In February of 2017, surveys were conducted via Qualtrics to elicit input from graduate students and faculty regarding attendance practices and policies for graduate student attendance to didactic clinical classes. Surveys were distributed to 207 graduate students, including MN, DNP and PhD students enrolled in the Spring 2017 term, and 65 faculty included on the graduate faculty list serve. Response rates are included on the student and faculty survey reports in this document. A comparison of percentage of student and faculty responses regarding the number of class sessions that should be required is included in the chart below.

**Student Responses** - Almost 40% of student indicated a decision about how many classes sessions should be required depended upon the class. No other clear preference arose from student responses.

**Faculty Responses** - 33% of faculty responding reported students should attend 5 class sessions, 28% 1 session, and 14% no sessions. Adoption of zero or one class sessions for one or more classes would require a change in policy by the CON.

![Chart](chart.png)

Results of the student survey are included on pages 2 and 3 and the faculty survey on pages 4 and 5.
Student Survey Results

A six question survey was distributed via Qualtrics in March of 2017 to two hundred and seven (207) graduate students enrolled in MN, DNP or PhD programs in Spring of 2017. This survey was sent to students’ WSU e-mail accounts. The purpose of the survey was to elicit input from students regarding attendance at didactic classes. 75 out of 207 survey recipients responded, for a 36% response rate. The program level response rates were: MN 16 out of 34 (47%), DNP 46 out of 142 (32%), and PhD, 13 out of 30 (43%).

How many times per semester would you prefer to come to required classes?

39% reported that the number of classes they should attend depends upon the class. 15% reported they would prefer to attend classes five times per term. 11% reported they would like to attend twice, and 7% reported they would prefer not to attend class at any time. 13% had specific recommendations regarding how many times class should be held, including:

**Student “Other: responses:**
- Once a month per semester.
- Monthly coordinated on one day.
- At least 5. Every 3 weeks would be perfect!
- 2-4 times max depending on the class.
- I would like to have class at least every other week.
- 2 times monthly.
- Usually 4 to 5 times a semester
- I would say it depends and at least 5.

Responses to the number of times to attend classes varied by program. 12% of DNP students reported they would prefer to meet 5 times, compared to 3% of MN and 0% of PhD students. DNP students were also more likely to report that the number of classes they preferred to attend depended upon the class, with 25% of DNP choosing that option compared to 8% of PhD and 5% of MN students.
How do you presently attend required classes?

43% of students reported they attended classes in person. 37% attended via AMS from a classroom on another campus. 5% reported attending via Real Time from home or other settings, and the remaining 15% reported attending using a combination of all attendance options.

Did having face to face contact with faculty in class influence your decision to attend WSU?

The survey also included a question about if face to face contact with faculty in class influenced students’ decisions to attend WSU. 62% of respondents reported face to face contact with faculty in class influenced their decision to attend WSU. 34% reported face to face contact did not influence their decision. Three students provided additional input, one indicating they would prefer more face to face time, a second that they consider AMS the same as face to face, and a third that flexibility was most important.

Distance from Campus of Record

The survey inquired whether students live <25 miles, between 26-50 miles and >50 miles from campus they are enrolled at. 53% (40 of the 75 respondents) reported living less than 25 miles from their campus of record, 9% between 26 and 50 miles, and 38% over 50 miles from campus. Based on statistical analysis, distance from campus did not appear to impact students’ preferences for number of classes to attend.

Didactic courses that would benefit from more regularly scheduled classes

Forty one (41) students provided short answers regarding which courses they would recommend have more class time. A summarization of the comments is included below:

- Core classes for DNP - Pathophysiology, Pharmacology, Specialized clinical courses, Physical Assessment (21 responses)
- Biostatistics/Statistics and Epidemiology (8 responses)
- Evidence Based practice and clinical decision making (3 responses)
- Classes that require group assignments (1 response)
Faculty Survey Results

A six question survey was distributed via Qualtrics in March of 2017 to WSU e-mails of faculty on Grad office’s graduate faculty e-mail list. The purpose of the survey was to elicit input from the faculty regarding graduate student attendance at didactic classes. There were 65 faculty on the list – of those 15 had left the college, were research only and not assigned teaching, were administrative, or were exclusively teaching undergraduate courses. 36 out of 50 survey recipients responded, for a 72% response rate.

Active Faculty – Are defined as those who have taught a didactic graduate course within the last 2 years. 27 of the 36 (75%) respondents indicated they had taught a didactic graduate course within the last 2 years.

How many times per semester do you presently require students to attend didactic classes?

Of the active faculty, 44% reported students must attend class five times, 19% twice, 7% must attend four times, 4% three times, and 22% responded that it depended upon the class. The remaining 7% reported requiring students to attend 6 times, with 2 in Spokane and 4 via AMS.

How many times per semester do you believe grad students should be required to attend didactic classes?

Out of 36 responses, 12% of faculty recommended students should be required to attend classes five times per term, 29% reported students should attend twice and 15% reported students should not be required to attend class at any time. 35% reported that the number of classes students should attend depends upon the class. Responses from active faculty differed only slightly from the all faculty responses.
Should the CON establish a different standard than the graduate school for the number of didactic classes students must attend?

Out of 36 responses, 44% of faculty reported that the CON should establish a different standard than the minimum of two class meetings established by the graduate school. 56% reported the college should not establish a separate policy. These are very similar to the identical to the breakdowns for active faculty. Rationale for statements follow:

Rational for why the CON should establish a different standard than the grad school’s policy

- I actually believe we should go to an all online model for our PhD courses and other grad programs is possible.
- I had to have weekly meetings with several students to explain statistical topics. Most weeks I have 12 meetings. It would have been better to meet weekly than having 12 separate meetings.
- I think in keeping w hybrid model 3 is reasonable w one flex day that can be missed w alternate assignment before penalty.
- I think there needs to be some sort of statement about being an engaged learner and understanding that missed classes may impact their learning. So it is not about penalizing but rather the risk of not being able to fully benefit from the andragogy used
- It depends on the class. For example, if the didactic classes are health assessment related such as procedural skills, then students can benefit from active hands on learning and in person instruction. May need to attend more than two classes.
- It may be good to pilot a weekend intensive for 2 days to meet this requirement, as this would help in creating relationships of classmates and also facilitate clinical blocks, and TA schedules for teaching. A few BSN alumni in Graduate program at Gonzaga have had positive comments re this scheduling.
- It seems to be what the students want and the technology related to doing panapto is improving.
- Keep it standard
- Program should be learner centered, not prescriptive about how one learns.
- I think we might increase enrollment with a better online policy- less hybrid, more online. Right now mainly students who live near a site for AMS can attend. We need to expand that.
- There needs to be clarity between what is listed in the syllabus and what is put in the graduate handbook. The course schedule from the college already has us meeting 5 times during the semester. As I developed the course I assumed that I needed to meet with the students 5 times. I think that less than that and we lose what little contact we have with the students where we are spread out across the state.
- Depends on the course-example: if the course pertains to actual practice concepts (education-course development or teaching strategies, etc. or DNP-project design) there may be a need for additional attendance to ensure understanding and ability for application