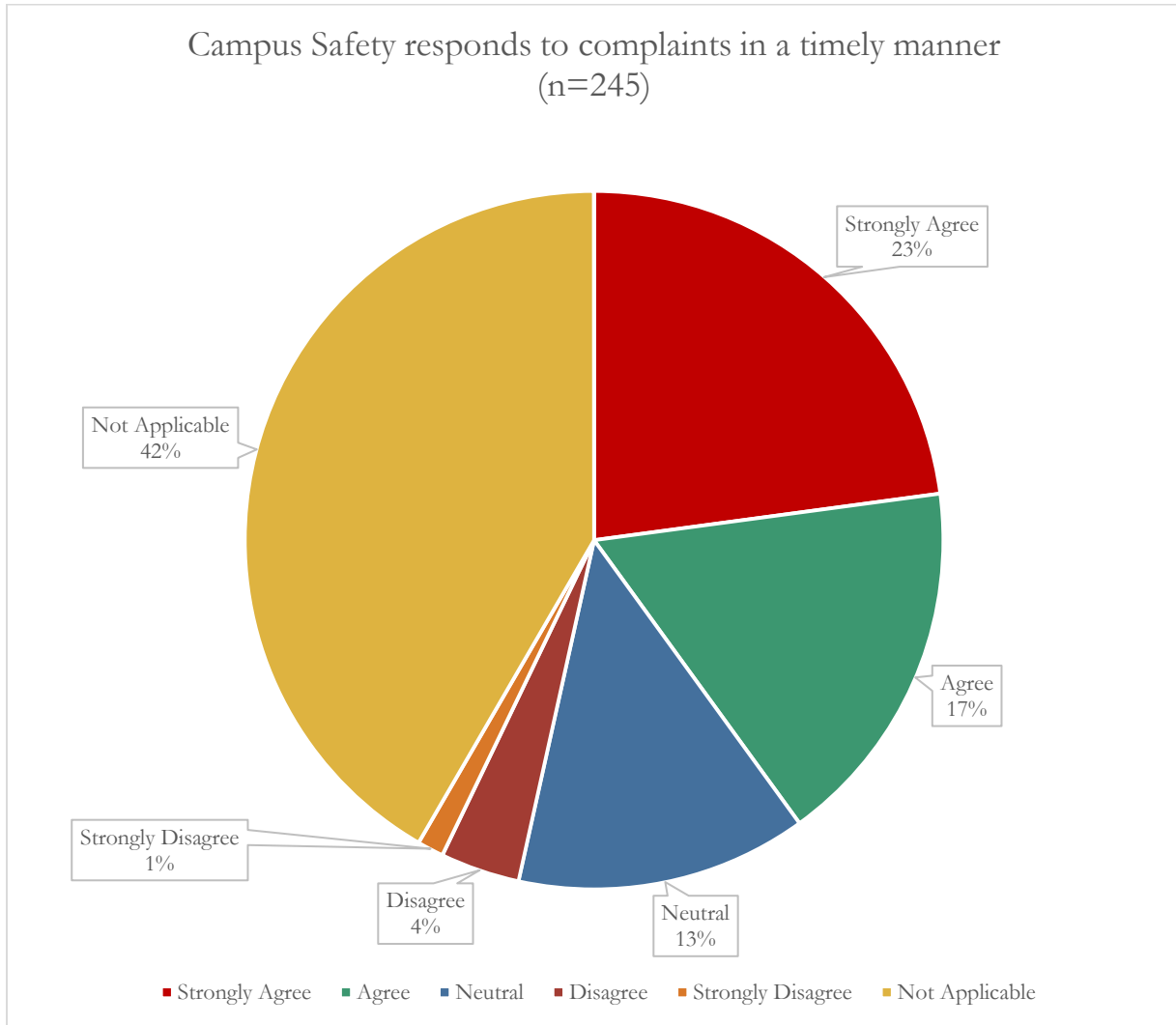
Source: May 2015 Graduating Senior Survey

Version 1.5

Institutional Culture

Which of these best describes what Civility means to you? (n=318)

Of 318 respondents, 59% chose "Respecting the opinions of others", 54% chose "Respecting and appreciating my diverse classmates", 51% chose "Using appropriate language at all times, 48% chose "Talking not yelling", 45% chose "Cleaning up after myself in the cafeteria, as well as in the College Center lobby and lounges", 44% responded "Being on time for the start of class", 37% responded "Not using my cellphone in class", 8% responded "Other", and 4% responded "None of the choices".

Source: Graduating Senior Survey Spring 2015

Version 1.5

Institutional Culture

Campus Safety responds to complaints in a timely manner
(n=245)

Strongly Agree
23%

Not Applicable
42%

Agree
17%

Strongly Disagree
1%

Disagree
4%

Neutral
13%

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree ■ Not Applicable
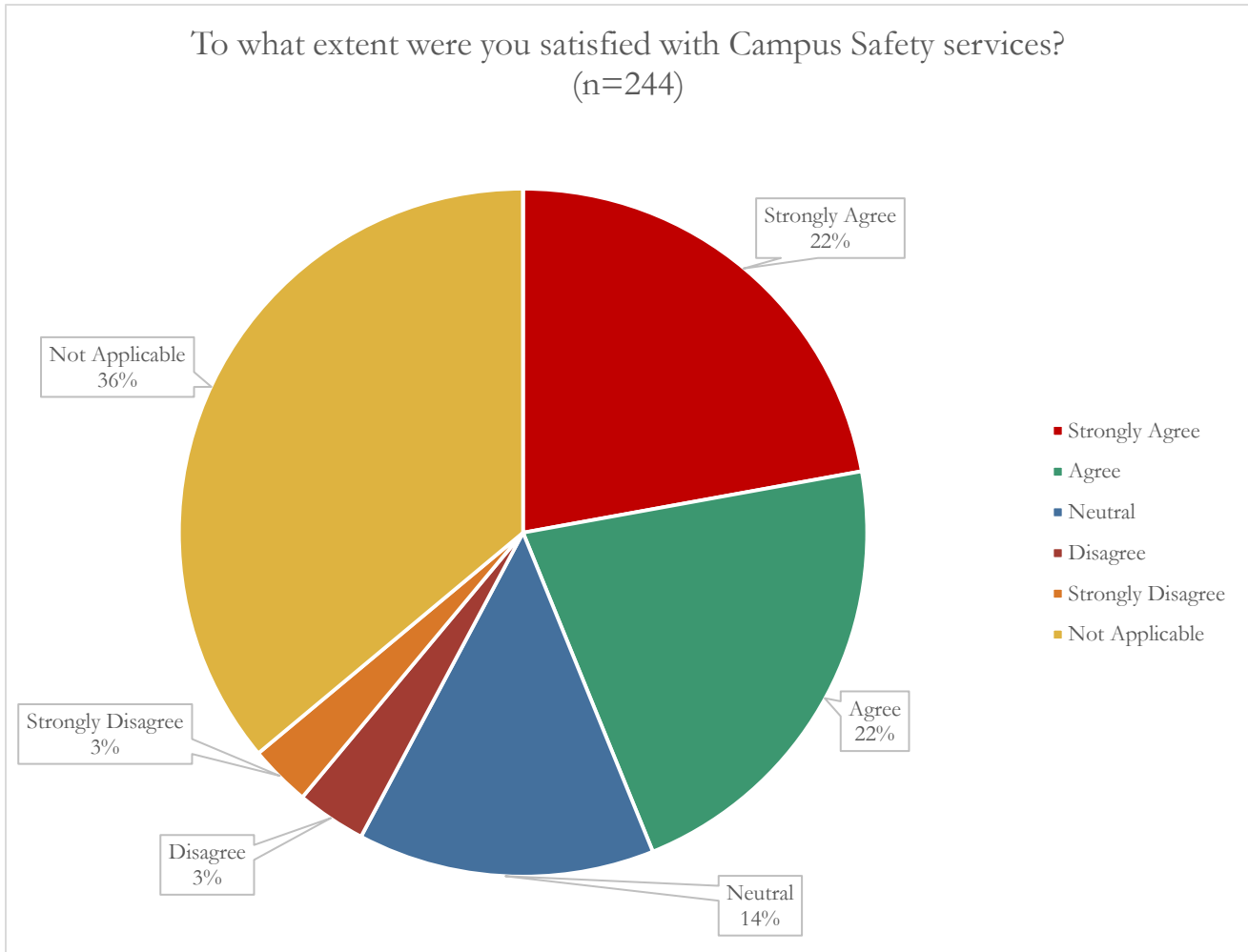
40% of students surveyed believed Campus Safety responded in a timely manner. This survey provided a Not Applicable option of which 42% selected.
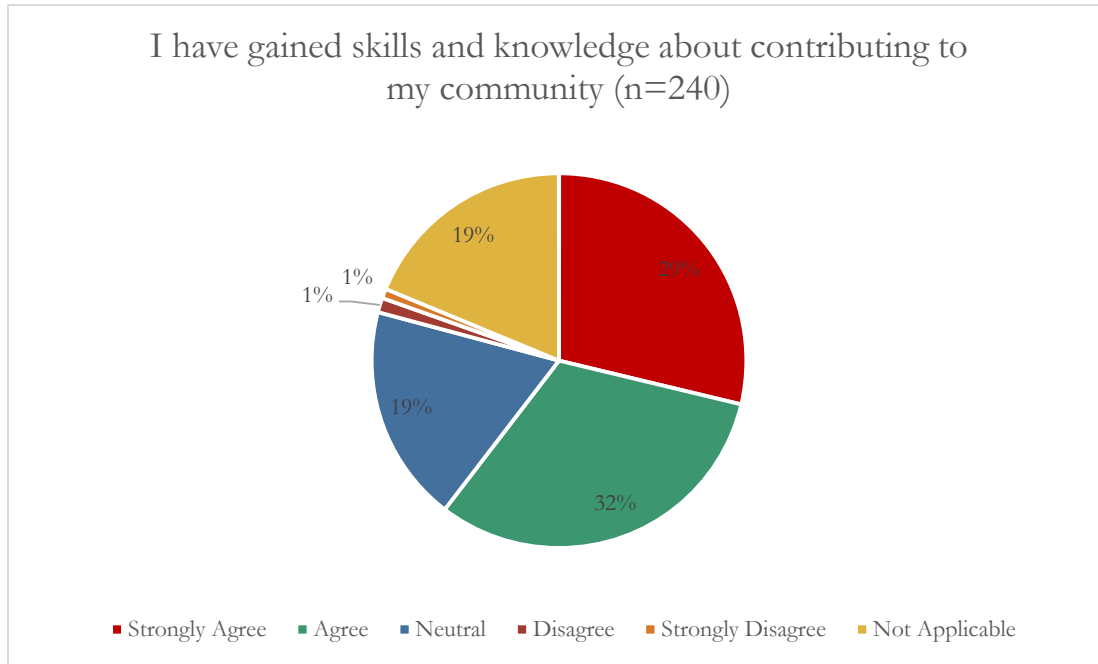
Source: May 2015 Graduating Senior Survey

Version 1.5

Institutional Culture

To what extent were you satisfied with Campus Safety services?
(n=244)

Strongly Agree
22%

Not Applicable
36%

Agree
22%

Strongly Disagree
3%

Disagree
3%

Neutral
14%

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Not Applicable

44% of students surveyed were satisfied with Campus Safety Services. This survey provided a Not Applicable option of which 36% selected.
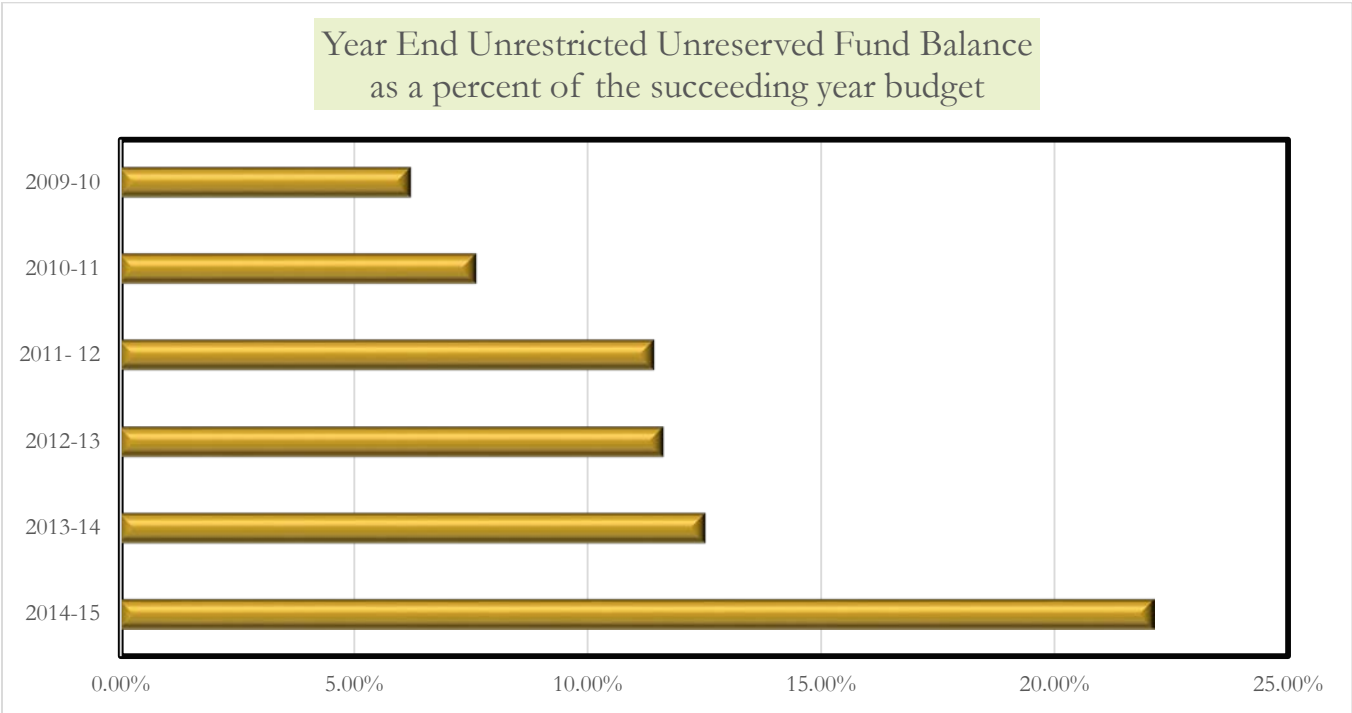
Source: May 2015 Graduating Senior Survey

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Version 1.5

Institutional Culture

I have gained skills and knowledge about contributing to my community (n=240)

19%

1% 1%

1%

29%

19%

32%

■ Strongly Agree   ■ Agree   ■ Neutral   ■ Disagree   ■ Strongly Disagree   ■ Not Applicable

61% of the students surveyed believed they have gained skills and knowledge about contribution to their community.

I volunteered on campus and/or in the community (n=241)

Yes
30%

N/A
50%

No
20%

■ Yes   ■ No   ■ N/A
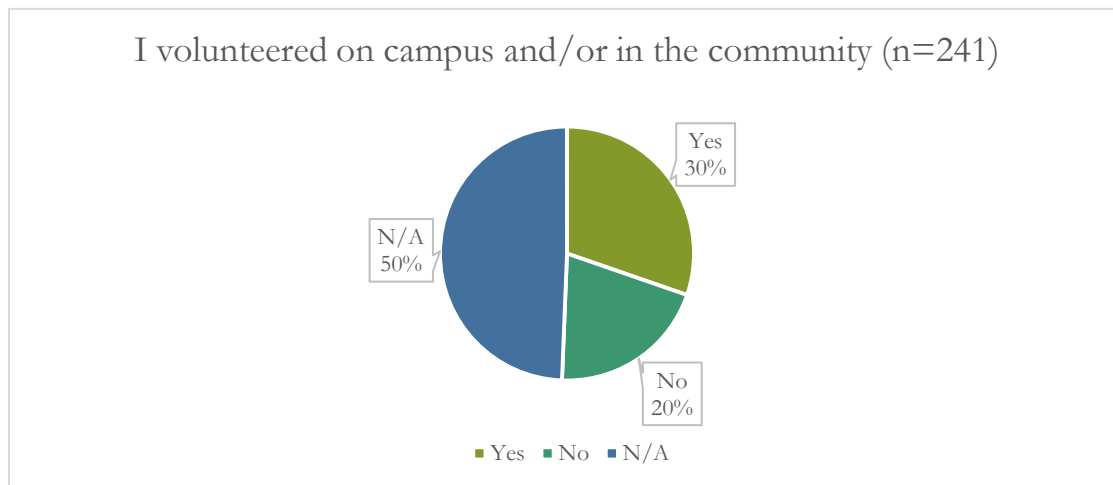
30% of the students claimed to have volunteered on campus and/or in the community.

Source: Graduating Senior Survey Spring 2015

Version 1.5
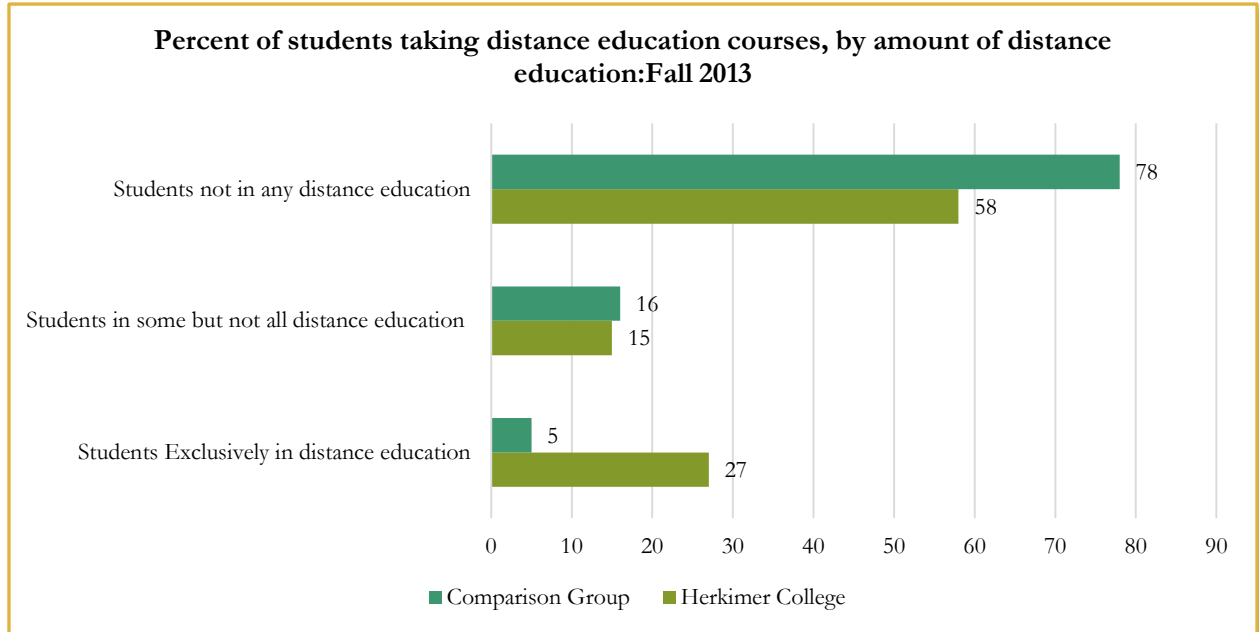
Institutional Effectiveness Report Card for the 2014-2015 Academic Year

Operational Sustainability

Year End Unrestricted Unreserved Fund Balance as a percent of the succeeding year budget

The 2014-15 growth was so large because several reserved portions of the fund balance were brought into the unreserved "ranks" in order to be made available for use in the FY 16 budget and years after. Operating fund balance provides: 1) cash flow for when revenues are not received in time to pay expenses during the year and 2) flexibility for when revenue derived from enrollment doesn't keep up with expenses.
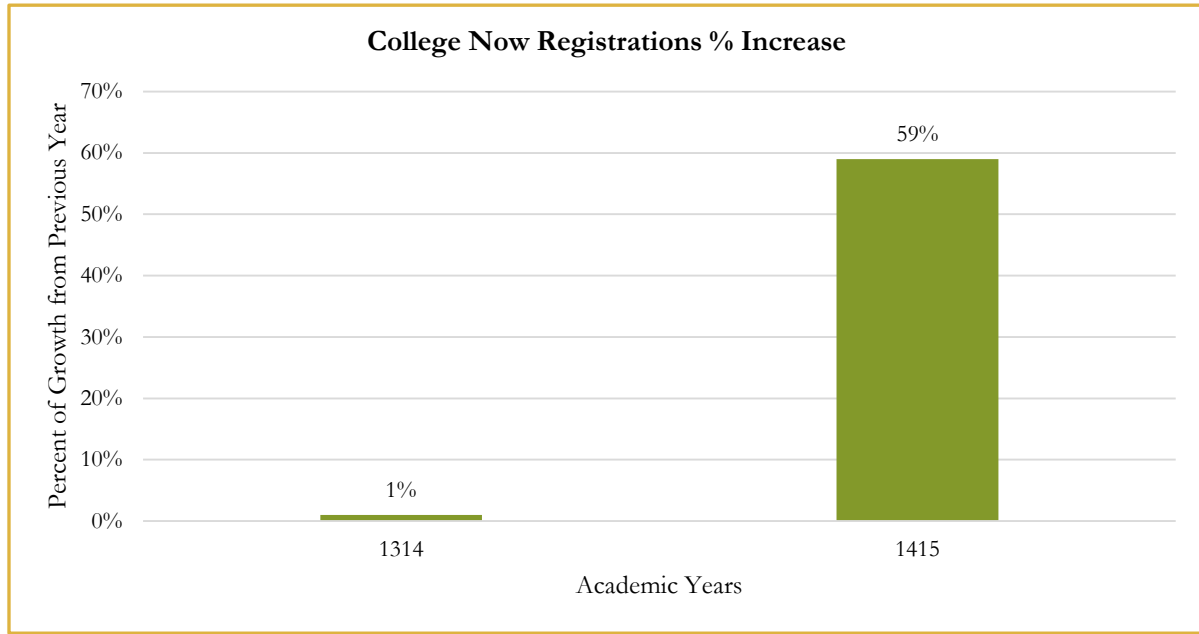
Source: Office of Controller

Version 1.5

Operational Sustainability

Percent of students taking distance education courses, by amount of distance education: Fall 2013

Category	Comparison Group	Herkimer College
Students not in any distance education	78	58
Students in some but not all distance education	16	15
Students Exclusively in distance education	5	27

■ Comparison Group ■ Herkimer College

Herkimer College has remained above the comparison group for students taking distance education courses exclusively.

Source: 2014 IPEDS Data Feedback Report

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Operational Sustainability

College Now Registrations % Increase

Percent of Growth from Previous Year

|	
70%	
60%	59%
50%	
40%	
30%	
20%	
10%	
0%	1%

1314   1415

Academic Years

Herkimer College's College Now program has experienced a 59% registration increase from previous year as compared to the 1% increase experienced in 2013-2014. During the 2014-2015 academic year the College has made efforts to increase enrollment in the College Now program by expanding their service area and offering courses at no cost to the student.

Source: Fall 2014 End of Term SUNY Institutional Research Information System (SIRIS) file.

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Operational Sustainability

Non-credit registration including fitness center
(Source: Office of Community Education)
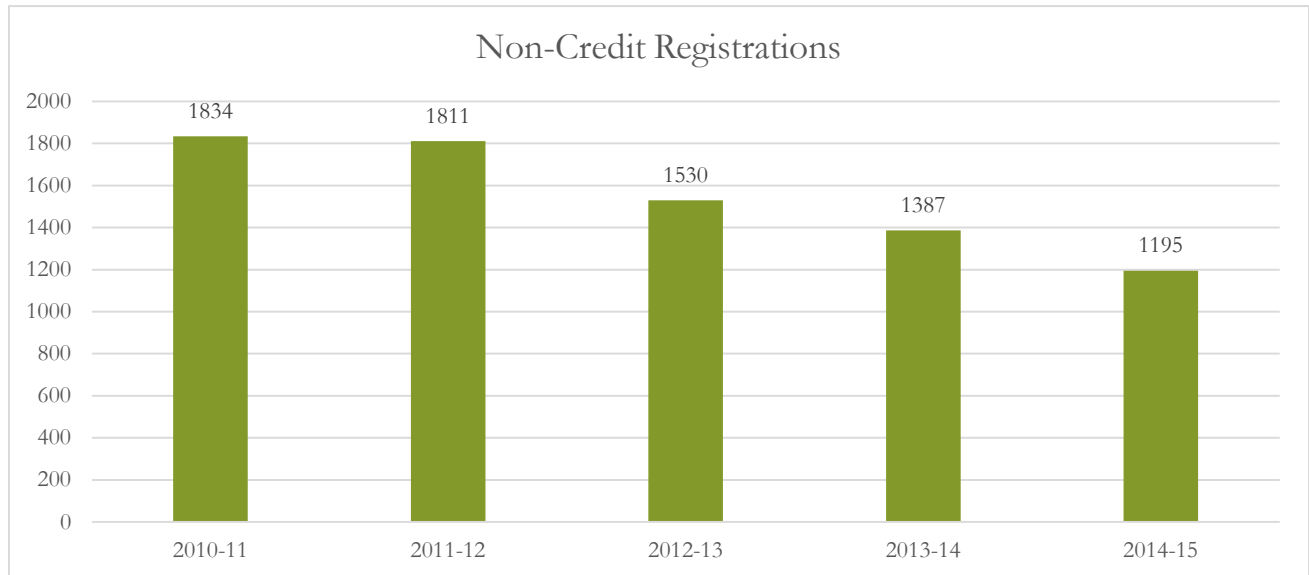
There has been an approximately 35% decrease in enrollment in our Non-Credit registrations since 2010-11. Multiple factors may contribute to this decrease and this data may warrant further research of programs and courses to be offered to the community and additional marketing strategies.

Source: Institutional Research Data

Institutional Effectiveness Report Card for the 2014-2015 Academic Year

Outreach & Community Relations

Rooms booked through Community Education by Off-Campus Groups, annually.
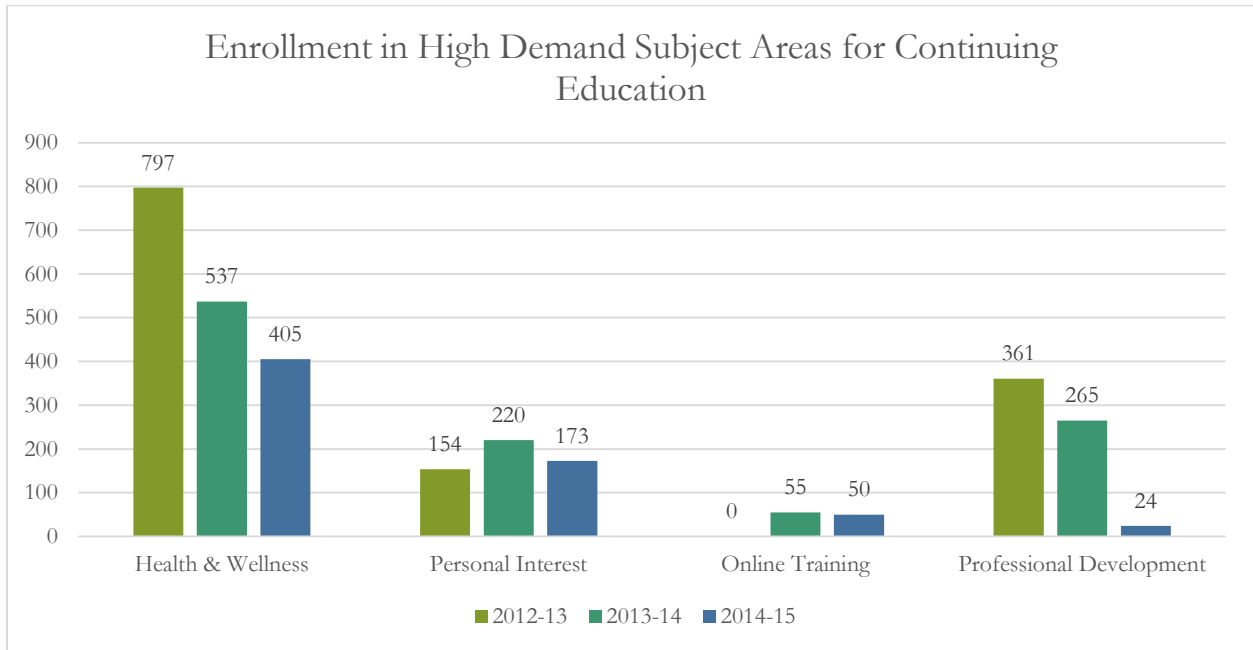(Source: Office of Community Education)
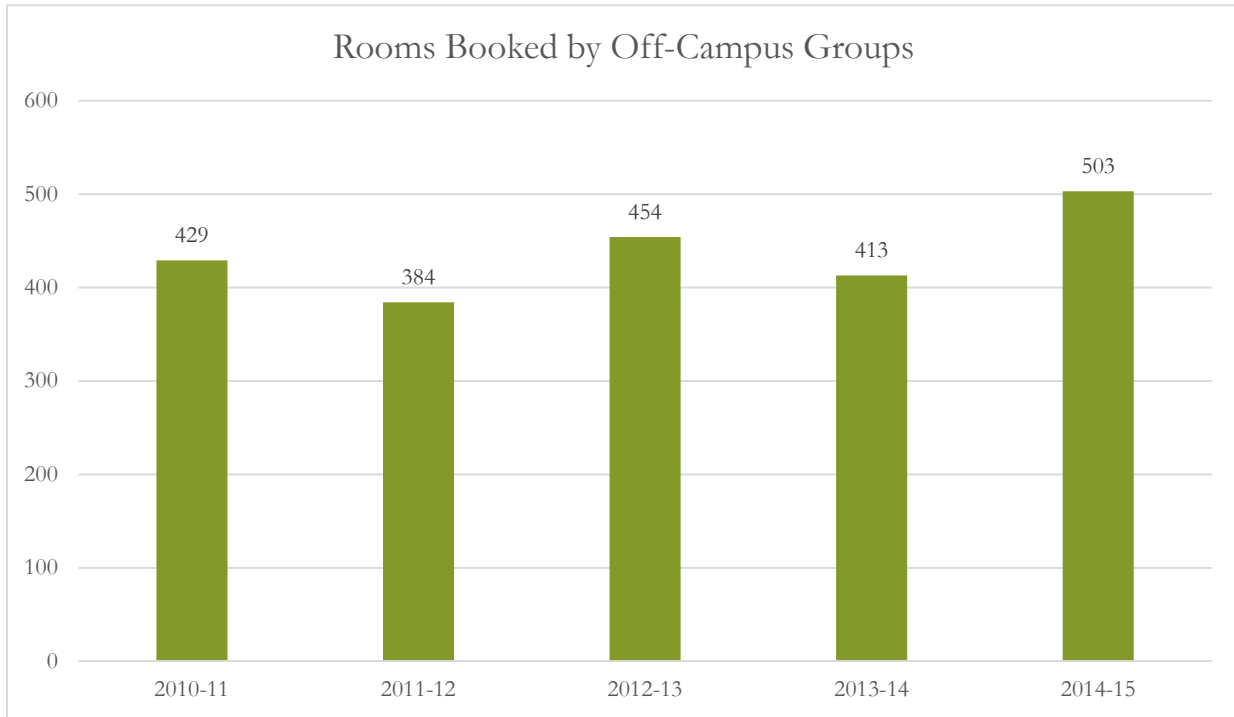
This chart depicts the number of rooms booked by Off-Campus groups over a five-year time span. This is in keeping with our Strategic Plan Goal 5 "Outreach & Community- Cultivate mutually beneficial relationships within the community and enhance the image of Herkimer College." The increased use of our campus may help support the objective outlined in the Strategic Plan.

Source: The Office of Community Education

Version 1.5

Enrollment in High Demand Subject Areas for Continuing Education

	Health & Wellness	Personal Interest	Online Training	Professional Development
2012-13	797	154	0	361
2013-14	537	220	55	265
2014-15	405	173	50	24

The chart indicates the enrollment for top high-demand subject areas in Continuing Education over a span of 3 years. Online Training has entered into this category as of 2013-14.

Source: Office of Continuing Education

Version 1.5