

Respiratory Therapy Program Review

	Kathy Armstrong (Same Division Faculty)	Hayley Davidson (At-Large Classified Staff)	Hilda Fernandez (At-Large Faculty)	Ram Subrmaniam (Dean)
Rubric Evaluation				
A. Program Information				
How many criteria are met for the Program Mission statement?	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Exceeds expectations for all 8 criteria - Excellent	Addresses all 8 criteria - Meets the Standard
Reader Feedback	Definitely concise but doesn't feature all of the above #4 is missing (hopes for future); #7 could be clarified- which aspects of college's mission (?); #8 - to avoid repetition suggestions: College's service area is not the only area that would employ qualified respiratory therapists- perhaps expand. Maybe a statement about supporting the community or of providing direct pathways for people seeking stable employment in their communities. Perhaps look at college mission statement and extract something that is especially relevant to your program?	The mission statement is clear and concise and addresses all of the criteria except #4, aspirational goals for the future. It could be strengthened if it mentioned developmental goals or directions for the future.	The mission statement clearly identifies the purpose and stakeholders/students of the program, aligning with the college mission as well.	N/A
How many criteria are met for the Program Learning Outcomes?	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard	Addresses 2 or fewer of the criteria - Needs Major Improvement to Meet the Standard	Exceeds expectations for all 5 criteria - Excellent	Addresses all 5 criteria - Meets the Standard
Reader Feedback	The learning outcomes are clear and concise which is great, however as written each outcome contains several rather diverse objectives that would each be measured differently. This makes it hard to imagine how the program measures the outcomes which then ties in to how the PLOs could be "actionable" is how could they be used for program improvement. I think these should be expanded in order to meet this (very high) level of standard	Both PLOs listed are quite vague. I would suggest breaking down the first PLO (perhaps into 2-3 PLOs) and providing more details about what type of knowledge, skills and values students will acquire to make it more meaningful and measurable. It could also provide information about how students will acquire the knowledge, skills, etc. (e.g. lectures, projects, practicums, internships). The second PLO does a good job listing the types of skills (levels of learning) students will be able to demonstrate, but it could describe how students will be expected to demonstrate them (e.g. practicums, exams, obtaining employment, etc.)	The PLOs state measurable knowledge, skills, and behaviors for the program using language that is easily understood by students.	N/A
B. FTES - Enrollment Trends				

1. What does the FTES data trend indicate?	FTES has decreased over the time span by 10% to 30% - Needs Some Improvement to Meet the Standard	FTES has decreased over the time span by 10% to 30% - Needs Some Improvement to Meet the Standard	FTES has decreased over the time span no more than 10% - Meets the Standard	FTES has decreased over the time span by 10% to 30% - Needs Some Improvement to Meet the Standard
How many criteria are met in the data trend narrative explanation for FTES?	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for FTES?	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	I see FTES is fairly static if you don't count 2014-15 but why do you say FTES an outlier? Please clarify accrediting agency restrictions and their relation to the 27 seat count. Headcount numbers fluctuate considerably. Are you saying that the agency has limited your accepting more than 27 explicitly or is the number based on a computed function? Is clinical placement the only factor? How realistic is it to assume that you will acquire new clinical sites?	While the outcome is clearly measurable (procuring more clinical positions to allow for more spaces in the program), the narrative could be more specific about what exactly faculty/staff are doing to acquire new affiliates. With more concrete goals, the action(s) would be more demonstrable. Further, the action doesn't address the stated challenge of competition from other schools, which is something that could be more within the program's control to address. Actions to specifically address this challenge would enhance the narrative.	The narrative for FTES clearly explains the context of the decline in student enrollment.	N/A

C. Sections - Enrollment Trends

How many criteria are met in the data trend narrative explanation for sections?	The narrative includes all 4 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard
How many criteria are met in the narrative explaining why the number of sections increased while FTES decreased?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
Reader Feedback	N/A	The narrative doesn't suggest any relationship between sections and FTES, but addresses them separately.	The narrative describes the new, general class that is being offered and how it, along with the certificate program, is expected to positively impact student enrollment.	N/A

D. Productivity - Enrollment Trends

1. What does the data indicate about the productivity trend?	The program productivity has decreased by more than 5% - Needs Major Improvement to Meet the Standard	The program productivity has decreased by more than 5% - Needs Major Improvement to Meet the Standard	The program productivity has not decrease by more than 5% - Needs Some Improvement to Meet the Standard	The program productivity is flat - Meets the Standard
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How many criteria are met in the data trend narrative explanation for productivity?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for productivity?	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	Missing data (item 1)- Clarify the missing AHS courses. Why should they be included and what would be the productivity numbers if they were included.	Part of the narrative should be copied to section B FTES as the actions address enrollment and these details were missing in that narrative (e.g. efforts to expand clinical sites and participation in national convention to spread program awareness). Including AHS courses in productivity data is a relevant action but it could be specified how this can be done (i.e. does this need to be petitioned for?). Finally, more demonstrable actions can be taken regarding the new IPA program mentioned. What is being done or can be done to measure and expand its success?	As a faculty member who was unfamiliar with the unique challenges (both academic and non-academic) the respiratory program faces, the productivity narrative clearly explained the decline in productivity. Also, there is note of the courses that do not count towards productivity, and I wonder why they are not.	Considering the 14-15 data as an outlier, I recalculated the productivity trend and found it to be flat, around 400. Additionally, the IPA program could contribute to improvements. And also, having additional sites and return of cohort size to 30 could have major impact.

E. Enrollment by Student Demographics

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2018-19 = 52% Female, 48% Male)	The difference between the gender/sex is between 21% to 30% - Needs Some Improvement to Meet the Standard	The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard	The difference between the gender/sex is between 11% to 20% - Meets the Standard	The difference between the gender/sex is between 21% to 30% - Needs Some Improvement to Meet the Standard
How many criteria are met in the data trend narrative explanation for enrollment by gender?	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for enrollment by gender?	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard

Data Table for Enrollment by Gender of Declared Majors
https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf
 (https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf)

3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?	The Gender gap by declared major is between 21% and 30% - Needs Some Improvement to Meet the Standard	The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard	The Gender gap by declared major is between 11% and 20% - Meets the Standard	The Gender gap by declared major is between 21% and 30% - Needs Some Improvement to Meet the Standard
Reader Feedback	While the applicant gender gap may be responsible for the enrolled gender gap, it is worthwhile to reflect on why this is and what steps, if any, foothill college and the RT program could take to encourage more men to apply.	The explanation given for the gender gap in enrollment/declared major is only that it reflects the gender gap in applicants. The explanation could go further to speculate why there is such a gap in prospective students and applicants to the program. Information could be offered about labor market and industry trends to help put this gender gap into perspective. I'd also like to learn more about outreach initiatives that have been or could be implemented to attract more males to the program. Simply stating that the gender gap is just a reflection of who is applying to the program doesn't acknowledge the outreach and admission process. If the gender parity is critical for the program, perhaps the lottery admission process could be re-examined? Maybe there are other admission selection methods that would encourage and yield more diverse applicants/enrollees?	The narrative explains how students are selected via a lottery.	Even though there is a gender gap, it seems to be in the direction of more female students, which in my opinion for a STEM and healthcare field is actually a good thing.
2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group?	(2018-19 College enrollment distribution by ethnicity: 5% African American, 30% Asian, 5% Filipinx, 26% Latinx, 0% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment mirrors the college's ethnic distribution - Meets the Standard
How many criteria are met in the data trend narrative explanation for enrollment by ethnicity?	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for enrollment by ethnicity?	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard

Reader Feedback	Narrative makes it clear that many ethnic groups follow FH trend, but it doesn't reflect on possible deviations from Foothill populations in African American (+5%) or White (-12%) distributions. Is this demographic distribution an industry trend? Any thoughts on why white enrollment has decreased so substantially?	Although the trends are acknowledged, the narratives don't offer any explanations to the trends or propose any specific actions.	While outreach is mentioned, I am wondering if there could be an outreach collaboration opportunity with other programs that also have outreach component (EOPS, Puente, Umoja, etc). Brainstorming best practices for reaching specific ethnic populations could be more effective taking this route. Also, I am wondering if students enrolled in the program could advertise the program (maybe Spring Qtr.) in classes that have the desired student populations. Student word of mouth tends to be the best way to reach students, possibly resulting in an increase in student interest and enrollment in the program.	The ethnic distribution in this program is far more diverse than the college.
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F. Student Course Success

1. What does the data trend indicate about overall course success?	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
How many criteria are met in the data trend narrative explanation for student course success?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for student course success?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative is not included	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	N/A	Since the course success rate is so high, I understand why the narrative is so brief, but it would be nice to know to what factors the program attributes this success. No action is necessary since the program has a 97% course success rate, but identifying the ways that the program is supporting this success can help ensure that the success continues.	The program continues to maintain a very high student success rate.	97% success is amazing!
3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?	There is no gap between the two groups - Excellent	There is no gap between the two groups - Excellent	The gap between the two groups has decreased over the time span - Meets the Standard	There is no gap between the two groups - Excellent
How many criteria are met in the data trend narrative explanation for course success by student groups?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard

How many criteria are met in the proposed action narrative for course success by student groups?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative is not included	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	N/A	N/A	N/A	N/A
G. Student Course Success by Demographics				
1. What does the data indicate about course success?				
Female	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Male	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
How many criteria are met in the data trend narrative explanation for course success by gender?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for course success by gender?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative is not included	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	N/A	N/A	Both men and women who enroll into the program successfully complete the program at very high rates.	N/A
1. What does the data trend indicate about program student course success by ethnicity?				
African Americans	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Asian	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Filipinx	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard

Latinx	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Native American	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Pacific Islander	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
White student	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
Decline to State	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard
How many criteria are met in the data trend narrative explaining why the percentage decreased for the student ethnic group(s)?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the data trend narrative explaining reasons for the gap in course success?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
How many criteria are met in the proposed action narrative for student course success by ethnicity?	The narrative includes all 5 of the criteria - Meets the Standard	The narrative is not included	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard
Reader Feedback	Success rates are exceptionally high and no discernible gap exists between ethnic groups. These are exemplary statistics. Narratives on enrollment/ need redressing in order to best fit the template.	N/A	Students from every ethnic group successfully complete the program at very high rates.	N/A

Respiratory Therapy CTE Program Review

	Kathy Armstrong (Same Division Faculty)	Hayley Davidson (At-Large Classified Staff)	Hilda Fernandez (At-Large Faculty)	Ram Subrmaniam (Dean)
Career and Technical Education Programs Rubric				
A. Re-Accreditation Information				
2. Did the program maintain accreditation?	The program was reaccredited and received both commendations and citations/recommendations - Meets the Standard	The program was reaccredited and received both commendations and citations/recommendations - Meets the Standard	The program was reaccredited, received commendations, and no citations/recommendations - Excellent	The program was reaccredited, received commendations, and no citations/recommendations - Excellent
4. Did the program make the required improvements in response to the major citations of the last re-accreditation report?	The program was not able to take actions to improve because it did not get the support needed from the college - Needs Some Improvement to Meet the Standard	The program was not able to take actions to improve because it did not get the support needed from the college - Needs Some Improvement to Meet the Standard	The program was able to take actions to improve and received the needed support to take the actions - Meets the Standard	The program was able to take actions to improve and received the needed support to take the actions - Meets the Standard
B. Advisory Board				
1. Did the program hold an annual advisory board meeting each year of the five-year cycle?	No, the program did not hold an annual meeting of the advisory board and/or did not submit the minutes - Needs Improvement to Meet the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard	Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets the Standard
4. Did the program receive any commendations/special mentions from the advisory board?	The program received commendations - Meets the Standard	The program received commendations - Meets the Standard	The program received commendations - Meets the Standard	The program received commendations - Meets the Standard
5. Did the program identify actions for improvement or recommendations based on feedback from the advisory board?	The program was able to take actions or investigate the recommendations and received the needed support to proceed - Meets the Standard	The program was able to take actions or investigate the recommendations and received the needed support to proceed - Meets the Standard	The program was able to take actions or investigate the recommendations and received the needed support to proceed - Meets the Standard	The program was able to take actions or investigate the recommendations and received the needed support to proceed - Meets the Standard
C. Regional Labor Demand				
1. What does the labor demand data trend indicate?	Labor demand has an upward trend - Excellent	Labor demand has an upward trend - Excellent	Labor demand has an upward trend - Excellent	Labor demand has an upward trend - Excellent
2. How many criteria are met in the data trend narrative explanation for labor demand?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard
D. Regional Labor Supply				
1. What does the labor supply data trend indicate?	Labor supply is projected to increase - Needs Improvement to Meet the Standard	Labor supply is projected to increase - Needs Improvement to Meet the Standard	Labor supply has a downward trend - Excellent	Labor supply is projected to be flat - Meets the Standard
2. How many criteria are met in the data trend narrative explanation for labor supply?	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard

E. Regional Wages

1. What does the wage data trend indicate?	The occupational wage trend increased - Excellent	The occupational wage trend increased - Excellent	The occupational wage trend increased - Excellent	The occupational wage trend increased - Excellent
2. How many criteria are met in the data trend narrative explanation for wages?	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard

F. Program 13.5 Course Completion

1. What does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within the program?	The number of students completing 13.5 units stayed flat over the 5 year period - Meets the Standard	The number of students completing 13.5 units stayed flat over the 5 year period - Meets the Standard	The number of students completing 13.5 units stayed flat over the 5 year period - Meets the Standard	The number of students completing 13.5 units stayed flat over the 5 year period - Meets the Standard
2. How many criteria are met in the data trend narrative explanation for the number of students completing the 13.5 CTE units?	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard

G. Program Graduate Employment Rates

1. What does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?	Employment rate is 89% to 80% - Meets the Standard	Employment rate is 89% to 80% - Meets the Standard	Employment rate is 89% to 80% - Meets the Standard	Employment rate is 89% to 80% - Meets the Standard
2. How many criteria are met in the data trend narrative explanation for graduate employment rate for both degrees and certificates?	The narrative includes fewer than 3 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes fewer than 3 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard	The narrative includes all 4 of the criteria - Meets the Standard

Reader Feedback

Regarding Section D- your narrative is addressing total jobs which relates to demand not supply. According to CTE data supplied, there are projected 127 job openings each year but >300 graduates each year. Section G- Graduation rates are high and increasing but no reflection on the trend is given

N/A

N/A

N/A