

STANDARDIZED PROGRESS REPORT QUESTIONS PROGRAM ATTRITION

Directions

The following questions have been developed to guide your analysis and action plan directed toward improving your outcomes for program attrition. *Please forward an electronic copy, as well as a paper copy, by the required due date.*

For those students leaving for non-academic reasons:

1. Could the attrition have been predicted at the time of the student's admission? For example, did the student expect to work part-time or full-time during the program? Did the student have inadequate language skills to complete the program? If the answer is yes to any of the above, was the student adequately counseled about the rigors and time requirements of the program?
2. Did the student know what he/she was getting into? For example, does the program require prospective students to 'shadow' a Perfusionist at one of its clinical sites before acceptance into the program? Were potential or alleged health hazards explained to the student prior to acceptance? Does the program require a prospective student to speak with current students to get a feel for the physical and academic rigors of the program and profession? If some of the mandatory clinical sites are extremely distant, was this made clear to the student prior to admission?
3. Was adequate and timely financial aid and personal counseling available to students? Did students have a clear understanding of all financial requirements of the Program prior to admission? Do students in the program have access to all services available to students in other programs?
4. Were students apprised of professional behavioral expectations prior to admission? Were students adequately counseled as to the significance and importance of these behaviors as problems occurred?

For those students leaving for academic reasons:

1. Could this have been predicted prior to admission based upon the student's prior academic performance? If so, was the student counseled that such an outcome was likely?
2. If the program has data demonstrating that a certain level of academic competence (ie, GPA, aptitude tests) is required to succeed in the program, is this information used to set entrance requirements? In institutions with an "open admissions" policy, do all programs have the same academic entrance requirements?
3. Does the program use non-perfusion prerequisite courses as a predictor of success?
4. Are students regularly informed and counseled about their academic progress? Is academic counseling and systematic remediation (ie, tutoring) available for students who are having difficulties?
5. Can academic difficulties be traced to a particular instructor (didactic, laboratory, or clinical rotations)? Does the program regularly evaluate all of its instructors and address any identified problems?
6. Can the student's academic difficulties be traced to a particular course, regardless of instructor?

*****The analysis, action plan, and evaluation of results of the action plan must include any and all issues that have been identified as problems in the program's annual report*****