

## Curriculum Committee Minutes – August 4, 2017

**Members Present:** Drs. DC Holmes (Chair), David A. Jones, Zeina Al-Salihi, Leonardo Marchini, Michael Murrell, Darren Hoffmann, Brian J. Howe, Lily T. Garcia, Nidhi Handoo, Sherry R. Timmons, Ms. Michelle Krupp, Layton Fritsch (D2), and Andrew Richter (D4)

**Absent:** Drs. Sandra Guzman-Armstrong, Paula Weistroffer, Natalia Restrepo-Kennedy, Fabricio Teixeira, Maged M.E. Abdelaal, and John Warren

**Guest:** N/A

Meeting called to order 12:06 p.m. Dr. Holmes had the committee go around the table to make introductions for the new members.

- I. **Approval of May 3, 2017 Minutes** – Dr. DC Holmes
  - Approved, no changes noted.
- II. **Review the Charge of the Curriculum Committee** – Dr. DC Holmes (see attachment)
  - The charge (attachment, July 2015) was read to the committee. Much has changed since the Associate Dean for Education, Lily T. Garcia, and the Office for Education was formed at the college. The committee members were chosen due to their enthusiasm and ideas for the curriculum.
- III. **Office For Education Update** – Ms. Michelle Krupp
  - Dr. Garcia and Michelle Krupp are presenting Office for Education updates to each department and to answer questions regarding current changes.
  - AEFIS – syllabus, evaluations
    - Beginning this academic year 2017-2018, all course directors will be required to use the AEFIS syllabus. Work flows are in place to remind faculty, ensure syllabi are being finalized, and provide necessary support through this transitional period. The COD will be utilizing AEFIS for course evaluations beginning this academic year.
  - Website – Office for Education
    - The Office for Education will create an Intradent section to provide information and resources for faculty.
  - CODA
    - The mock site visit and actual CODA site visit will be January 16-18, 2018 and September 18-20, 2018, respectively. The Steering Committee will begin meeting with groups to prepare faculty and students for the visits. Many faculty – identified by their DEOs - have contributed to the review process of draft CODA documents. This includes reading the documents and providing feedback regarding content pertaining to distributed drafts.
- IV. **DS Attendance Policy** – Dr. Darren Hoffmann & Dr. Lily T. Garcia (see attachment)
  - The Course Attendance Work Group was formed by Dean Solow to discuss the Collegiate Course Attendance Policy. The work group met over the summer; members included Blake Louscher, Erica Recker, Elaine Boosalis, Alison Christensen, Dr. Sherry Timmons, Nicholas Economos, Dr. Darren Hoffmann, Dr. DC Holmes, Dr. Lily T. Garcia, and Dean Solow as Chair. Dean Solow administered a student and faculty survey, which had a great response rate. There was clear division of responses between faculty and students on whether the current attendance policy was accurate, relevant, and enforced.

- Possible solutions include the following:
  1. Do nothing – unattractive and does not support those who prefer attending lectures asynchronously, i.e. online view.
  2. Eliminate the attendance policy - unattractive, lack of attendance is not an issue in clinic, lab, etc.; main issue related to lecture courses.
  3. Maintain a policy and enforce the policy. Questions remain regarding enforcement and to what extent to impose such a policy? Should a policy be adopted to apply by course type or as an individual course designation? Should an overall policy be chosen or variations permitted at the course director discretion?
- The discussion included comments ranging from mandatory procedural enforcement to discretionary management. Comments included the following:
  - Routine panopto recording should be discussed.
  - What can we do to improve the quality of teaching to keep students engaged in the classroom? How do you cultivate the ability to pay attention/focus?
  - Use of identification badge scanning would be easiest, unobtrusive form of monitoring attendance.
  - What about students that do not attend required sessions? This questions professionalism. This may need to be discussed at a dean level.
  - Students represent diverse populations so there is a need to study the impact of studying in different ways. Dr. Hoffmann stated there is no difference in performance in his courses (College of Medicine) between medical students attending a class vs. online studying. If a formal study were to be designed to understand the impact of attendance, it would be difficult to identify those who do not attend.
  - It is important to monitor the social dynamics involved in a learning environment. The CCOM established learning communities: class of 180 medical students is divided into four learning communities.
  - If a student prefers asynchronous, online learning, there is a need to measure impact on faculty office hours or other means of communication such as email.
  - A need has been identified for one student, making panopto recording mandatory for all lectures to accommodate. The recordings meet that particular student needs and not necessarily available to the all students in that class.
  - Members of the work group preferred development of a policy to apply to a type of course, i.e. lecture only and not related to clinical instruction. It is important to note that this does not intend to prioritize a course as *more important* than a different course type.
  - All Panopto recordings must be stored securely especially pertaining to HIPAA compliance. Faculty can designate who can have access to Panopto recordings.
  - Faculty interactions that occur in class such as “pointing” to an unique area on an image, may not be effective on an audio recording. The COD does not have video recording available.
  - There is concern that long-term retention of learning may be compromised, for example, it is important to translate basic knowledge such as head and neck anatomy into head and neck examination for a surgical procedure. Does a student who only learns through asynchronous, online process retain, understand, and apply the knowledge needed?

**ACTION ITEMS:**

- o Dr. Darren Hoffmann will distribute survey data and the summary of feedback.
- o Committee members encourage to discuss with peers prior to the next meeting.

- V. **Elective/Selective Options** – Ms. Michelle Krupp & Dr. DC Holmes
- Ms. Michelle Krupp introduced the topic of elective/selective course opportunities. Due to time restraints, this topic will be discussed at a future meeting. The Office for Education receives requests for elective courses; currently there are no electives in the COD curriculum.
  - The Committee will need to define a process for elective/selective courses based on educational value and logistics, in addition to other parameter. Proposals for electives are on hold until the Committee develops a process and guidelines.
- VI. **Round Table Comments** – Committee
- Concern with how the attendance policy will affect the D4 students in the April/May timeframe in the D4 year.
  - Suggestion was made to consider an honors track to gain more experience.
  - There is a need to learn from other dental schools and their policies.
  - Some suggested that attendance is not an issue when the lecture focused on a procedure and precedes performing the clinical activity to follow immediately.
- VII. **Next Meeting: Wednesday, September 6, 2017**

Minutes recorded: Ms. Lauren Moniot



## **Charge to the Curriculum Committee July 2015**

<https://intradent.dentistry.uiowa.edu/system/files/docs/admin/standing-committee-structure.pdf>

### **Curriculum Committee**

To manage existing curriculum in the predoctoral dental education program and communicate input advisory to the Associate Dean for Education including making recommendations for revision and improvement.

Major responsibilities include:

1. Review, recommend, and coordinate student outcomes and assessments to ensure all are educationally sound and meet the mission of the College.
2. Review and identify course content overlap, sequencing, redundancies, and areas for consolidation to effectively decompress the curriculum.
3. Review courses and associated content.
4. Review consistency of format and methods of assessment across all courses.
5. Identify courses and activities to decompress the curriculum.
6. Seek student input on initiatives and changes to the curriculum.
7. Consult with the Associate Dean for Patient Care on compatibility of student outcomes with patient outcomes.

## **Work Group: Course Attendance**

Members: Elaine Boosalis, Alison Christensen, Nicholas Economos, Blake Louscher, Donte Nesbitt, Erica Recker, Dr. Darren Hoffman, Dr. DC Holmes, Dr. Sherry Timmons, Dr. Lily T. Garcia, Dean Solow (Chair)

### **RECOMMENDATION:**

A working group composed of students and faculty reviewed the current mandatory attendance policy as a result of concerns expressed by students and faculty. A survey was sent to students and faculty so the group could better gauge perceptions around this issue and the results are attached. Dr. Hoffman did a coding analysis of the free text responses to identify themes in responses and that analysis is also attached.

After review of survey results and discussion, the working group proposes the following:

- Mandatory attendance for all Simulation Clinic and clinic courses including the didactic component that accompanies those courses
- Attendance is not required at College of Dentistry didactic courses. Course directors may, at their discretion, require attendance at specific lectures.
- Attendance at Carver College of Medicine courses will be left to the discretion of course directors. At this time, the Carver College of Medicine does not require attendance.

Underlying assumptions:

- Although attendance at COD courses is currently mandatory, enforcement is uneven. Some students feel they are at a disadvantage when they attend lecture and their peers are spending that time watching recorded lectures.
- Students have different learning styles. With a flexible attendance policy for didactic courses, those who like to learn in the classroom can attend the class and those who prefer watching lectures have the benefit of Panopto.
- All faculty will agree to use Panopto so that lectures can be recorded. If there is an isolated case when the faculty member cannot record the lecture (HIPAA concerns, for example), the class will be notified in advance.

Future considerations (credit to Darren Hoffmann):

- Faculty development efforts to assist with lecture development and delivery
- Monitoring attendance with badge scan
- Reporting lack of attendance: professionalism issue
- Fostering understanding about student learning preferences as well as faculty investment of time and effort into preparing lectures
- Research to study the impact of asynchronous learning approaches
- Developing strategies to help with students' focus and attention while in lecture
- Monitor the change, if any, in class social dynamic if students choose not to attend class and identify ways in which the social support structure could be reinforced
- Monitor to determine whether or not those students who choose not to attend, require additional time and consultation contact hours with the course director.

## Open Coding Analysis of Comments from Faculty Survey on Attendance (COD 7-2017)

Comments are from 50 faculty, prompted with Q18: Please include any comments you have about the mandatory attendance policy currently in place at the College of Dentistry. Due to extensive overlap, free response comments from Q10 (why not recording), Q12 (perceptions about poor attendance), Q13 (reaction to poor attendance) were incorporated into the analysis.

Coding analysis was completed by DH, using open coding. Comments were binned into the five major types, then axial coding was done to locate any additional themes. Comments within each type were grouped by concept and displayed in order of incidence.

### Concerns about Impact of Current Low Attendance

<i>Impact on students</i>	<i>count</i>
Students miss out on discussion/peer's questions/interactions with faculty	8
Students may miss additional information, points of emphasis or importance course announcements	6
Clinical topics (radiology/cases) are harder to learn through online media only	3
Online only approach promotes a test-focused mentality which is bad for retention	3
Students miss the chance to hear everything through once	1
Lectures are an opportunity to develop patience/tolerance, missing could lead to poor patient care	1
Students in an asynchronous schedule may actually be compressing their schedules more	1
Paying attention to a recording/computer is harder than live lectures	1
Recordings don't show physical demonstrations	1
<i>Impact on faculty</i>	<i>count</i>
Faculty demoralized, faculty time investment isn't respected	4
Guest lecturers should be respected	2
<i>Impact on class dynamics</i>	<i>count</i>
Disruptive to small groups when members are absent	1
Disruptive when students miss orientation	1
Questions and interaction enable adjustments to pace and content	1

### Concerns about Future Directions

<i>If we go more online...</i>	<i>count</i>
There would be less incentive for faculty to update content	2
Faculty will be required to adapt content to become more online-friendly	1
Other group of students who prefer face-to-face classes will be disserved	1
<i>Enforcement</i>	<i>count</i>
Paper forms don't work (people sign in for each other)	3
A quick and unintrusive method does not yet exist	1
Clicker quizzes are not an option (tech no longer supported)	1

## Statements of Philosophy:

<i>Pro self-regulation</i>	<i>count</i>
Student preferences/perceptions of value drive attendance. If attendance is important, change the method.	5
If students miss on material presented in-class because they didn't attend, that's their problem	1
<i>Professionalism</i>	<i>count</i>
This is the program they signed up for. Dental school is a job. We are not an online university.	5
The dental profession runs on a clock, so should dental training	1
<i>Technology</i>	<i>count</i>
Technology is replacing in-person lecture, we need to evolve	2
Most important thing is student learning	1
<i>Enforcement</i>	<i>count</i>
Policy without enforcement is ineffective	1
<i>Change process</i>	<i>count</i>
There is a lack of data on learning outcomes for students who attend and do not	1

## Solutions/Recommendations:

<i>Uniform vs. differential application of policy</i>	<i>count</i>
Different course formats should have different requirements	4
Course director should be able to set their own policy	3
Policy should be college-wide, not course-specific	2
Punishment for violations should be uniform regardless of course type	1
<i>Enforcement</i>	<i>count</i>
Attendance could be incorporated into overall grade	1

## Observations:

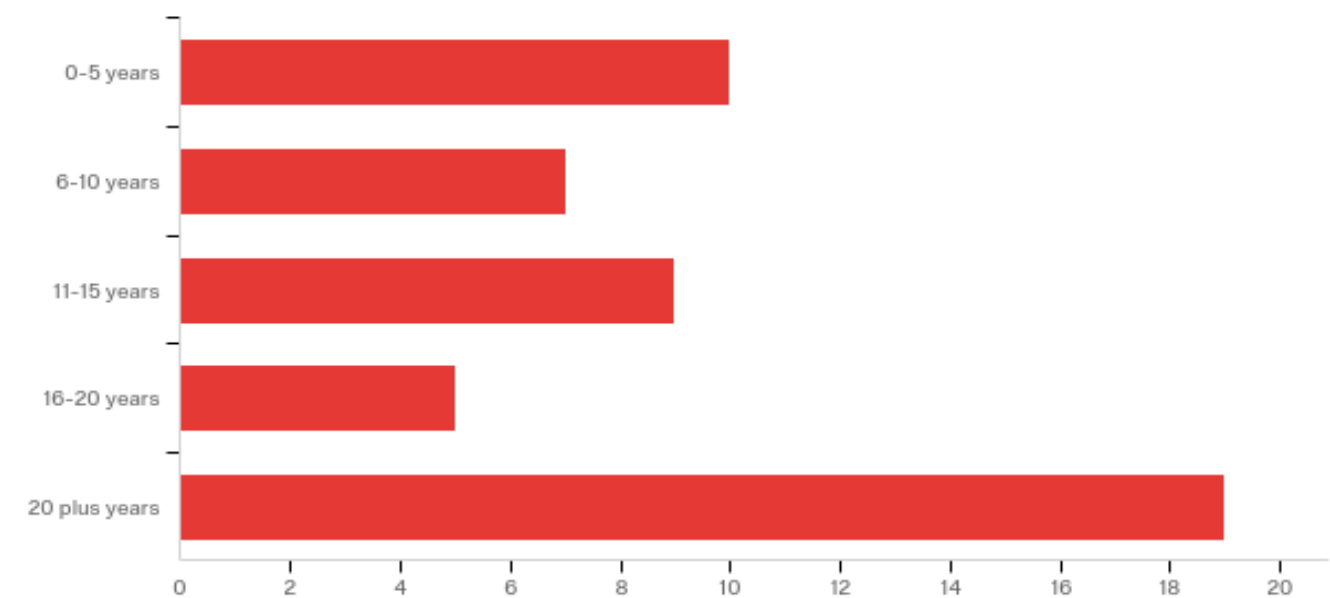
	<i>count</i>
Some students apparently don't know about policy, complain if scolded	2
My attendance lags later in the semester unless I speak up	1
My attendance is typically 60-75%	1
I was unaware of the attendance policy	1

# Default Report

Faculty Survey

July 10th 2017, 4:52 pm CDT

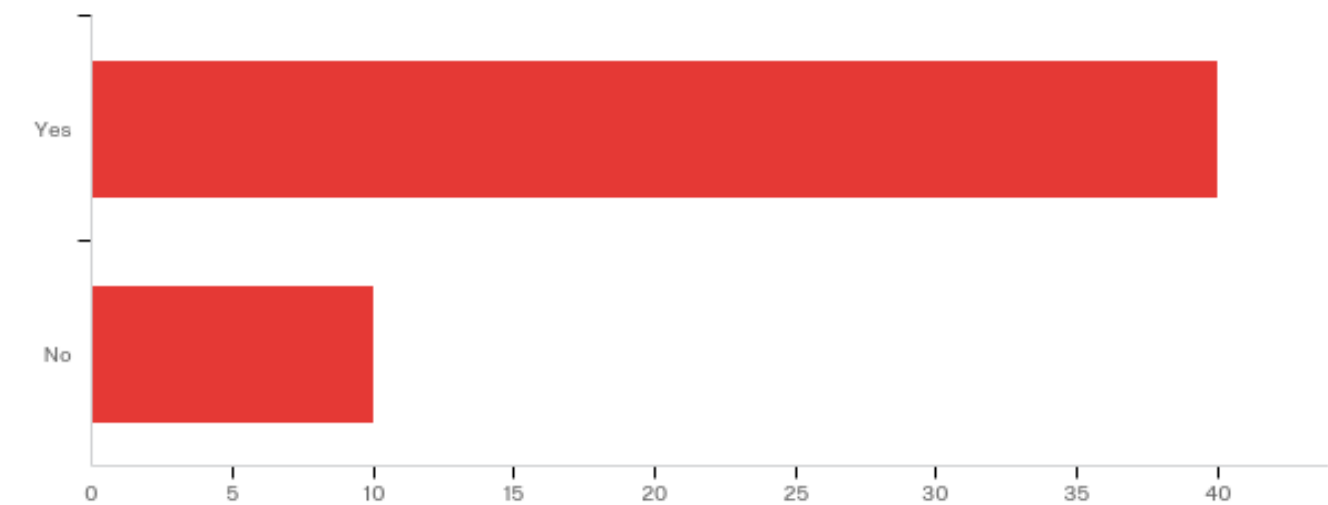
## Q1 - Number of years as an educator



#	Answer	%	Count
1	0-5 years	20.00%	10
2	6-10 years	14.00%	7
3	11-15 years	18.00%	9
4	16-20 years	10.00%	5
5	20 plus years	38.00%	19
	Total	100%	50

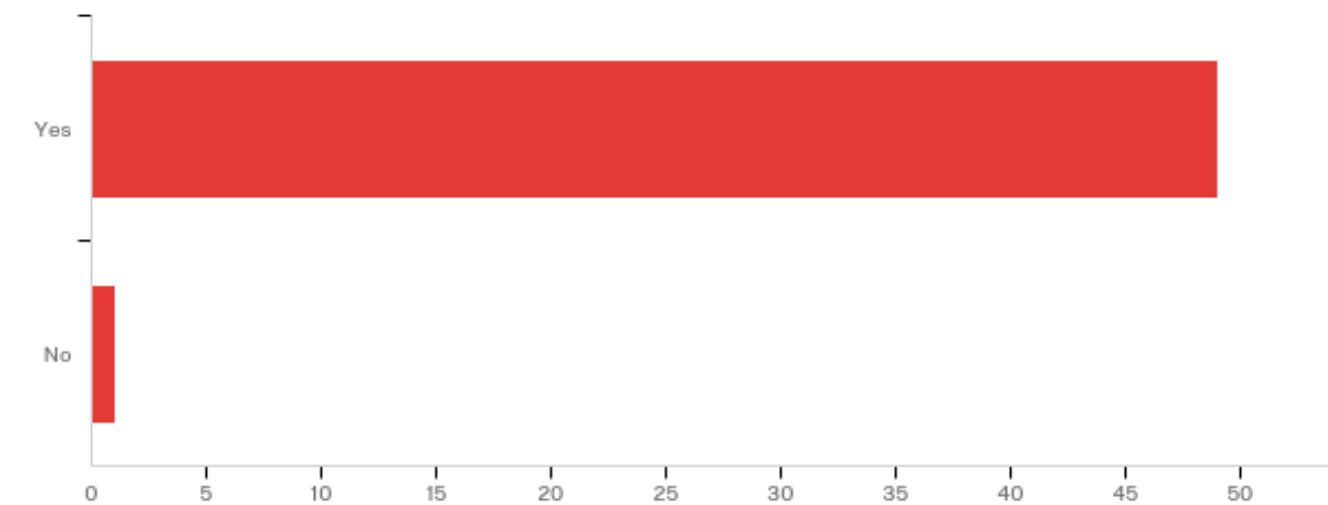


Q2 - Are you currently a course director?



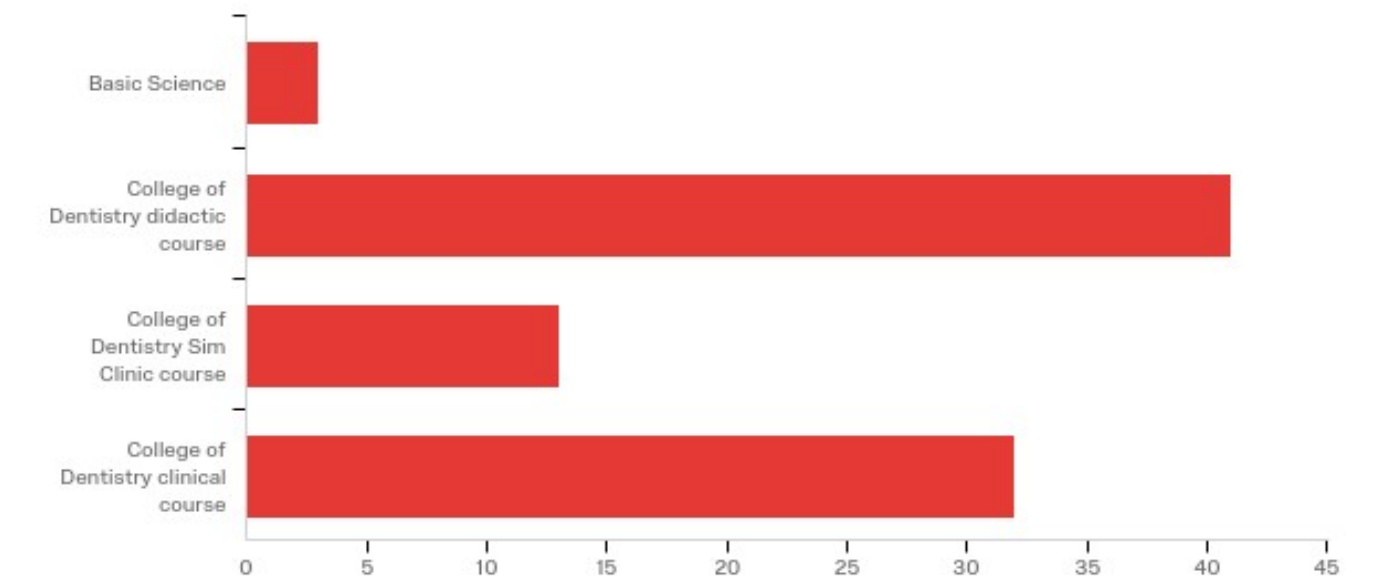
#	Answer	%	Count
1	Yes	80.00%	40
2	No	20.00%	10
	Total	100%	50

Q3 - Do you lecture in a course in the DDS curriculum?



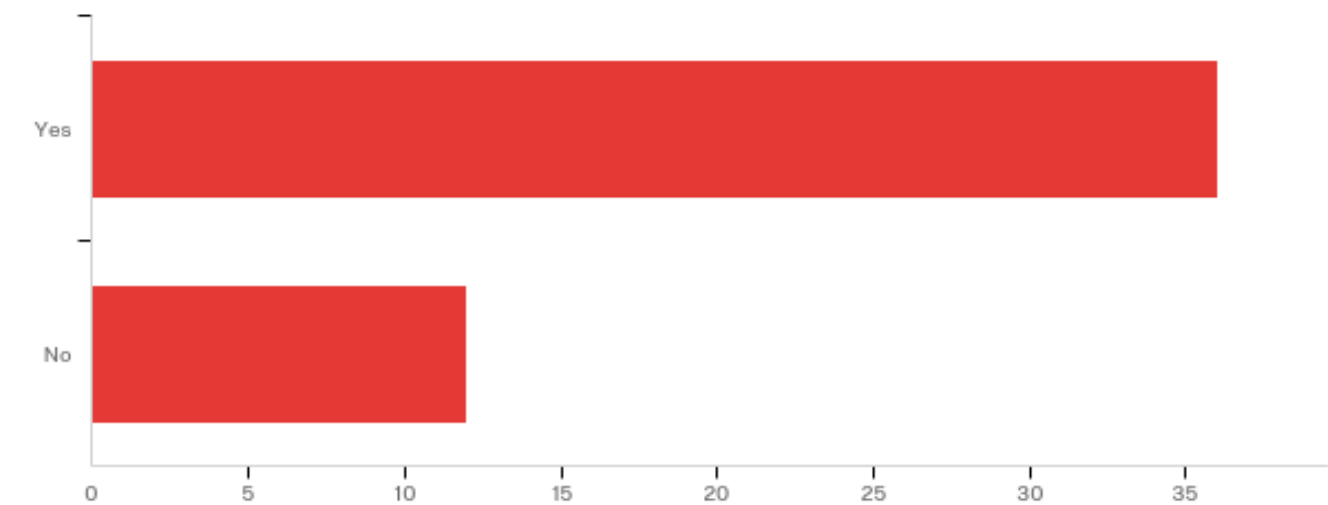
#	Answer	%	Count
1	Yes	98.00%	49
2	No	2.00%	1
	Total	100%	50

Q4 - If you lecture, in what kind of course do you lecture? Please check all that apply.



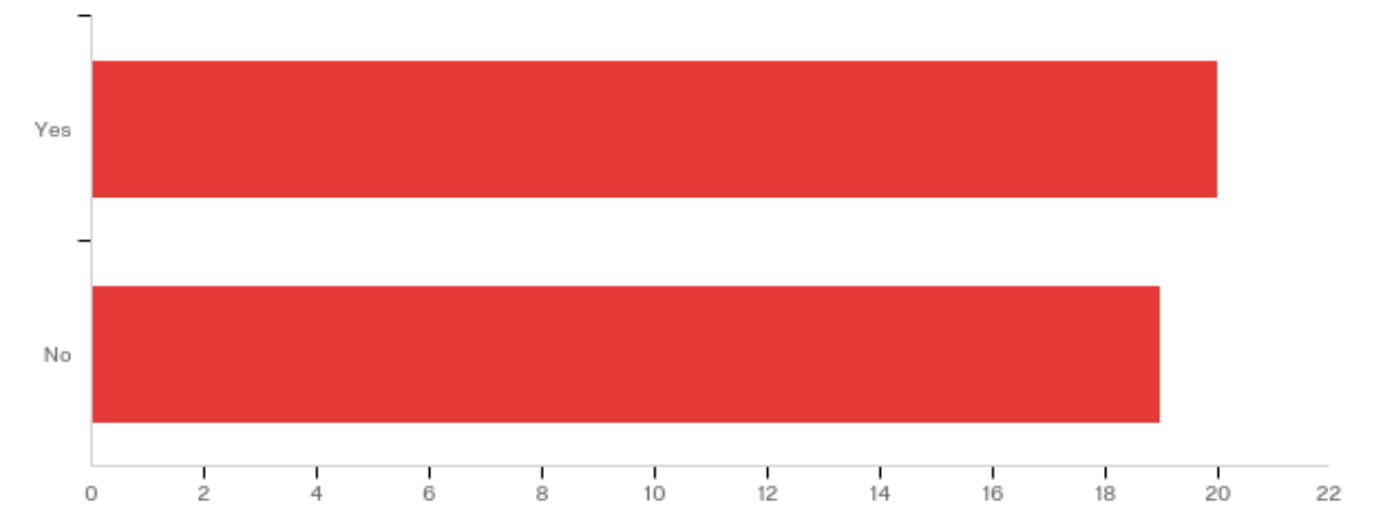
#	Answer	%	Count
1	Basic Science	3.37%	3
2	College of Dentistry didactic course	46.07%	41
3	College of Dentistry Sim Clinic course	14.61%	13
4	College of Dentistry clinical course	35.96%	32
	Total	100%	89

Q5 - Is there an attendance policy for the course that you direct or in which you lecture



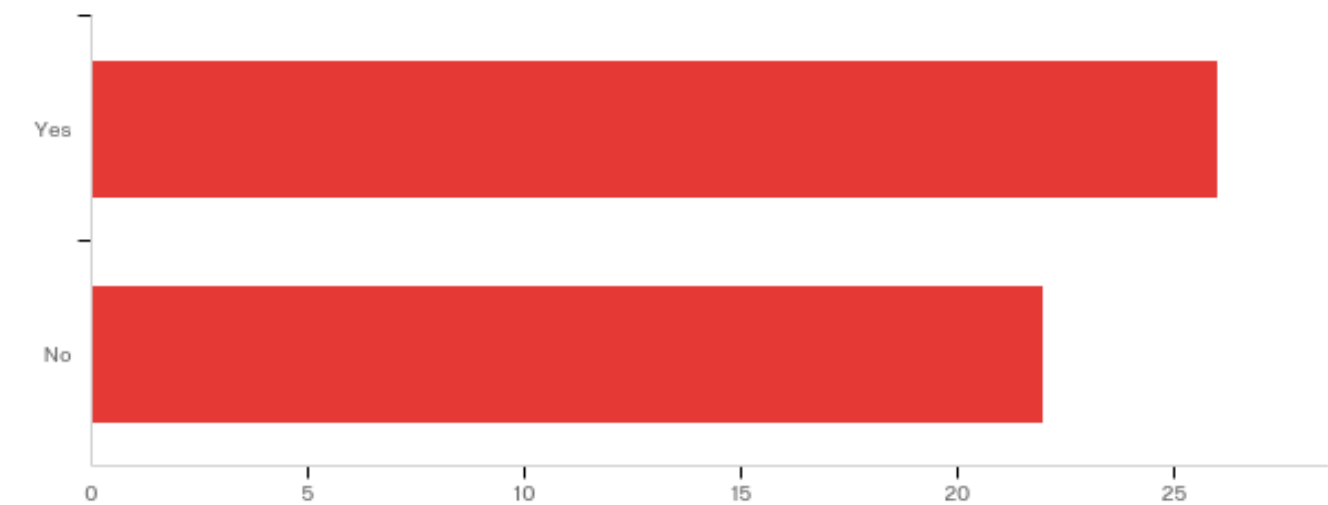
#	Answer	%	Count
1	Yes	75.00%	36
2	No	25.00%	12
	Total	100%	48

Q6 - If there is an attendance policy, is it enforced?



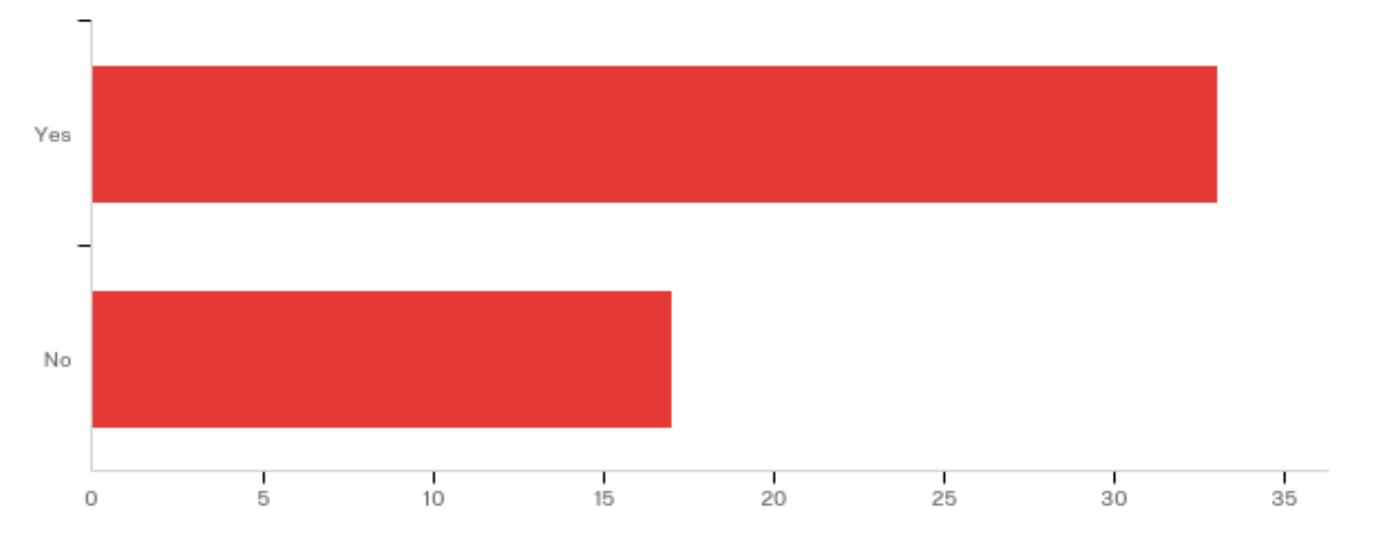
#	Answer	%	Count
1	Yes	51.28%	20
2	No	48.72%	19
	Total	100%	39

Q7 - Have you had an issue with students not attending your course or lecture(s)?



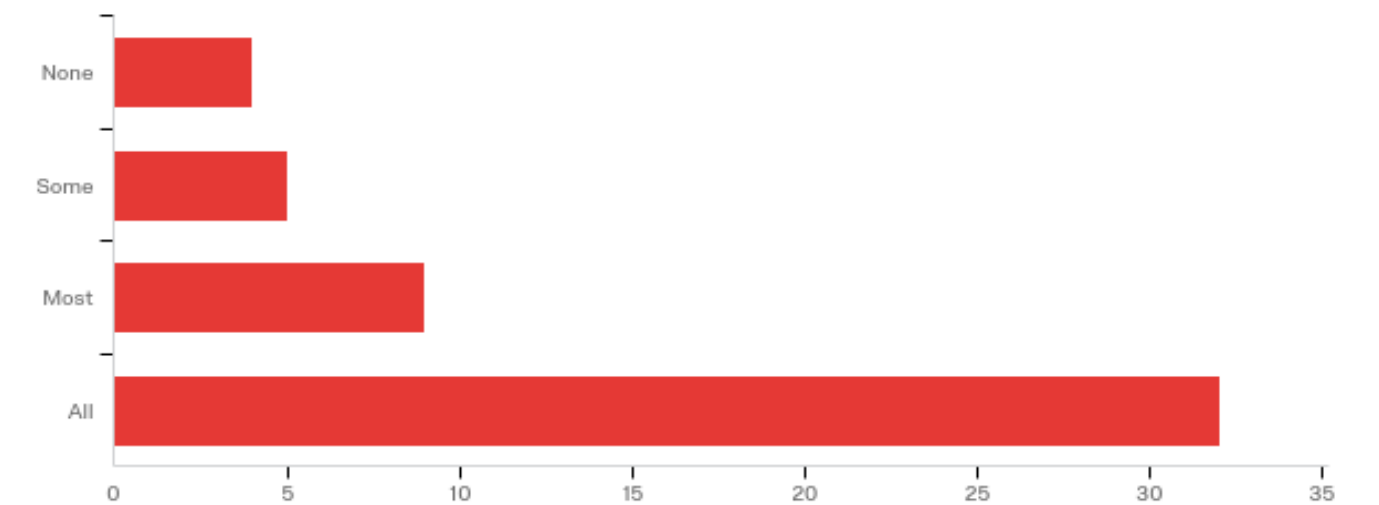
#	Answer	%	Count
1	Yes	54.17%	26
2	No	45.83%	22
	Total	100%	48

Q8 - Are you aware that the College of Dentistry has a mandatory attendance policy for all dental school courses?



#	Answer	%	Count
1	Yes	66.00%	33
2	No	34.00%	17
	Total	100%	50

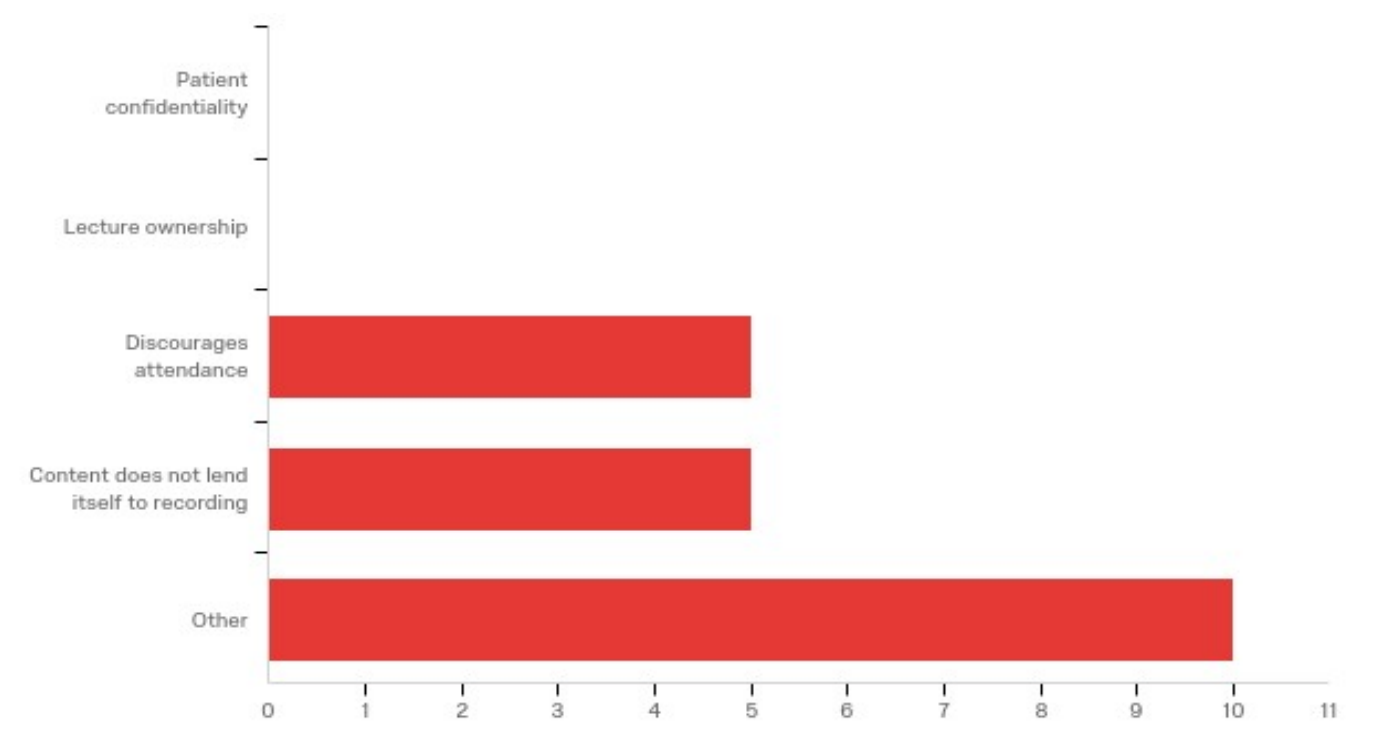
Q9 - Do you allow your lectures to be recorded?



#	Answer	%	Count
1	None	8.00%	4
2	Some	10.00%	5
3	Most	18.00%	9
4	All	64.00%	32
	Total	100%	50



Q10 - If you do not allow recordings of your lectures, please indicate the most important reason why not:



#	Answer	%	Count
1	Patient confidentiality	0.00%	0
2	Lecture ownership	0.00%	0
3	Discourages attendance	25.00%	5
4	Content does not lend itself to recording	25.00%	5
5	Other	50.00%	10
	Total	100%	20

Other

Other
not lend itself and test material
Clinical course is case-based and does not lend itself to recording; didactic course is recorded
No one asked

I HAVE allowed, in the past

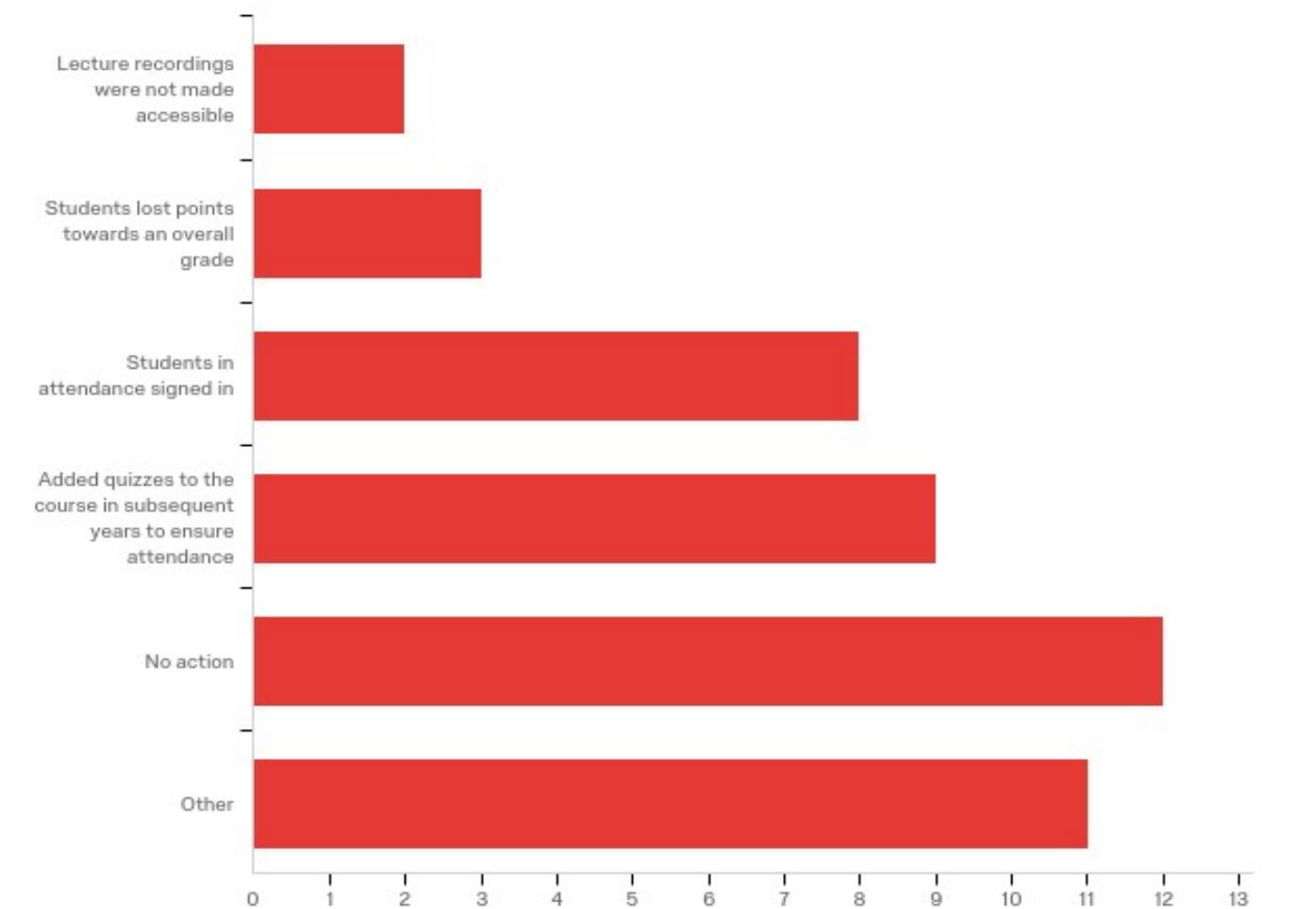
Attendance

I do but only because of the unfortunate pressure placed upon us by the students/administration to do so - truthfully I don't think it should be expected, particularly when there is a mandatory attendance policy that wouldn't be enforced/backed-up even if the faculty tried

Have not addressed the issue

small classes - student interaction important

Q11 - If there has been poor attendance at your lectures or in your course, how has this been addressed? Please select all that apply.

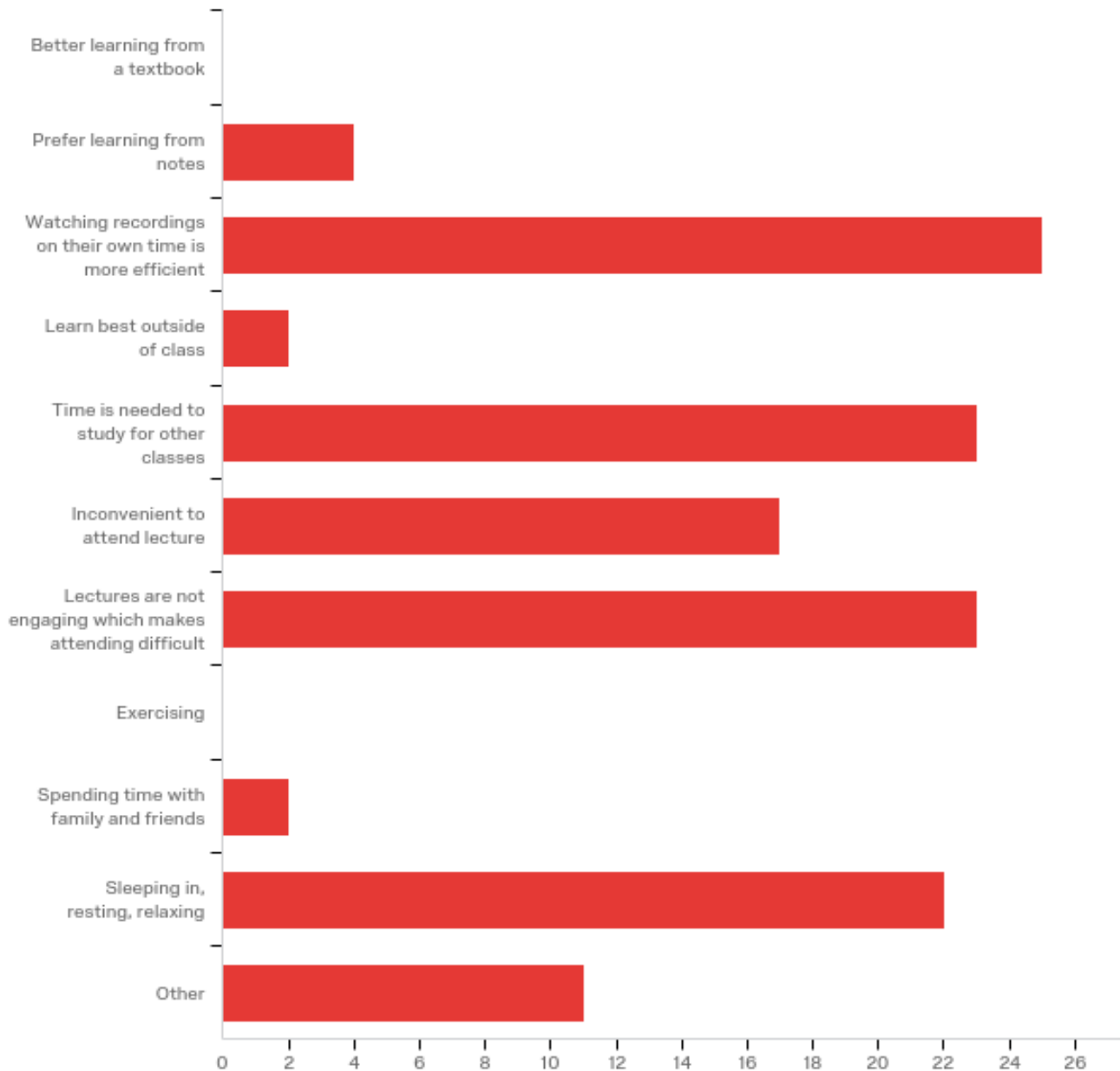


#	Answer	%	Count
1	Lecture recordings were not made accessible	4.44%	2
2	Students lost points towards an overall grade	6.67%	3
3	Students in attendance signed in	17.78%	8
4	Added quizzes to the course in subsequent years to ensure attendance	20.00%	9
5	No action	26.67%	12
6	Other	24.44%	11
	Total	100%	45

Other

Other
NA
threat of instituting a policy, as described in the course syllabus
Considering not making recordings available
Tried to emphasize things that would be on the test or important nonverbally
Mentioning some information that would be beneficial to the students in attendance for exams but not letting it be recorded, though this is minimal.
We enforce mandatory attendance
Daily Selfies which count towards the attendance grade
threatened quizzes--not done
Attendance not an issue, so no action needed
report it to Student Affairs Office
change the dates of the practicals and exams

## Q12 - Please provide your perception of the three top reasons why students do not attend lecture



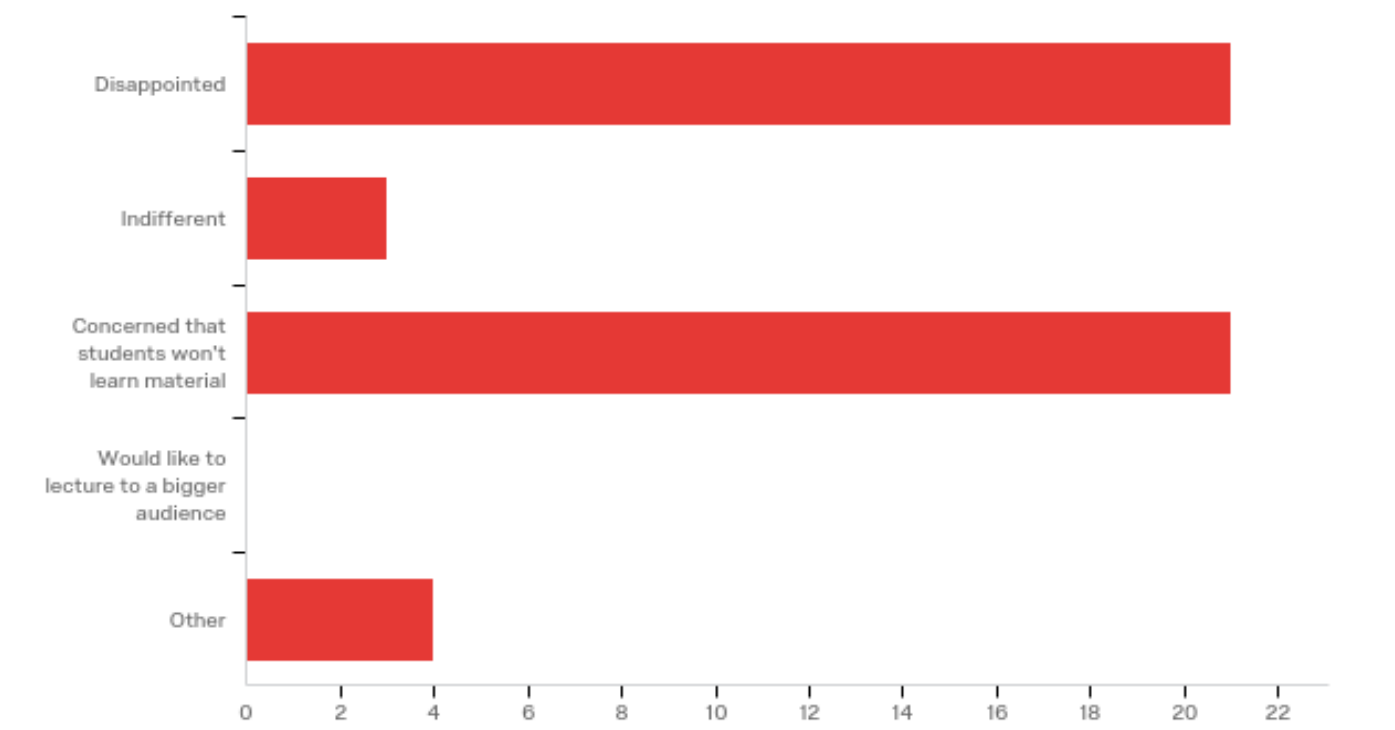
#	Answer	%	Count
1	Better learning from a textbook	0.00%	0
2	Prefer learning from notes	3.10%	4
3	Watching recordings on their own time is more efficient	19.38%	25
4	Learn best outside of class	1.55%	2

5	Time is needed to study for other classes	17.83%	23
6	Inconvenient to attend lecture	13.18%	17
7	Lectures are not engaging which makes attending difficult	17.83%	23
8	Exercising	0.00%	0
9	Spending time with family and friends	1.55%	2
10	Sleeping in, resting, relaxing	17.05%	22
11	Other	8.53%	11
	Total	100%	129

## Other

Other
Can't understand professor or lecture not updated
Lazy
Personal reasons encompassing many of the above
I think they feel that if they have access to the material, there is no reason to attend class. It's a waste of time.
Party night before, drunk students.
Many students THINK they can learn on their own. Some can, but most can't because they do not know how to prioritize the material.
Poor time management by students - something else always is more pressing.
Overload
They can learn the subject material on their own and really don't benefit to hear it given in a "lecture room" format.
attend patient visits/consults in other clinics

Q13 - How would you describe your reaction to students not attending your lectures or course:



#	Answer	%	Count
1	Disappointed	42.86%	21
2	Indifferent	6.12%	3
3	Concerned that students won't learn material	42.86%	21
4	Would like to lecture to a bigger audience	0.00%	0
5	Other	8.16%	4
	Total	100%	49

Other

Other

While they may do well enough to pass a test it is obvious to me that their retention of knowledge is horrendous. They remember nothing and I do think that that relates to exposure time that is gotten through the lecture/didactic/pedagogy the idea of building on previous knowledge base is in my opinion absent in at least half of the last several classes. Though anecdotal I believe this is directly related to class attendance. The checkmark

attitude of just getting there test grade predominates.

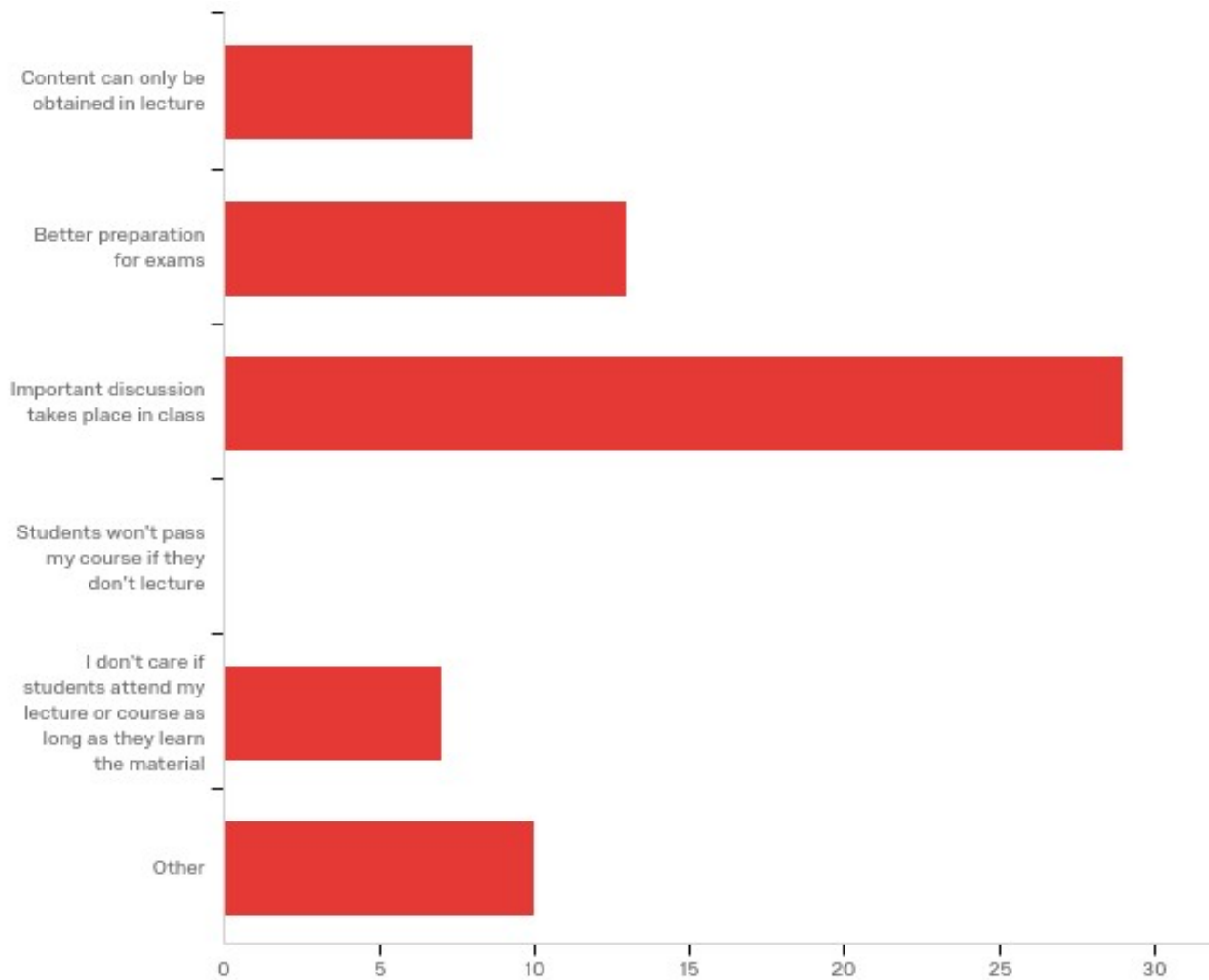
Angry. We spend so much time putting lectures together and then to have to post them on Canvas so they have access and then they don't come. It's very frustrating.

I try to make my lectures engaging and compelling so that students want to attend

It depends on the course. I'm more indifferent if it is a lecture given to an auditorium of students, but smaller classes where discussion is encouraged cannot function if students are absent.



## Q14 - Why do you think students should attend lecture?



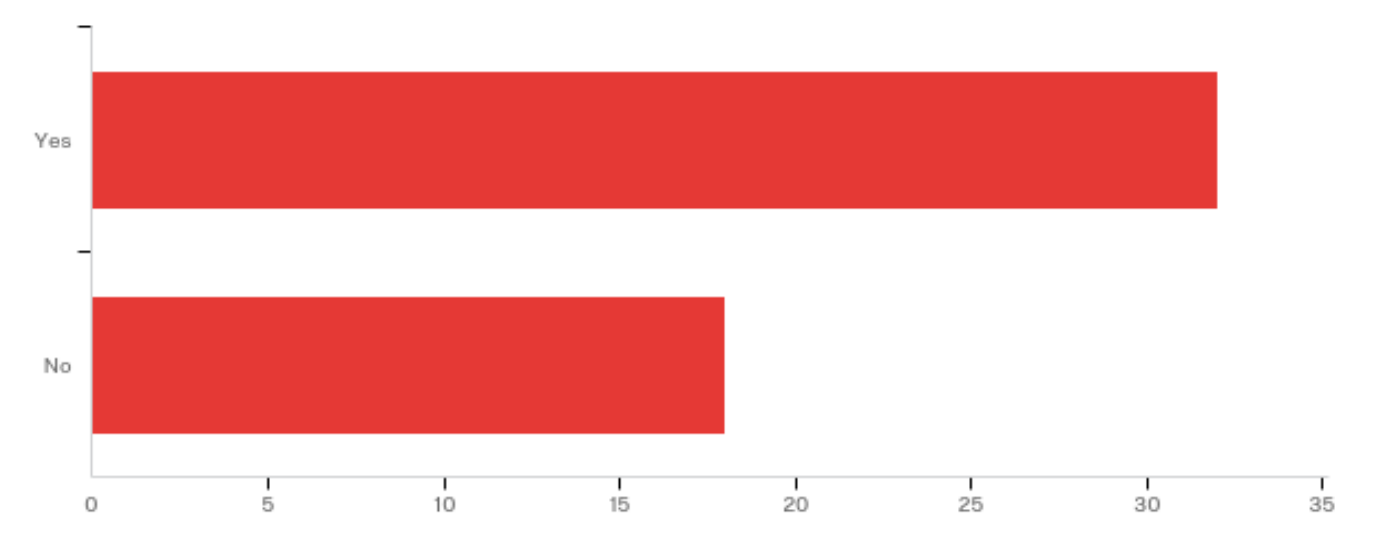
#	Answer	%	Count
1	Content can only be obtained in lecture	11.94%	8
2	Better preparation for exams	19.40%	13
3	Important discussion takes place in class	43.28%	29
4	Students won't pass my course if they don't lecture	0.00%	0
5	I don't care if students attend my lecture or course as long as they learn the material	10.45%	7
6	Other	14.93%	10

	Total	100%	67
--	-------	------	----

## Other

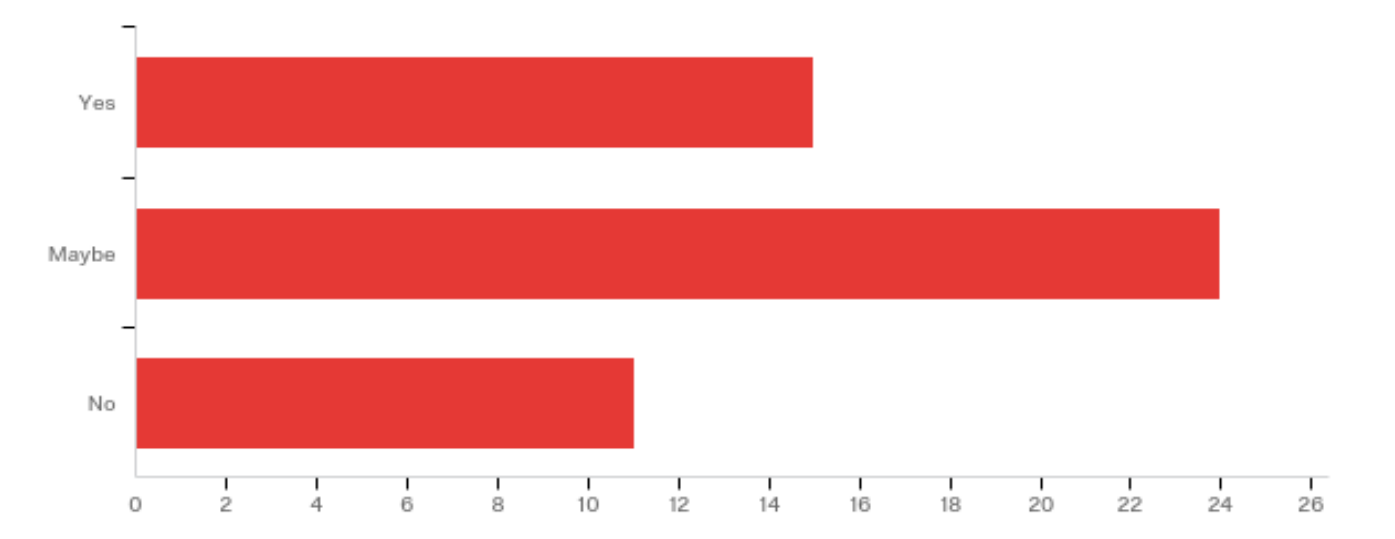
Other
For my own lectures, I don't care at all. For guest lecturers, I want them to be there so as not to waste our guests' time.
Retention retention retention knowledge base building a foundation
Poor example for life/future practice - I am expected to be at the lecture, so should they. Dental school is their job!
Much of the material we cover is based on radiographs. If you don't have the discussion along with the RG, you won't get the information.
I saw a lot more than what is on my lecture slides and they miss questions and explanations that other students ask.
Better retention of information when given in person with examples. Learning over a computer or recording can be distracting and students only half pay attention to the recording. I know. I used to be a student. Also recorded lectures don't show physical demonstrations in a lecture hall.
Again, it depends on the course. If a lecture where discussion is minimal then I don't care if students miss it. Just don't bother me with concerns about relative importance of material -- that was covered in class.
Important discussion takes place in class but also INTERACTION. It makes it possible to adjust the pacing and material to the needs of the class
Subject matter and additional information can be given in lecture that may appear on an exam.
Not everything, particularly case presentations, can be obtained through just slides or reading. Being able to ask questions and discuss issues as a class can be beneficial.

Q15 - Should a course director be able to choose whether there is an attendance policy for his or her course?



#	Answer	%	Count
1	Yes	64.00%	32
2	No	36.00%	18
	Total	100%	50

Q16 - Could an attendance policy be applied differentially to some classes and not to others?



#	Answer	%	Count
1	Yes	30.00%	15
2	Maybe	48.00%	24
3	No	22.00%	11
	Total	100%	50

**Q18 - Please include any comments you have about the mandatory attendance policy currently in place in the College of Dentistry.**

Please include any comments you have about the mandatory attendance policy...

Several courses have guest lecturers. It is embarrassing for someone to take their time to come to the COD and then lecture to not very many people. It is also demoralizing to the faculty who do work here. If attendance wasn't needed, faculty could move to online only classes and gain extra time for other work (just show the lecture year after year), but that would give them less incentive to update material. Students also benefit from in class discussion and other students' questions.

The interaction, question and discussions are actually more important than the actual lecture material. It is imperative for the instructors to make the lectures informative and INTERACTIVE. If the lectures are bad, repetition of previous material, dry, or just the textbook presented in a verbal fashion, then the instructor is not fulfilling their obligation. the focus should be on application of the material.

Especially as group leader, it is very inefficient and almost disruptive to have ANY group member missing for a group meeting. I feel the same way with any student missing any part of orientation.

Students should attend class. Professor spends time preparing. Everyone's time is valuable. That is the program they signed up for

There is a reason that we're not an "online" University and I believe the expectation should be attendance for all scheduled courses.

See the policy as stated in my course syllabus for PCD 8361. Normally attendance is fine until later in the year, when attendance drops off unless I say something about it.

DJC

Believe it or not, I was unaware that all courses supposedly have mandatory attendance, so I haven't even been recording/taking attendance. I just know from counting those who ARE present that attendance runs about 60-75%

I feel the course director should be able to determine the attendance policy since many courses at the COD have different structure...lecture vs. seminar vs. demonstration, etc.

For this reason different antecedence policies are necessary, however the ramifications for violating similar policies should be similar, not significantly different.

Dental school is a job, therefore I expect for students to be present. There are things that are interesting that can only be obtained from lecture, students miss this if they don't come to lecture.

It should be mandatory attendance.

Technology (videos, presentations, eBooks) is sadly replacing in-person lecture. Lectures should have more interesting content that captures student's attention and attendance.

There is the need for a fairly easy way to check attendance without cutting into lecture time. Whether the new smart phone method is doable is something that ID interested in. I know in taking attendance and making people sign in that more people signed than were in attendance. Obviously, an ethics issue that one extraordinarily difficult to catch.

See free text comments above.

I sometimes hear students complain that lectures don't change from year to year. Why should we take the time and effort to change them when the students seem to not care to come, pay attention etc. when we have so many other things to do with our time.

I guess that most important thing is that the material is learned. But especially clinical things are hard to fully understand by just looking at the electronic notes. I think students miss an opportunity to hear the material the first time through in a dedicated time and any questions, clarifications and discussion that occur. I don't know what they use that 50-60 minutes for otherwise, but then they have to find another time to go through material. On one hand there are complaints that the curriculum is too compressed, but then if students don't attend

lecture, they further compress it by having to go through the lecture material themselves.
I think one of the biggest stressors for our students is the fact that they are booked solid from 8-5 in lecture and clinics. With Panopto, it is possible for a student to watch a 2 hour lecture in half the time, and potentially learn the material more efficiently.
I support the mandatory attendance policy with some small degree of flexibility for enforcement and consequence allowed for different courses. I believe that course attendance is primarily determined by the student's overall impression of what they get from the lectures. If attendance is a problem, a change in format, style or other improvement in delivery should be seriously considered.
I believe Class attendance should be a Collegiate policy not a "course policy" - that way it is less confusing for the students. In regards to the attendance policy as such - I think it will benefit students to attend lectures, not only for the sake of knowledge, information gathering and clarifications, but also increases students patience and tolerance (indirectly!). In my personal experience, students who are generally impatient, are abrupt with the patients in the Clinics and being Health care professionals, our ultimate goal is patient care.
At least some D1 students don't appear to know that there is a mandatory attendance policy. On evaluations we had multiple students complain about us scolding them for not coming to lecture because they perceived attendance as not required.
I don't mind adding attendance into the students overall grade. It gives motivation for the student to attend class, and if there is no ENFORCEMENT, they won't come. Especially to a 8AM class right before 3rd year clinics. Sign in sheets don't work - students sign for their friends who are missing. Quizzes work and it goes with the flipped classroom technique. Unfortunately, the best/easiest way to grade quizzes was with clickers which was frowned upon by Administration. Plus it has gotten more expensive for students to use that technology with the yearly subscription, and I have no way of knowing what kind of IT equipment the students have access to? Does everyone have a phone or tablet that supports this technology. So I went with the selfie option this year. Many students thought it was stupid, but it worked ok. Any other ideas would be helpful, because a policy without enforcement only ensures half -2/3 attendance at 8AM.
I like the policy as is. However, I don't see anything wrong with giving course directors discretion. That said, course directors that utilize a panel of faculty and choose not to require attendance may find some faculty resent presenting to a mostly empty auditorium. From a selfish point of view, I do have some concern that making attendance optional will eventually lead to student demands that faculty make 'lecture' courses more on-line friendly thereby requiring faculty to spend considerable time creating multiple versions for disseminating the same material.
Dental school should not be a mail-order course, to be attempted at will or crammed in at the last minute. This is preparation for real life, which will be dictated by a clock for the rest of their careers. Important interactions happen within and between classes and faculty daily, I fear those would be lost.
I would like to see some data comparing test scores for those students who attended all lectures and those who attended no lectures.
If subject matter or additional information (especially if lecturer highlights the most important points to remember for an exam), then the student who does not attend will complain that the question(s) on that material were not fair since attendance was not mandatory.
If attendance is not mandatory, then just put the entire course online and deal with those students in the class complaining about "paying exorbitant tuition" and not having all subject matter given to them in a lecture format and how that affects their ability to comprehend and learn what's really important to know, not just for exams, but especially when they apply the lecture information in their simulation and actual practice of dentistry.
A universal policy is much more simpler to apply and enforce. Levels the playing field between all departments and courses.
While the survey appears to address 'lecture' courses, I believe that students consider attending small group/discussion sessions to also be optional. I'm also frustrated by the students who discuss peers signing in for other peers, signing in from outside of the college, etc. Honesty, integrity? And they are our future dentists?

As a course director, by having the students in class, is a time I know that they have heard or been exposed to the material. This is also a time when announcements are given for various issues in the course, I know then that they have were present.

It's a new generation being taught by an old generation. We have to evolve. It is disheartening to lecture to halls that are nearly empty, a big disincentive to put in work to improve the content. Smaller groups, mandatory attendance is my opinion. We should stop large lectures.

I think it should continue to be mandatory for the majority of the courses. However, some courses that have more text learning could be evaluated online.

## Open Coding Analysis of Comments from Student Survey on Attendance (COD 7-2017)

Comments are from 134 students, prompted with Q10: Please include any comments you have about the mandatory attendance policy currently in place at the College of Dentistry

Coding analysis was completed by DH, using open coding. Comments were binned into the five major types, then axial coding was done to locate any additional themes. Comments within each type were grouped by concept and displayed in order of incidence.

### Concerns about Current Policy, Arguments for Changing Policy

<i>Qualities of online lectures vs. Qualities of face-to-face lectures</i>	<i>count</i>
Attending lectures online is more efficient	16
Lectures typically passive; quality of instruction = attendance	10
Classroom environment is distracting	6
Studying in a comfortable place helps	3
I have to go back through the recording anyway	2
Some lecturers speak fast/have accents	2
Some lectures are repeats	2
<i>Arguments for increased flexibility</i>	<i>count</i>
Greater flexibility allows for more balance with rest of life (family, friends, self)	9
Primarily learning online has better learning outcomes for me	7
Flexibility allows for more strategic use of time for exams each week	4
Prioritizing between courses/within courses is an important skill	4
Everyone has a different learning style/pace of learning	6
Program is high-stress/high-demand, optional attendance helps manage stress	3
Flexibility of policy doesn't hurt those who want to attend	3
I prefer to work on my own	1
<i>"We deserve to choose for ourselves"</i>	<i>count</i>
Adult learners should be able to make the decision about how best to learn	14
We have proven ourselves to be capable by getting here	3
We pay for this, we should be able to choose	2
<i>Responses to "Dental School is a Job" argument</i>	<i>count</i>
Dental school is a job, but there are no sick/vacation days	1
Dental school is a job, but it's a job with 12 hour days and frequent weekend work	1
<i>Concerns about fairness/justice</i>	<i>count</i>
I feel bad skipping, but I'm disadvantaged if I follow the rules	5
I go to class, but doing it online is the same or better	2
Current policy doesn't fit the needs of all students	1



## Concerns about Changing Policy, Arguments for Keeping Policy

<i>Positives of the mandatory schedule</i>	<i>count</i>
Mandatory schedule ensures everyone has one pass through material	4
Mandatory schedule helps organize time and keeps students on top of material	3
School has a reputation to uphold - ensuring delivery of material	1
Many students lack self-discipline necessary to self-regulate	1
Mandatory attendance keeps expectations similar across the board	1
<i>Positive qualities of face to face classes</i>	<i>count</i>
Enables interactions with faculty/opportunities to ask questions	3
Face to face classes are more engaging	1
Face to face classes enable socializing/community building within the class	1
Face to face is better for my learning outcome	1
<i>Responses to "Flexibility/Individualization" argument</i>	<i>count</i>
The dental profession is on an 8-5 calendar, get used to it	3
Everyone is capable of the schedule (learning style argument is irrelevant)	2

## Observations

<i>Observations of faculty dynamics</i>	<i>count</i>
Professors don't record lectures out of spite if attendance is low	2
When instructors are upset by poor attendance, quality of teaching/learning goes down	1
Sensing a decrease in faculty's respect for students' time	1
<i>Observations of administrative process</i>	<i>count</i>
The administrative process behind this issue has been biased/inappropriate	2
This issue seems to be more important to administration than faculty	1
<i>Observations about current policy/state of affairs</i>	<i>count</i>
Current situation favors non-attenders (online more efficient, no punishment enforced)	3
Current policy disadvantages those who prefer online, but don't want punishment	1
There is a lack of understanding/empathy about this situation	2

## Statements of Philosophy

<i>Laissez faire (pro flexibility)</i>	<i>count</i>
Exams should be the deciding factor; if you do well in the class, what's the problem?	6
As long as it doesn't hurt others and you're keeping up, what's the problem?	3
It's fine to drop the policy, but please don't drop face to face classes	2
Prefer faculty who have "doesn't matter to me" attitude	1
This policy doesn't appear to be broken (no academic problems) why change it?	1
<i>Pro self-regulation</i>	<i>count</i>
If people can't make responsible choices, they'll face the consequences in grades	4
It is possible to self-regulate schedule and be successful	1
Information should be presented however is best for each student	1
We should base decisions based on what is best for everyone	1
<i>Enforcement</i>	<i>count</i>
If there is going to be a policy, it should be enforced	4
<i>Technology</i>	<i>count</i>
The technology is here, embrace it	2
Recorded lectures work best as a supplement, not a replacement	2
<i>What does poor attendance mean?</i>	<i>count</i>
Just because attendance is low doesn't mean the lecture isn't being watched/valuable	1
Lack of attendance is not a sign of disrespect, just necessary in high-stress program	1
Attendance is an expression of respect for the instructors/institution	1

## Solutions/Recommendations

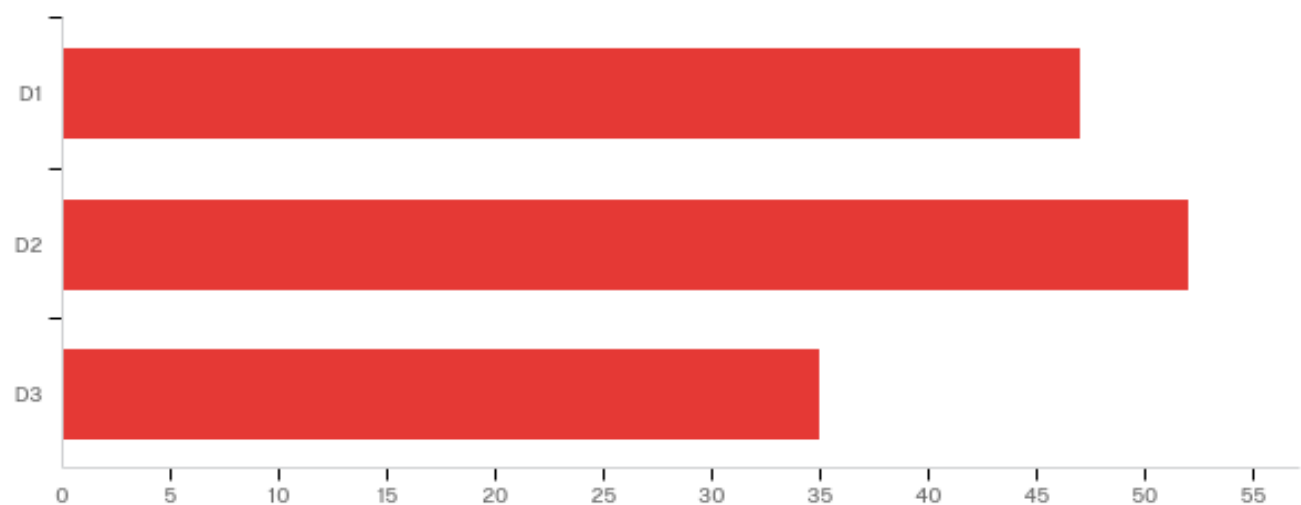
<i>Uniform vs. differential application</i>	<i>count</i>
Different types of courses should have different types of policies	7
Consistency is key, if you say you'll record, then you should record (stop spite-based)	4
Prefer policies to be directed on a class-by-class basis	2
<i>Enforcement</i>	<i>count</i>
If someone isn't doing well academically, withdraw the privilege of optional attendance	2
If class attendance is mandatory, use a point deduction approach for absences	1
Enforcing attendance through quizzes/calling on people is a waste of time	1
Use clickers for attendance	1
<i>Administration</i>	<i>count</i>
Reasoning for outcome should be well-explained to encourage empathy	2

# Default Report

Student Survey on Course Attendance Policy

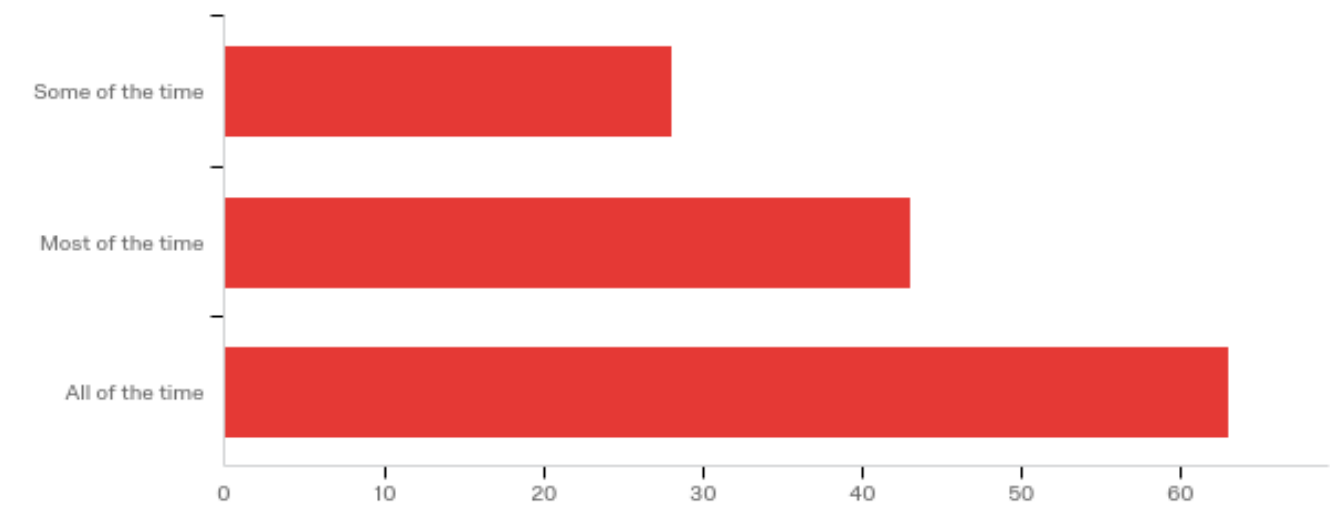
July 10th 2017, 4:43 pm CDT

## Q1 - Class in the College of Dentistry



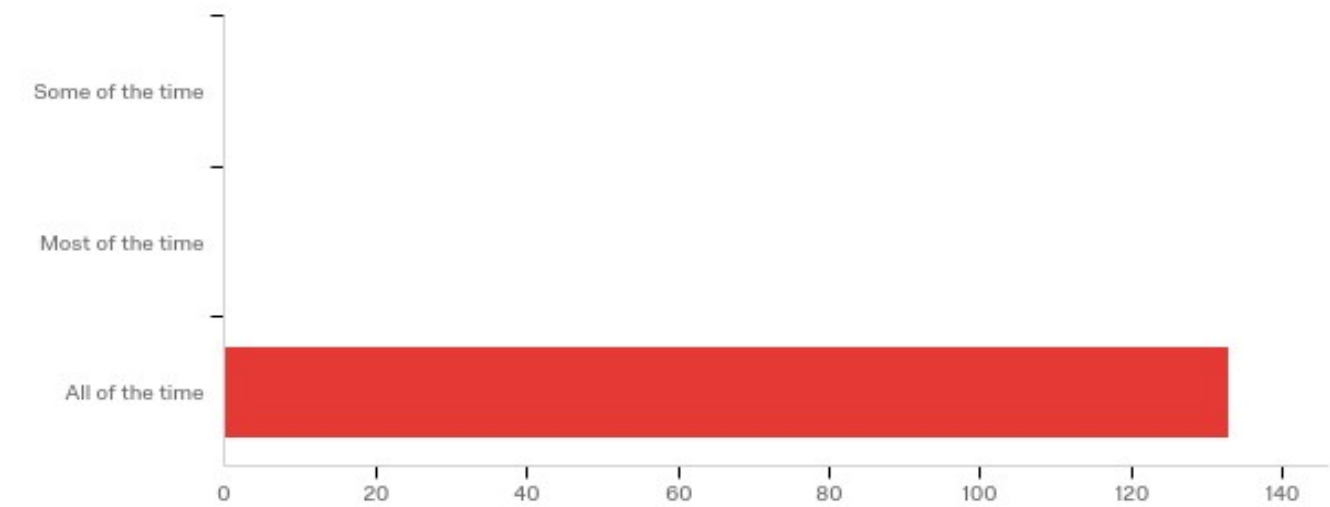
#	Answer	%	Count
1	D1	35.07%	47
2	D2	38.81%	52
3	D3	26.12%	35
	Total	100%	134

Q2 - I attend dental school lectures for didactic courses:



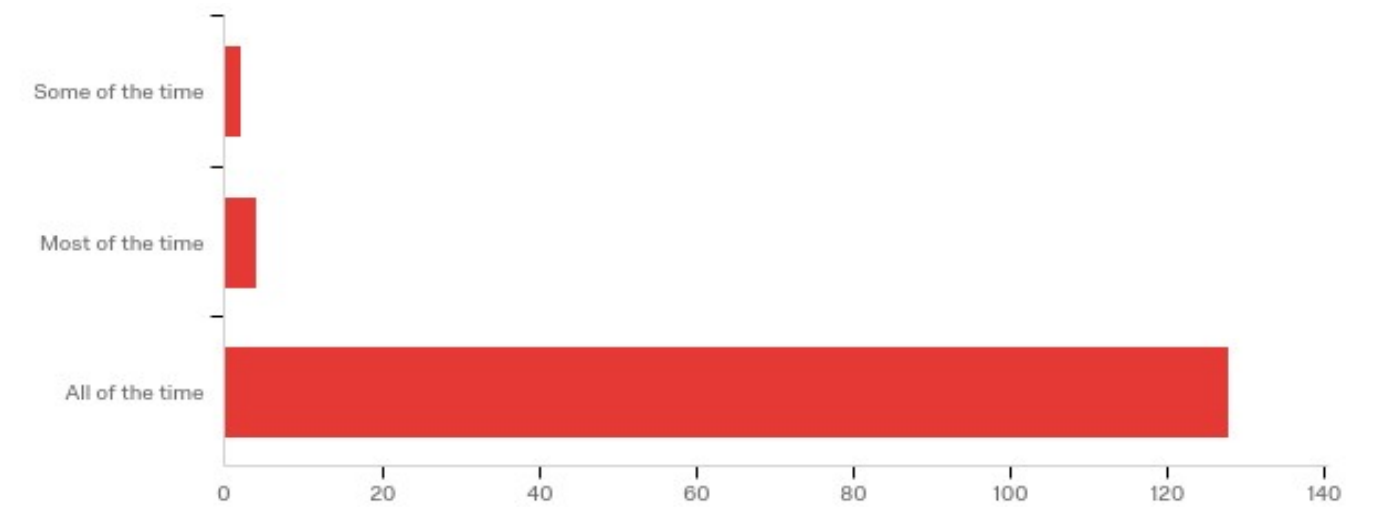
#	Answer	%	Count
1	Some of the time	20.90%	28
2	Most of the time	32.09%	43
3	All of the time	47.01%	63
	Total	100%	134

Q3 - I attend dental school Sim Clinic courses:



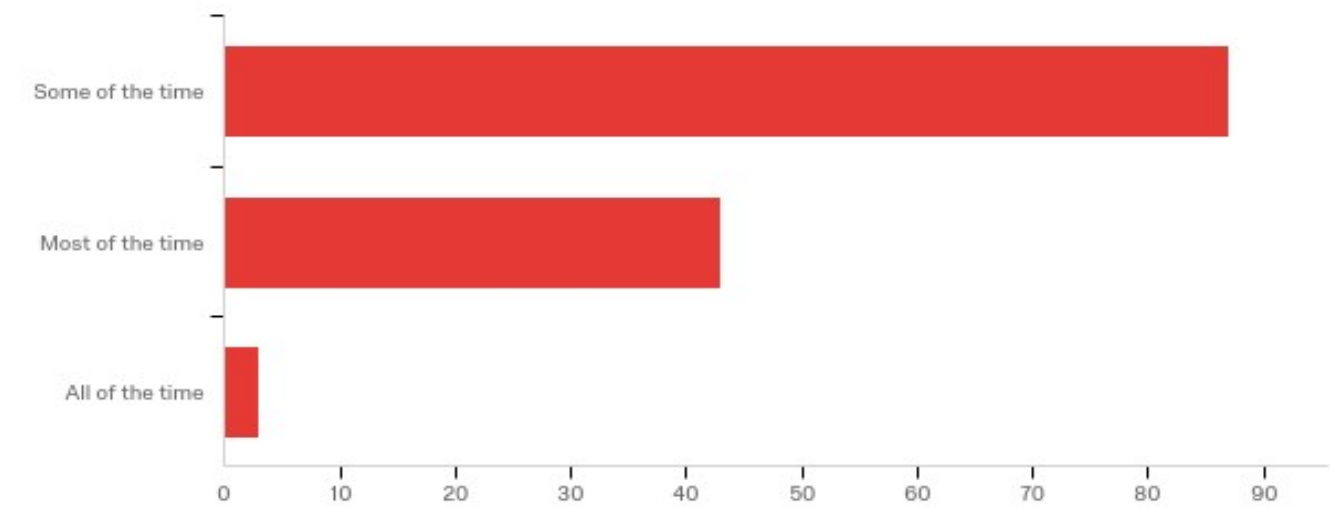
#	Answer	%	Count
1	Some of the time	0.00%	0
2	Most of the time	0.00%	0
3	All of the time	100.00%	133
	Total	100%	133

Q4 - I attend clinical courses



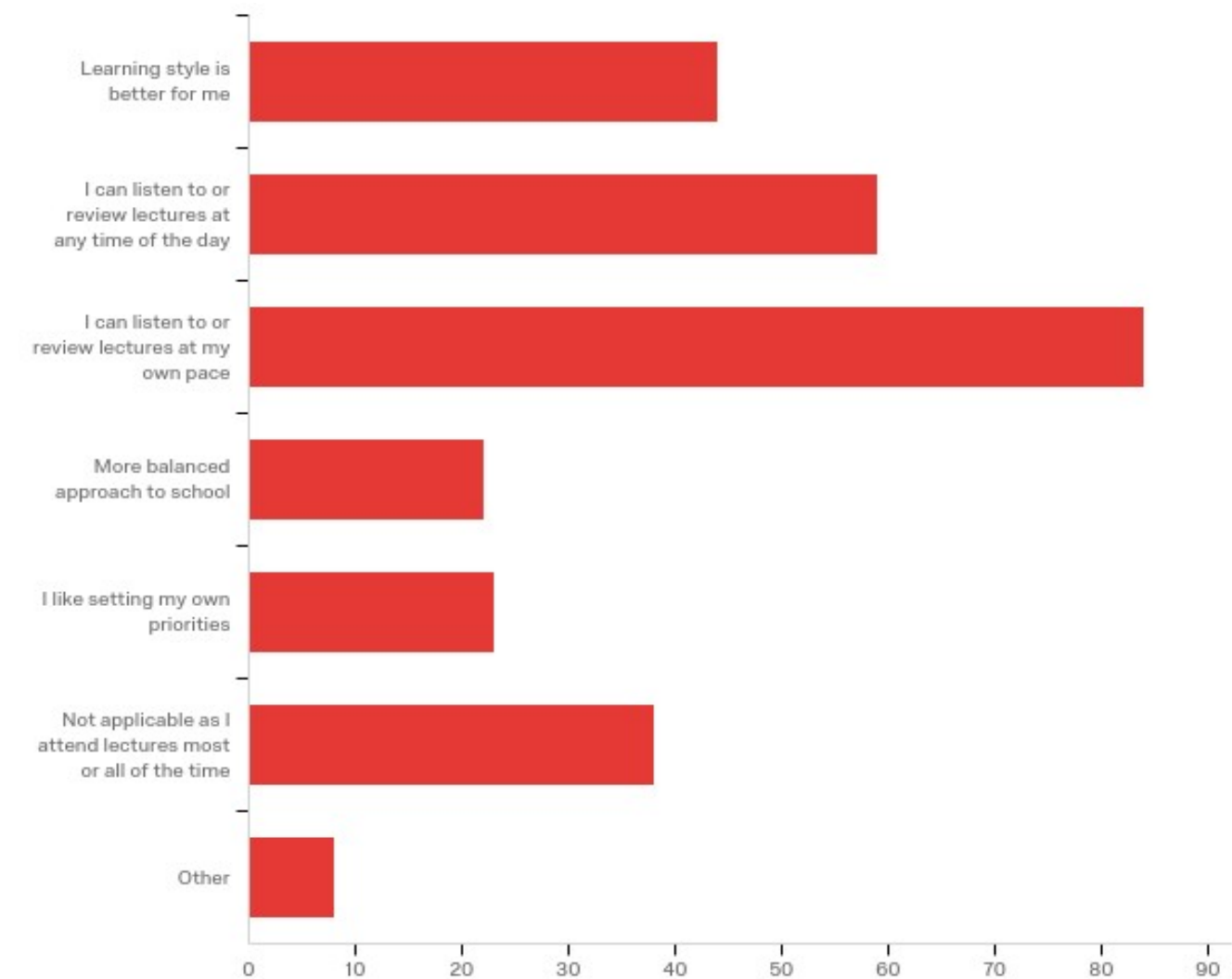
#	Answer	%	Count
1	Some of the time	1.49%	2
2	Most of the time	2.99%	4
3	All of the time	95.52%	128
	Total	100%	134

Q5 - Course directors enforce the collegiate mandatory attendance policy:



#	Answer	%	Count
1	Some of the time	65.41%	87
2	Most of the time	32.33%	43
3	All of the time	2.26%	3
	Total	100%	133

Q6 - Please indicate the top 3 reasons for replacing class and/or lectures with watching recordings during personal time:



#	Answer	%	Count
1	Learning style is better for me	15.83%	44
2	I can listen to or review lectures at any time of the day	21.22%	59
3	I can listen to or review lectures at my own pace	30.22%	84
4	More balanced approach to school	7.91%	22
5	I like setting my own priorities	8.27%	23
6	Not applicable as I attend lectures most or all of the time	13.67%	38
7	Other	2.88%	8
	Total	100%	278



## Other

Other

I do not skip lecture

I do like going to lectures and hearing the information first from the professors in person as my first exposure but sometimes the material and/or lectures (depending on the course) are so passive that going to the lecture seems pointless as I have to review the material afterwards anyways in order to learn it.

Helps with being available for family life- doctors appointments etc

For some classes I would watch the recordings multiple times anyway so I didn't see the point in going to class. Also, watching the recording at 2x speed keeps me more engaged and less bored/likely to daydream during lecture and not listen.

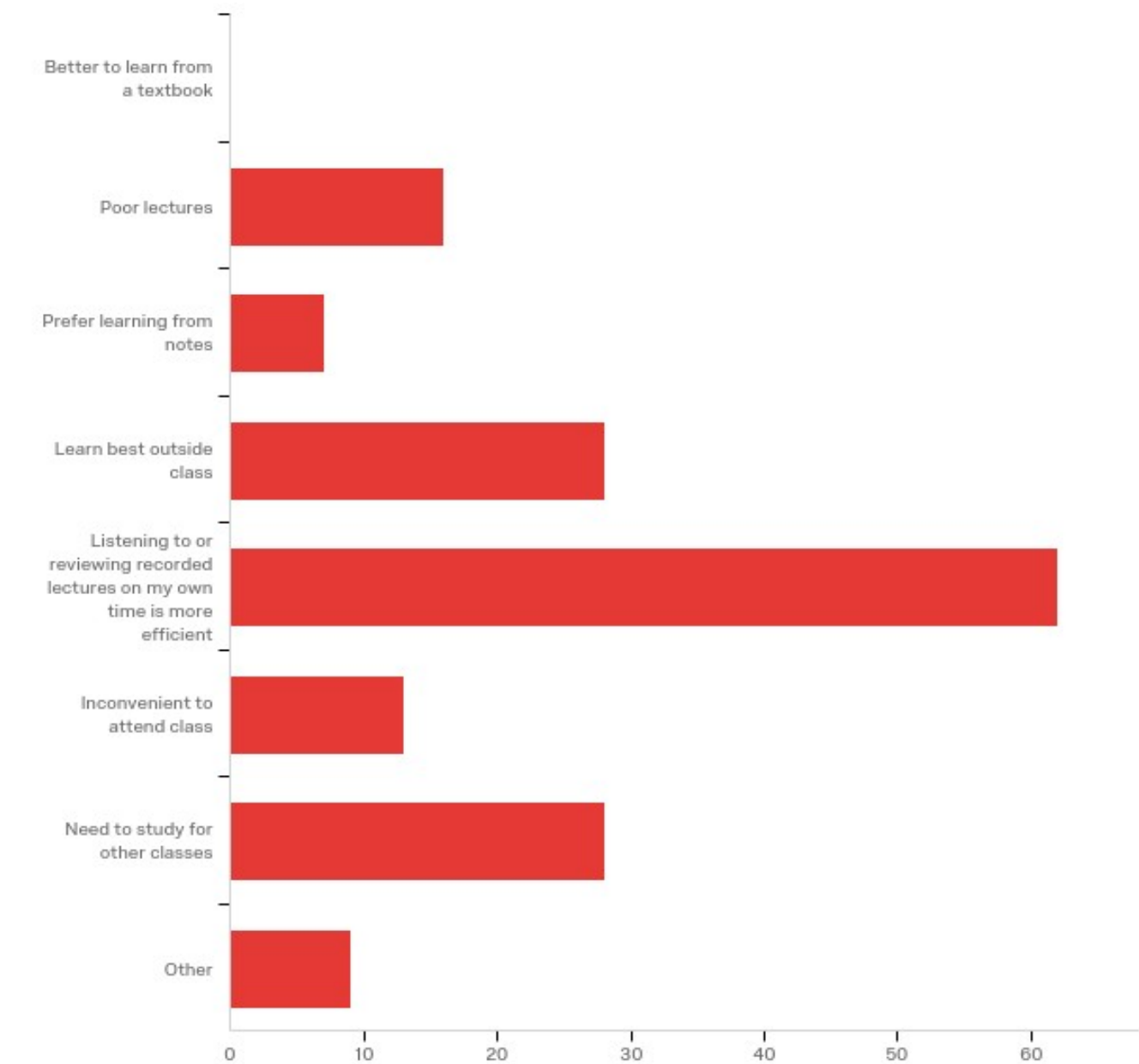
Would be beneficial for making personal appointments when needed

Sometimes I can't understand the professor so it's nice to go back a re-watch parts of a lecture.

I can go to doctors appointments that are only possible to get to during the week and not have to worry about how much personal time I take off. I feel like school became a priority over my health.

I attend and listen to panopto later. Repetition is how I learn so the more times I hear it the better.

Q7 - If you do not attend class regularly, please indicate the top 3 reasons for your lack of attendance:



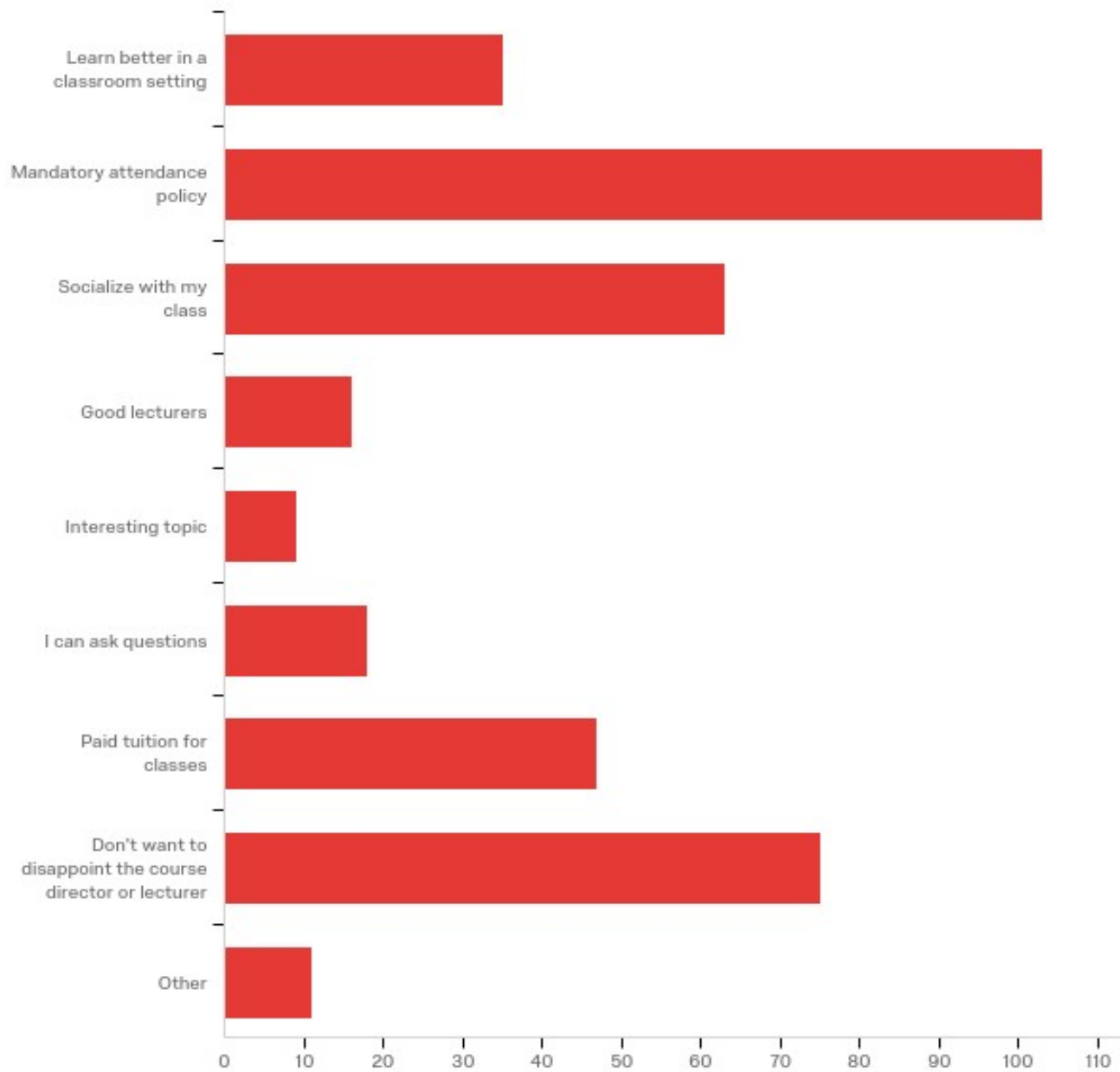
#	Answer	%	Count
1	Better to learn from a textbook	0.00%	0
2	Poor lectures	9.82%	16
3	Prefer learning from notes	4.29%	7
4	Learn best outside class	17.18%	28
5	Listening to or reviewing recorded lectures on my own time is more efficient	38.04%	62

6	Inconvenient to attend class	7.98%	13
7	Need to study for other classes	17.18%	28
8	Other	5.52%	9
	Total	100%	163

## Other

Other
can go back and review something I missed or didn't understand the first time
I attend class regularly. However, when I do not attend, the main reason is the fact that I can spend the lecture time doing something more productive as most lectures I attend are simply reading off of powerpoints.
Often i need to go over topics 2 or 3( or sometimes 8) times before i understand. Panopto allows me to go over those are multiple times in a row and fast forward at 1.5 speed through personal anecdotes and other details that really only need to be heard and not analyzed.
N/A as I attend lectures all of the time
I don't have the attention span to just listen for an entire lecture
I loose focus sitting in a hot lecture hall for an hour plus and then I have to review the lecture on my own anyway
If I don't attend it's because I am more efficient outside of class, I learn better when I can pause it and think it through, or I might be studying for the test we have right after it.
Only missed classes like a handful of times, and was all for different reasons like family issues, studying for class, far too tired and not want to be disrespectful and fall asleep, etc.
I attend

## Q8 - Please indicate the top 3 reasons for your attendance at lecture classes:



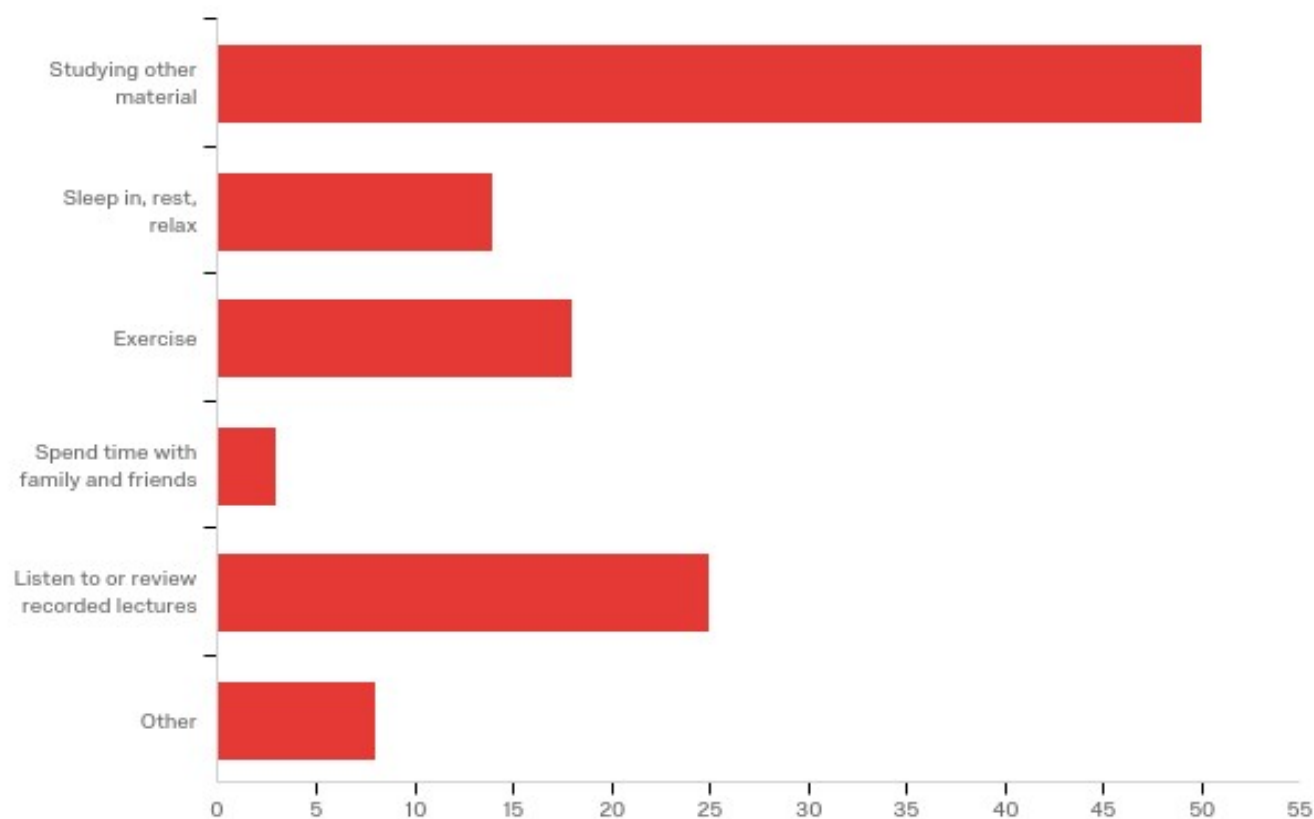
#	Answer	%	Count
1	Learn better in a classroom setting	9.28%	35
2	Mandatory attendance policy	27.32%	103
3	Socialize with my class	16.71%	63
4	Good lecturers	4.24%	16
5	Interesting topic	2.39%	9
6	I can ask questions	4.77%	18

7	Paid tuition for classes	12.47%	47
8	Don't want to disappoint the course director or lecturer	19.89%	75
9	Other	2.92%	11
	Total	100%	377

## Other

Other
don't fall behind
It forces me to listen to the lecture at least once before reviewing. Keeps me accountable for learning.
Lecture isn't recorded
Mandatory attendance policy
I have to be at school anyways
To not get in trouble
Don't want to miss anything because of a missed recording
It is a way yo force myself to get through the information once. As opposed to me watching it later on panoply. It holds me accountable.
It's at a time that I'm already at the school for other required things (ie: clinic)
This is professional school
Necessary for explanations on upcoming course work

Q9 - Please indicate the most important activity that occupies the time saved from not attending lectu...



#	Answer	%	Count
1	Studying other material	42.37%	50
2	Sleep in, rest, relax	11.86%	14
3	Exercise	15.25%	18
4	Spend time with family and friends	2.54%	3
5	Listen to or review recorded lectures	21.19%	25
6	Other	6.78%	8
	Total	100%	118

Other

Other
Sleep
Get other things done
All the above
Appointments
All of the above
Running errands (personal doctor's/health appointments), exercise, and studying for other classes

# Default Report

## *Student Survey on Course Attendance Policy*

July 10th 2017, 4:45 pm CDT

### **Q10 - Please include any comments you have about the mandatory attendance policy currently in place in the College of Dentistry:**

Please include any comments you have about the mandatory attendance policy...

I almost always go to class. Unfortunately, I also almost always don't see it as better than watching it on my laptop. I feel like I'd get the same out of it. There have only been a few times where it seemed important to be there in person. I commute to school, so if it's lectures all day, that's an hour I could have been studying that I lost to driving.

I firmly believe in the mandatory attendance policy not for the fact that I have paid tuition to the college, but out of respect for the instructors and the institution. If I were a lecturer, I would refuse to lecture to a small amount of the class. At our ages, we have all attended classes physically and have learned to adapt to this "style of learning." I know the people complaining about the mandatory attendance, and they are mostly just making excuses because they don't want to mess up their schedule that they have created for themselves. This is selfish and an immature quality to have going into a high demand profession. It is possible to complete all the activities that they want to do around the schedule that the school has set. I was friends with these people, and know first hand that it can be done.

I would just ask that if you have that policy to enforce it. Many classmates do not show up and then the instructors are upset and I feel that it takes away from my learning experience since the instructor is upset.

In our classes taught by the College of Medicine all lectures are recorded and I was able to watch/listen to lectures at my own pace and at times that made sense for me - if I had an exam in a dental class the recordings made it possible for me to spend extra time studying for the exam instead of sitting through a lecture in a class that didn't have an exam that week. The recorded College of Medicine lectures are probably one of the main reasons I have been able to succeed in all of my classes thus far in dental school. Flexibility is important. We are adults and we are learning to become healthcare professionals. We should be responsible for the material and knowledge but not for attendance - I should not have to get an absence form signed like I'm in 4th grade. Also, the college has this mandatory attendance policy but doesn't have any built in sick days or vacation days. People get sick! Our friends and family members are getting married, and most likely not within a 20 mile radius! Students shouldn't feel like they are falling behind if they have to miss one day of class because they were vomiting and couldn't physically leave their house - this is another huge reason why lectures need to be recorded, so students can still have access to the material and lectures that they will miss when life gets in the way. And life WILL get in the way at some point over a 4 year program! Students should be allowed to have vacation days. It is repeated over and over that "dental school is a full time job". Well full time jobs include vacation days and sick days - we are human and life gets in the way sometimes. We are human and want to stand up with our friends at their weddings on white sandy beaches, or want to attend the baby shower for our sister in Nashville, or want to celebrate our grandfather's 90th birthday in Colorado. Committing to dental school should not mean removing ourselves from the rest of our lives.

I don't think that there should be a mandatory policy that may be detrimental to other people's learning style. Not everyone learns the same and it's archaic to force a policy that no longer fits the needs of the students and the technology available to us (panopto). Why is it that certain classes are online based (i.e. Physiology) but nothing else can be given the choice to be? We shouldn't model our attendance policy based on other institutions, we should be doing what is best for everyone, which is giving people the option to learn in the best way for themselves.



Personally I didn't think it was that bad before when it was enforced by the faculty class by class. Some care and some don't which I don't blame certain lecturers not wanting to lecture to an empty room, however they need to know that just because there aren't students there doesn't mean it's not being listened to. I feel everyone pays enough money that information should be presented however is best for them to learn. I don't necessarily think time out of class is always spent efficiently if they're not in class but I also think at 23 years old + and getting this far we should have some input. I guess as someone that did regularly go it was nice to miss a lecture if something came up especially if it was in a class that didn't have a test for weeks and there was an upcoming big test. It feels like a waste of time for me to sit there stressing about another test while I'm learning about a topic I may be familiar with or I know I can give undivided attention to later. I think it's a skill of prioritizing and I understand why this is an issue with us students since we do have so much to juggle and sometimes classes that less going on it makes sense at the time to miss. I also think the issue with attendance and the stance taken by the class wasn't accurately represented and we probably should have less biased figure heads to attend meetings and come up with a plan.

I think the attendance policy at the College of Dentistry is something that needs to be re-written. For starters, large lecture halls use a passive learning style that is ineffective. For myself in the majority of lectures, attention is maintained for probably a maximum of 15 minutes. After this point, I lose focus and end up studying for other courses or doing something completely unrelated altogether. Lectures are also at inconvenient times of the day - say early morning for example. It would be one thing to expect us to be present from 8am to 5pm Monday through Friday if dental school was like a normal day job. But it's not. When we leave the building every day, there is an expectation that we study almost every night just to keep up with coursework. So we're looking at 12+ hour days a lot of the time and many weekends that are eaten up by studying, practical prep, or projects as well. Where during the semester is there time for friends, family, alone time, or any semblance of a normal or balanced life? It's no wonder the counseling office is seeing increased amounts of students throughout the year and I know many classmates who are anxious, stressed, and often depressed. I think transitioning to a more lenient attendance policy would allow people to pick and choose when they watch/ review lectures and alter their learning in a way that makes the most sense for them. This might also free up some time during the day for some needed sleep, social time, or alone time. We are all adults and should be able to manage our time properly at this point. If we can't, that isn't anyone's fault but ourselves and we are ultimately the ones who will face the consequences. Thank you for taking the time to read my opinion!

I think that the professors are being paid to give lectures and activate panapto for those lectures regardless of how many students are in the classroom on a given day. However, if they choose to state at the beginning of the semester that they will never utilize panapto, that is okay with me; at least there is consistency and we know what to expect.

It is most frustrating to me when I attend most lectures but miss a few in order to study other material or in order to study more efficiently, and then the professors purposely do not record the lecture out of spite. The inconsistency defeats the purpose of having panapto at all.

All too often, I have found the lectures to be extremely repetitive or simply a lecturer reading off slides with very little instruction involved. Not only has this happened substantially more than I expected, but the instructors giving these lectures, on average, seem extremely disengaged and an evident lack of interest in actual teaching individuals in the lecture hall exists. Furthermore, one of the classes (D1 Operative), we frequently heard the same lecture 5-7 times prior to every practice session in the sim clinic. Those hours that were spent repeating lectures could have been allotted as free time to study other classes, study the material at hand, or actually practice restorations or the given psychomotor activities for that day. Furthermore, there also have been lectures or class sessions right before large tests (Gross Anatomy & Histology, Physiology, etc.) that presented information that was not necessary to know at that time or the lecturer seemed to take up the full 120 minutes, without a break, solely because they were slotted for a 1-3 PM time slot. Overall, I am in full support of making class optional as I see a decreasing respect for students time exhibited by the professors as I venture deeper into my dental school education, which has been thoroughly disappointing.

we pay for our class, we learn in different styles, we are grown adults and manage our time, we shouldn't be forced to go to class if we are doing fine in our classes. We all manage our lives in different ways. Instructors are paid to teach so it shouldn't matter if we come or not. We are still learning.

Not attending class allows a less stressful, anxious me. Just walking into the building and being around 79 other Type A people is a recipe for anxiety. Not being around that stress allows me to be more calm, study at my own pace, not always feel behind, and allow my mind to process the information while I exercise or take some other form of healthy mental break. The schoolwork and studying always gets done, I enjoy teaching myself. Just because I choose to do it in a different order than others does not put anyone at a disadvantage. Also, I learn better outside of class. The constant typing, eating, etc. is a distraction. If I miss a note I am too worried about what I missed than the next slide that is presented...so either way I have to go back and watch Panopto to get that note...so why not just do it all together. Also, speeding up the lecture allows me to prioritize which sections I can watch quicker, if the professor is speaking about a point I understand pretty well, and slow down during the sections I need to understand better. We pay a tuition and I understand the course directors/school have attendance policies but I think it is the student's right to decide how to learn the material. The technology is here. Every aspect of our life (dentistry/personal) involves some form of technology. I believe that if you allow the students to choose - the one's who like going to class will attend and keep their schedule - the one's who are unsure will try it and see...if it is not for them I guarantee they will be back attending class - the one's who benefit from not attending lectures will continue their method. We are all great students and earned a fantastic opportunity to be at this institution. We all want to pass every class to the best of our ability. The lack of attendance is not meant to be a sign of disrespect or showing the professor their topic is not important. It is simply an aim to reduce the anxiety/stress of a highly ranked program. This has allowed me to become a well-balanced healthy individual that can relate to patients on multiple platforms while giving them advice, treatment, and care to the highest degree. Isn't that what dentists are supposed to be?

Mandatory attendance policies help me prioritize and schedule my study time.

In my opinion, being able to not attend a couple or a few classes a semester is not an issue unless the person is failing to meet basic competencies/skills/knowledge needed to pass. I attend class nearly 100% of the time but for a few instances a semester for one reason or another spending time on something else more urgent makes more sense. As long as the studies are kept up and it's not disrupting (e.g. Student misses a lecture on what to do in lab and then has to keep asking questions on how to do something that was explained) there shouldn't be much of an issue if a few classes are missed.

I support the mandatory attendance policy. 1) The school has a reputation to uphold by producing competent and responsible dentists and this is one way the school can ensure that the students are receiving the required information. 2) Even if students are not paying full attention during lectures, they are still being exposed to the material and are absorbing some of the material according to educational studies. As a result this is at least one exposure students are receiving of the material. 3) Scheduled lectures keep students accountable for keeping up with the material. While some students are capable of staying up with lectures while watching at home, others are not. Attending lectures forces students to stay caught up with lectures

Yes, I do love the ability to sit at home and watch the lectures in the comfort of my personal domain and go through the material at my own pace. We do have lecturers that speak very fast and sometimes it is difficult to understand concepts while in the lecture hall. It is wonderful to have the recording so that we are able to pause, rewind, etc. We all learn at different paces so recordings allow us to break down the material to an appropriate speed. That being said, recordings should be used as a supplement and should not replace the attendance of lectures.

While this survey is anonymous, my comments may expose my identity which is fine. I have a Master of Arts in Teaching and I am a proponent of required attendance. Through my teaching experience and educational background, we have found students that attend class (even when not fully paying attention) generally perform better than students that learn on their own. While I would love to sit on my couch in sweats and listen to lectures, I, like many others, do not have the self-discipline to sit down on my own accord to listen to the daily lectures and stay fully focused. Distractions arise too often when learning is not conducted in a controlled environment. Attending lecture and even just sitting and listening is quite beneficial (initial material exposure). Then having the ability to sit at home and re-address the lecture at your own pace (reinforced secondary exposure), allows for cementation of learned material.

I believe mandatory lectures provide scheduled learning structure and multiple learning exposures to the material. I would worry that by allowing the lectures to become non-mandatory, it will create a slippery slope. Students may start off learning on their own outside of class on a regular schedule but then students become busy and then their lecture recording watching schedule becomes messed up and they then don't keep up with material.

I know there have been frustrations for some students that attend lecture regularly but need to miss a lecture occasionally due to illness or other reasons and they have been penalized because lectures were not recorded due to low overall class attendance (as punishment without warning). I think that if lectures are to continue to be mandatory, lecturers need to be consistent with recording policy. For example, if the lecturer says they never record lectures, that is fair. But if the lecturer never states otherwise and usually records lectures, this should stay consistent and lectures should always be recorded, pending computer error. Lecturers need to be clear about their personal attendance policy and the recording policy. If lectures are mandatory, points should not be rewarded for attendance. I feel taking attendance to monitor attendance is fair, but points should not be rewarded but rather deducted for lack of attendance if it becomes a regular occurrence, because like I said before, life happens and people get sick or circumstances pop up and missing a lecture once in a blue moon can happen.

I apologize for this long commentary, but I feel strongly that required lectures would be beneficial for the student and the reputation of the school.

At this point in my career I have learned how I learn best, and that's not by being in a lecture hall. With dental school being so demanding it was a waste of my time being in class

We are all adults and should be able to learn the material in the most efficient that works for us. Watching lectures at home, at my own pace, allows for me to learn the material in the most efficient way!

Certain courses obviously need mandatory attendance. It is usually quite obvious which those are. However, learning in a COMFORTABLE environment is huge. Especially for someone (like myself) who has difficulty concentrating under stressful circumstances. And to be quite honest its not all that uncommon for a professor to explain something poorly. Or even put inaccurate information up. We have had several students correct professors slides for them. So when I watch a lecture they are usually corrected for already

Even though I do attend lectures and would even if there were no attendance policy, I tend to like the policy of instructors who view it as "come if you want, it makes no difference to me." A student should be allowed to prioritize their time as they see fit. Ultimately, if a student feels the need to be studying for something else, they won't pay attention to the lecturer of the class they are sitting in because the mandatory attendance policy requires them to be there. We have all been students for 17+ years. At this point, we should be able to determine how we learn best and how our time is best spent. I am completely in favor of laissez-faire attendance policies.

I do like going to lectures and hearing the information first from the professors in person as my first exposure but sometimes the material and/or lecturers (depending on the course) are so passive that going to the lecture seems pointless as I have to review the material afterwards anyways in order to learn it.

I think that having lecture is important for those students who learn best in that style and then also offering the Panopto online lectures for those who learn best that way is great (as you do currently) but the mandatory-ness (if you will) of the courses could be lifted in a way. I personally attend lecture because it's how I learn best with a first exposure in person. However, sometimes you can tell, for certain courses, that the lecture/lecturer is very passive and attending it in person wasn't worth it in the sense of learning (as I could have gotten other homework/studying done during that time frame) and I would have rather listen to it on my own and actually learn the material. For those courses having a mandatory attendance policy I don't necessarily agree with. The courses with a lab component I believe should have mandatory attendance.

If attendance is made optional for didactic courses, it isn't preventing anyone from going to class. Those students who learn best in lecture can still attend. Graduate students should have some say in how their time is managed. We are responsible, successful, and driven young professionals who have repeatedly proven ourselves in an academic environment.

Going to classrooms really hasn't worked for me. Now the galagans are nice but with the advent of every student having a computer for notes is distracting as I see people on facebook and reddit. Also, I have many friends in class

that tend to sit by me and like to consistently have whisper conversations that are distracting as well, or even the simple "What did they just say?" Then causes me to miss the next 5 minutes trying to whisper back loud enough to help my friend. Also I have a relatively minor knee problem from high school sports that is far too minor to consider a disability but if I don't make it early enough to class to get an aisle or front seat (usually empty I know but on mandatory days the tall people flock to them) I get a lot of soreness and have to shift my leg around which distracts myself and other people. These are some of the reasons I prefer not to attend flushed out that weren't mentioned above.

As for why I then prefer to learn at home, first I can prioritize each lecture by how much content it has. For example, and not to be offensive, many of the pedo lectures were hour long common sense lectures (kids act immature/be considerate of those with disabilities/etc) or were 60 minutes covering new ideas that really only took about 15 to get across. At home I could put these on 2x speed and just slow them down if it got to a more difficult concept- I got an A in this class so I believe it was likely as adequate as attending lecture in terms of learning. This then gave me more time to study pharmacology which is much more difficult of a course for me- and in turn also gave me more time with to spend with my family- which while I like dentistry- is still the most important thing to me.

A final issue that irked me with the mandatory attendance is the huge waste of time that occurred in trying to enforce it. A lot of the classes that tried to push it would do things like clickers or the terrifying "call people at random from class list" would really just always waste about 5 minute minimum every class. We are adults- and this is sort of humiliating. Outside of school I deal with insurance, debt, and all other normal responsibilities of an adult but when I come to class and get faced with threats about (non-essential in my opinion) physical attendance it reminds me of high school- undergrad had more respect for me as an adult. It's unfortunate but the issues our class has had with this have really given me a negative view of the college and has also extended to the profession some as well.

In closing, I want to add that I do understand the importance of attendance in clinical and lab courses. My attendance to these aspects has been 100% because it is very difficult to "catch up" outside of class without being a great burden on an instructor or fellow classmate. Also I appreciate the relative flexibility our courses have given us this year such as in operative, complete denture, and to an extent endo where we are provided with a check off sheet and can complete projects at our own progress. I haven't yet taken advantage of this but I know many of my peers have used the flexibility to fit in doctor's visits or perhaps get a little ahead one week so they can leave a little early one day for a weekend trip. It's nice to know if something comes up (illness, family emergency, sick pet, car problems) I don't necessarily have to get caught up in sending 5 emails to the right people or hunting them down to get signatures to get excused.

Thanks for your consideration in updating this policy for future classes.

It is significantly more efficient to watch the lectures in our own time. We spend an enormous amount of time just sitting around the dental school because our lecture didn't take that long or were waiting for and inconvenient lecture at 3. Nobody even misses any important quizzes or clinical exercises

I think that I have missed and/or skipped 4 lectures in the past 3 years. I attend strictly out of principle that skipping makes me feel like a bad person. I personally believe that in many instances, live lectures are a waste of time and tuition money (especially with current technology). When I review panopto lectures at 2x speed, pausing to take notes, I can get through material infinitely faster. I also do better on those exams. I don't always do it because I don't have the time. It is also much more engaging to listen with headphones blocking background noise. I think it is ridiculous that instructors enforce a mandatory attendance policy. The truth is, students can not attend lectures, review old panoptos and go through powerpoints, and do just fine on an exam. It saves the student a ton of time. It could save tuition and money by utilizing existing technology (panopto) and allowing instructors to focus on other responsibilities. Yes, dentistry does change. But that change can be conveyed to us in a more efficient manner (and not treat us like high schoolers with "attendance". In about a year, most of us will have a dental license and DEA permit. I would like to think that we are capable of making our own decisions).

I can watch recordings at home at double speed, and I can pause and rewind them to assure myself I have learned something properly. It seems faculty do not mind if we do not come to class. However, it seems as though administration cares more. I think faculty understand that some students learn better by themselves with a recording.

I personally believe that by the time we get to this point in our education, we have developed our own sense of who we are as students. This includes study habits, note taking approaches, and the necessity of attending class. The amount of credits we take in dental school is demanding, and the mandatory attendance policy restricts our ability to cater our days to be the most efficient and productive students possible. As someone who learns better outside of class, I wish the administration would place more trust in the dental students and provide them with the flexibility to determine their own attendance levels. As long as the student is passing, they should be able to cater their school days to their personal learning styles. This includes the decision of attending class vs watching the lectures on panopto.

I wish that I could be a student that learns in a lecture hall, but I know that is not and never will be a reality for me. Every lecture I attend in person I know that I will have to find around 45 minutes of time later that day to relisten to take notes on what I didn't quite catch, fell asleep during, or just completely zoned out for.

I believe that the whole objective of strictly didactic courses is to learn the material. Although I attend almost every class, I do see a large benefit from not requiring students to attend certain lectures. If the objective is to learn, and the way of measuring that accumulation of knowledge is through tests, then I don't understand why forcing a student to attend class is necessary. I have sat through plenty of classes where for some reason or another I have been distracted and not learned a single thing. I have also used Panopto many times and one of the best things about it is that whenever you catch yourself spacing out, you can rewind it so that you can hear what you missed. I personally think that dental students have proven themselves to be studious, hard working, and intelligent. I believe that they have earned the privilege to learn in the best way they see fit. If the reason for enforcing a mandatory attendance policy is to enable students who are struggling, then I see no reason that that privilege couldn't be revoked on an individual basis. That being said, I don't think that people who learn best outside of the class room and who are surpassing expectations should be forced to conform to an attendance policy.

Either the policy needs to be enforced or it needs to change. The benefits of not making class mandatory are that there is time in your day to make personal appointments, sleep in if you need it, and exercise without spreading yourself thin or waking up very early (mental health). The drawback is that there is no check (mandatory attendance if enforced) to ensure that important information is heard/learned by the student.

I believe that class should be attended by the class because it allows interaction with the teacher and provides a first look into the material. Even though you may rely on panapto to memorize/learn it doesn't hurt to hear a lecture in the present classroom setting. I think that the people who have been using their leadership positions to push this topic are looking out for themselves and have not taken into consideration the rest of the class. There was never a survey such as this to discuss if our class was feeling the same way- clearly pushing their personal agenda. I feel as though these rules are in place to encourage good studious behavior and just because one does not believe in the policy doesn't make it any less of a "rule." There needs to be a hard line drawn when it comes to getting rules changed and I believe that this can be a defining moment. For those classes that wish to have an attendance policy I would say it should be allowed, those that do not so be it. It is up to the professors discretion, the argument that they shouldn't be "allowed" to take attendance or have repercussions is, in my opinion an entitled way of thinking. I don't believe anyone else's time is better than mine when I'm sitting in class obeying the "policy." Lastly, I would like to point out that many of the people who do not attend class would argue that they are doing other school stuff or rewatching lectures. If they were attending class they wouldn't be "behind" in that sense. Also, the people who do not attend class do so because they would rather be sleeping in or working out two times a day - in my opinion a misdirected priority if they wish to become dental professionals. And again, at least one person who does not attend class uses the argument that they get "too hot" in lecture -maybe they should be pushing for better air conditioning instead of not having to go at all. Obviously people don't fall into these categories automatically if they don't go to class but they are not false generalizations to the majority. I am personally annoyed that this is even an issue because of the way it has been gone about by our leadership, class president specifically. Whether this does get changed for the future I would like to point out that the current policy has worked thus far and why change something that hasn't caused academic issues.

Some of our lecturers don't care about what they're teaching in the first place. Why should we have to attend a lecture that they're reading from the PP the whole time?

I am not sure what "click to write the question text" is referring to. As for the policy, I feel that having lecture classes is important to me. I prefer the in classroom setting. I would not like a completely online learning

experience, I do not learn well this way. As for attendance, I feel that my attendance personally is not affected since I prefer to learn in the classroom setting. However, having the option to miss a class due to something unexpected coming up, feeling behind in school work, or having to leave early for a wedding or event that weekend could be beneficial.

I think utilizing the clicker software would help with this. It was used a lot in the first semester in classes inside and outside of the COD for attendance and short feedback to ensure understanding of the lecture material. In physiology we answered a non graded question at the start of class as a means of checking in for attendance. I think having a few questions, graded or non graded, using the clicker software at the end or throughout the lecture would be beneficial due to a lack of class participation during lectures.

It says "click to write choice..." but does not list choices. I believe class should not be mandatory. Learning material at one's own pace is a more efficient waste of time. In addition, it provides some humanity to dental school. We study countless hours of the day and it would be nice to at least chose when to study

I have found that reviewing lectures on Panopto or with course notes is a more efficient use of my time, as I do not absorb much information in a lecture setting. The ability to pause and progress through lectures at my own pace is much more valuable. I very often feel that an hour lecture was a waste, as I did not learn the material and could have spent the hour reviewing the information more effectively on my own, even if it takes me an hour and a half to get through the lecture at my own pace. In reviewing for exams, I rewatch all lectures and typically spend a total of 2-3 hours doing this anyway. A mandatory attendance policy also makes it difficult to schedule doctor or other appointments when really necessary, as missing a lecture often results in grade reduction or the need to complete a make up assignment (despite the fact that I want and plan to learn the information from the provided resources as soon as possible).

I think that making attendance mandatory is ridiculous. We are in professional school and adults. We should be able to make our own decisions and face the consequences if we want to go to class or not. It will be shown in the tests and evaluations whether we are adequately learning what needs to be learned.

I learn best in a lecture setting and personally, for me the reasons why I attend classes are so I can ask questions, and be actively engaged. For me, attending lectures is having a personal conversation with the professor and absorbing all the expertise that professor has to offer. I have four short years here at the College of Dentistry and I am going to use every outlet and resource to absorb as much knowledge as possible. Once I walk out those doors in four years, if I don't know something, that is my fault. I do NOT want to stare at a screen to learn. By staring at a screen, I am not actively learning, I am not engaged with the material and I am more prone to distractions. I pay hundreds of thousands of dollars to attend dental school and I would be extremely disheartened and bitter if my classes were offered through a screen like physiology was. To this day, I can honestly say I didn't learn anything from physiology because of the way the curriculum was structured. By learning through a screen, there is no accountability of your knowledge. There is no discipline. I feel removed and I am less invested in the material. Online learning isn't as personal to me. It doesn't promote accountability, collaboration, nor does it allow the student to ask questions. Those who learn through an online setting, especially for those I know of in my class, they cram for the tests and immediately dump the material afterwards. That is not my style of learning and I do not want to be apart of a program that promotes cramming for material and then immediately 'brain dumping' everything.

Also, by learning in a classroom, I have the opportunity to socialize with my fellow colleagues, learn more about them, and be engaged in the topics we are learning. By socializing and being a part of a community that interacts on a daily basis, I am more invested in the dental program and I am more likely to succeed. Furthermore, classroom settings offer accountability, academic responsibility and inspire collaboration between the professor and students and amongst the students themselves.

The argument I hear most often for people who don't attend classes is because that individual would rather sleep in. I want those individuals to know that they committed to an educational program that is demanding and one that requires a lot of work and effort. That is what a professional school is, demanding and hard. For those individuals who would rather sleep in instead of attend classes, it is time to put in the effort, put in the work, and stop complaining because it isn't going to be easy. Also, I want to those individuals to know who aren't working on an 8-5 schedule now, when they get into practice it is going to be that much harder. You can't schedule patients

until the wee hours of the morning because that is what works best for you.

In the end, it is fine if we don't have mandatory attendance policy, but you still NEED to offer lectures in a classroom setting, especially for those who learn best in a classroom, instead of replacing online learning for learning in a classroom. Do not give the short end of the stick to those who are attending classes and prioritizing their time to better themselves and the profession of dentistry.

I totally understand why it is in place. But when I skip lecture especially in the afternoon I am very productive studying, exercising, completing assignments or other tasks I have outside of school. I try to get all of my school work done efficiently between the hours of 8-5 so that I can spend the evenings with my wife and daughter.

I think the mandatory policy favors students that learn best in a face-to-face, lecture-style environment. For students that don't learn well that way, the requirement to attend class adds an additional burden that, at least for me, doesn't proportionally increase my learning. Just as it would seem ridiculous to require students that go to class to watch the recorded lectures, it seems unfair to force students that learn best with the self-paced recordings to spend additional time in the lecture hall.

When we are allowed to listen to recordings from home, it eliminates unnecessary travel time and allows us to study/learn when we are able to be most focused and thereby efficient. It also allows us to pause, reflect and rewatch difficult topics before moving on in the lecture. Additionally, it allows for time to exercise and have a better life balance- which can be greatly under appreciated in our program.

I'm really indifferent to how the policy ends up. If mandatory attendance is enforced I have no issues going to the class. That being said, most didactic lectures take an hour or a little over an hour to deliver a powerpoint I could go through myself in less time. I also want to stress that while didactic attendance may not be 100%, sim clinic and clinical attendance should absolutely mandatory for obvious reasons.

While mandatory attendance policy is well respected, there are a number of classes that are definitely not worth students' time. When the quality of lecture is very poor or significantly overlapped with previous knowledge, students tend to decide skipping. It is the administrators' job to figure out which courses those are and make significant modifications. Students are asked to always behave very professionally along with the high tuition charged and heavy course loads. I think it's reasonable when the quality of classes are matched to be the best and for max student benefit.

If courses aren't modified and structured in a more organized fashion, please expect absences since it's human instinct/ nature to survive the stressful times. I strongly express that no one tries to be unprofessional on purpose at this stage of our career.

Thank you for your time,

I learn significantly better watching lectures on Panopto for many reasons: lecturers have accents so I need to rewind, professor goes over material too fast so I need to pause/rewind, sometimes I can't grasp a concept so I need to pause and research the concept before moving on to the next topic. I hope the COD understands that students learn in different ways and watching on panopto is one valuable way for students to succeed in their education.

I have yet to miss a single lecture at the COD. I'm not saying I need recognition for that, because all I am doing is what is required of me. However, it's really frustrating that there are many people that don't attend lecture and never get in trouble for it. They can also speed up the lectures on the recording so they have more time to study for other classes or do other things. It's a win-win for them and a lose-lose for me, even though I'm the one doing what is right.

While I am someone who attends class regularly, I do understand the argument for not having mandatory class. There are definitely days that I wish I could skip because I am tired and would benefit from a little more sleep or am behind on studying for an upcoming exam. However, due to the lack of attendance in our class and the backlash we have received, I have felt obligated to go to class every day (which is technically the rule anyway), to keep our class from getting in trouble. That is the main issue I have had with this entire attendance approach. Those who do not go put the burden on the rest of us to go to keep everyone from getting in trouble. I understand being able to use your time more efficiently by not being in class (i.e. Studying, ect.), but that is not very fair to those of us who do attend class consistently. My grades would likely improve if I had 4+ more hours a day to study, but there is a

reason classroom learning has been the standard of education for...ever. Obviously with technology advancing we have the opportunity to do more non-traditional learning, but I think using it as an adjunct is the best use. I think the reason most people skip class is likely to study and use their entire day more efficiently. People lose focus of the importance of classroom learning. They get so fixated on grades and panic if they don't have enough time to study, leading to decreased attendance. For me, I want to get the most out of my education while using additional time to study and supplement that learning. Anyone (specifically people in our program) can sit down for hours and hours and learn the material, a lot of time decreased performance comes from lack of time. How is it fair to those who attend class out good conscious are at a disadvantage to those who don't feel the need to follow the rules?

With all of that being said, I could keep going, surprisingly I am not against getting rid of the required attendance policy. I understand the argument for ridding of this policy; however, I also understand the reasoning for keeping the policy. Dentistry is a different beast than almost any other graduate program, with both didactic and practical aspects. So to compare it to medical school or another program, in my opinion, is kind of like comparing apples and oranges. The more I think about what I have said and what I am still thinking, I realize I haven't really taken a stance one way or another. My point is, I think there are pros and cons to both. I wish people would be more understanding no matter which way the policy goes. It frustrates me when I hear people so narrow minded, one way or another. I hope that whatever is decided, one, a good explanation will be given by the school for the reasoning and two, the people who have the opposite stance have enough respect to honor/understand that decision.

I strongly feel that the non-clinical classes should not be mandatory. I get distracted very easily in classes but I learn and study better with recordings. With recording, I can pause any time and take notes and go back if I don't understand. I really like the studying style of using recordings over attending lectures.

I do not think that it should be in place.

I pretty much always attend lecture and other classes. I prefer to keep it mandatory

I attend class all of the time, but only because it is required. I would prefer it to be optional so that I can decide my own attendance schedule. I often learn better alone and in a quiet area and don't learn well within the lecture hall. I would rather be able to schedule doctors appointments, exercise schedule, if I need to catch up on some rest etc.

I think the mandatory attendance policy is something that should not be changed.

This is professional school. Go to class.

GRISTO taught me that listening to a lecture during the scheduled time was not an efficient way of learning for me. Although I LOVED those lectures I had to listen/watch at my own pace to absorb the enormous volume of material. As for the dental courses, it IS beneficial for me to attend lecture and study from the notes taken while in class. I believe making attendance maditory actually hinders the learning of some students. The majority of us care deeply about our acedemic performance. At this stage in our education we have figured out the best method to achieve success and that method is different for each of us.

I feel as if this is a touchy, and highly polarizing subject. However, at the end of the day, we are all here to learn, and the reality is differnet people learn different ways, but we are all given the same examinations. As long as students are able to keep up with material and pass their examinations, I do not understand the need for manditory attendance to the didactic courses.

I think having class be optional or have less class time be mandatory (like only sim clinic and clinic) rather than having lectures be mandatory would be better for students. I go to all classes, just because I don't want to get in trouble, but end up having to watch the lectures again because I've missed something he said or a diff reason... in the med school classes like gristo,biochem, physiology I did not attend one class besides tests but I was diligent in watching the lectures EVERY day/class time, not only was I able to keep up with class lecture recordings, but I felt I was ahead. I was able to pause the lecture to think about the topic and digest the information at my own pace. Because I didn't attend those lectures I didn't waste my few hours there when I would eventually hve to rewatch the lecture anyway. It was less stress on my body, I didn't have to wake up as early, I was able to workout more often, I was able to eat breakfast!! It is very hard to live outside Iowa city and travel to school to be able to make



class time early morning and not be as sharp as I would when I sleep in and learn the lectures on my own time. I am not sure if it is because of my different studying habits but my grades also reflect the classes that I didn't go to are actually A LOT BETTER than the classes that I do attend. I don't think we should be punished for not going to class especially if I actually am getting more out of it and am able to perform better in tests and clinical situations. There will always be the people who will fall behind and slack off but that should be on them not the COD. If you make classes not mandatory, keeping up with lectures and class work will reflect how we will be as a dentist/clinician- we will prove whether or not we are cut out for it.

There are several classes where mandatory attendance makes perfect sense - any course that has a simulation clinic or clinic component should absolutely require mandatory attendance.

For other classes that are didactic, I believe optional attendance with recorded lectures that can be viewed later would offer individuals with families and those that learn better at their own pace (where they can stop and rewind) the flexibility to approach the courses as they seem fit.

Finally, if a student is feeling overwhelmed, the ability for them to be in a place of comfort for them (whether that be at home, in a coffee shop, etc) and consume the information there through a recorded lecture helps with the stress.

I know for me, if I don't attend, I will procrastinate the lectures. For some, they will space off during lecture and have to use time outside anyhow to revisit the lecture. In my opinion, the lectures should be optional, however it does lower expectations for being present and timely for the day to day responsibilities.

Teachers shouldn't not record because of spite.

I honestly could care which way it goes. Good luck figuring it out!

The top 3 reasons only let me choose one. In any case I don't go to many lectures, but I always go to lab class lectures (edno, pros, operative) and always go to the associated lab classes. Of course I'm always in clinic as well. I've never missed a lab or clinic. Additionally, I watch every single lecture on Panopto. For me it's easier to work out mid day then watch later on Panopto at a faster pace and at a time where I'm engaged. It's also important to note, there are MANY lecturers who simply read off of the slides, adding no additional info. To me, it's inefficient to get read to when I can do that on my own. There are plenty of skilled interesting lecturers that I always attend. I also give every lecturer/class a chance.

I wouldn't do well if it was all online.

I feel the attendance policy has not been strongly enforced. Throughout courses D1 and D2 year, I was often disappointed in our classes attendance- especially when I saw them posting on social media the other activities they were doing. Our basic pharmacology course would have days where 3 to 4 of us would show up while the rest of the class benefitted from the recorded lecture. I for one learn better from recorded lectures but also feel it is important to show up to class to ask questions. I feel certain faculty have done a good job enforcing the policy, but others not so much.

I believe it's easy to use the excuse of saving time by not attending regular classes. However, I also feel that we were accepted into this program with the assumption that our time management skills are superior to many of our peers. It seems disrespectful to me to excuse skipping class with "I don't have enough time" or "I learn better at home" because this is likely applicable for a majority of the class as we all hold the same schedule with coursework. I approach dental school as my "job" and do not intend to skip appointments someday because I'm "too busy." I question whether or not lecturers will feel they are impacting students if they are lecturing to a camera and 5 students in the room. I understand my views are not held by all students but feel the policy is in place for good reason.

Please do not get rid of live lectures! I can't stand learning from recorded lectures.

I don't understand why this whole thing is such a big deal and why lectures aren't just optional. I don't think it's fair to punish any group of people for having different learning styles. Our general health science courses had optional attendance, but many of our class still attended those lectures. Attendance was especially high for interesting and enjoyable lecturers. And Panopto is available for students who don't come. They risk they take is

that the recording doesn't complete, whether by faculty request or technical difficulties. I think that's a fair enough compromise.

As adults who are paying for our own education, it shouldn't be mandatory for students to attend classes. I had classes that I learned better from the lecturer and classes I learned much better from Panopto. In the classes that were mandatory to attend, but the lecturer added nothing to the notes, I ended up doing work for other classes any way. However, the lecturers that didn't just read the slides, I paid full attention. It comes down to the quality of the lecturer.