

Report: Graduate Satisfaction Survey

Faculty of Stomatology • Academic Year 2024-2025

Date of Issue: July 2025 • Target Audience: University Administration, Faculty Deanery, QA Committees

1. SCOPE AND COVERAGE OF THE RESEARCH

The Center for Education Quality Assessment and Assurance at YSMU conducted a comprehensive evaluation of the final summative assessment process for the graduates of the 2024-2025 academic year within the **Faculty of Stomatology**. This survey serves as a vital tool within the university's internal quality assurance framework to assess student feedback regarding examination objectivity, structural alignment, and the overall educational environment.

The study successfully gathered feedback across all language tracks, ensuring the representation of diverse student cohorts and specific stream dynamics.

Educational Program / Language Stream	Abbreviation	Graduate Participants Count	Proportion (%)
Armenian-language Educational Program (Local Stream)	ՀԹ (Local)	104	84.5%
English-language Educational Program (International)	Անգլ. (Eng)	11	9.0%
Russian-language Educational Program (International)	Ռուս. (Rus)	8	6.5%
Total Respondents	Total	123	100.0%

Analysis: The sample size captures the general graduate community of the Stomatology Faculty. This cross-sectional coverage allows the institution to isolate language-specific curricular gaps, structural differences, and common infrastructural concerns.

2. SATISFACTION WITH THE ASSESSMENT PROCESS

The survey heavily focused on monitoring graduate perceptions regarding the fairness, environment, and administration of their final evaluations. It systematically analyzed the following diagnostic dimensions:

- **Grade Distribution & Satisfaction:** Direct tracking of whether graduates felt their final grades accurately reflected their professional competence.

- **Phase Analysis:** Pinpointing specific assessment formats (e.g., written, oral, or practical) where students experienced the highest levels of dissatisfaction or cognitive friction.
- **Objectivity Performance:** A metric-driven evaluation utilizing a 1–5 Likert scale (where 1 indicates an explicitly biased/unobjective approach and 5 represents strict objectivity) to rate evaluation committees during both the Objectively Structured Clinical Examination (OSCE) and the final Oral Examinations.
- **Examination Environment:** Evaluating the degree to which the examination room's physical and psychological environment promoted full demonstration of the students' clinical knowledge and practical capacities.

3. ASSESSMENT OF EDUCATIONAL RESOURCES & CURRICULAR ALIGNMENT

To verify that the curriculum aligns tightly with terminal assessments, the survey measured foundational resource components. Students evaluated whether they were granted **sufficient preparation time** and if the university-provided **educational literature** was adequate to meet the structural requirements of the final questionnaires.

Critically, the research investigated the presence of unaligned examination content—specifically identifying questions that students found impossible to answer due to a lack of corresponding instruction, clinical exposure, or skills development during their years of study.

Critical Curricular Gaps Identified by Graduates:

- **Armenian Stream (ՀԶ):** Significant discrepancies were found in the *Orthodontic/Orthopedic Stomatology* questionnaires. Students explicitly highlighted structural issues regarding **articulators** and **dental/jaw defects**, as well as **Temporomandibular Joint (TMJ) structure, biomechanics, and implants**. Specific emphasis was placed on updating or rectifying **Question 84** within the Orthodontic/Orthopedic Stomatology questionnaire.
- **English Stream:** Students reported that the oral examination for *Orthodontic/Orthopedic Stomatology* regularly features questions entirely absent from their provided educational materials. Additionally, explicit gaps were noted in the coverage of **suture materials**.
- **Russian Stream:** Graduates cited missing instruction on the core laboratory and clinical **manufacturing stages of partial removable clasp (bugel) dentures**, rendering related exam questions unanswerable.

4. EFFECTIVENESS OF THE OSCE EXAM & ACADEMIC DEPARTMENT SUPPORT

The OSCE format remains a benchmark for evaluating practical clinical readiness. The survey measured the overarching organizational quality of the OSCE, identifying specific clinical subjects that students found structurally problematic or poorly integrated.

Furthermore, the survey analyzed the educational efficacy of 5th-year cyclic classes. Graduates evaluated which academic departments successfully prepared them for the high-stakes OSCE format by conducting advanced **case-based learning and situational problem-solving** during their final year. The survey also mapped out student readiness for expanding the OSCE's scope to incorporate a broader range of clinical sub-disciplines in future iterations.

5. CONSTRUCTIVE SUGGESTIONS AND QUALITATIVE ANALYSIS

The qualitative data gathered from the open-ended responses provides granular, actionable evidence for institutional reform. The feedback is classified below by key strategic pillars:

A. Clinical & Practical Skills Development

Across all three language tracks, the absolute priority for graduates is a significant increase in hours dedicated to real-world practical sessions.

- **Patient-Centered Training:** Local students requested a restructuring of the clinical curriculum to incorporate direct, supervised communication and treatment of real patients, noting that simulation laboratories alone cannot replace actual clinical workflow.
- **Simulation Limitations:** English-stream graduates explicitly stated that the simulation center, while useful, is insufficient for establishing professional post-graduation confidence, creating a challenging transition into independent practice.

B. Literature Modernization and Translation Quality

The international streams voiced urgent concerns regarding the current state of learning resources:

- **English Stream Resources:** Current textbooks and handouts were described as poorly structured and suffering from low-quality, inaccurate translations. Graduates recommended that the faculty officially adopt and align its curriculum with validated **international textbooks**.

C. Professional Ethics, Classroom Decorum & Examination Administration

Students raised critical feedback regarding the pedagogical environment and faculty behavior:

- **Exam Supervision:** Local students expressed explicit dissatisfaction with the conduct and attitude of the exam proctors/supervisors in the written examination halls.
- **Faculty Behavior:** Serious concerns were raised by English-stream graduates regarding the behavioral standards of certain instructors during both OSCE and oral surgery examinations. Furthermore, students noted that the use of electronic cigarettes by faculty members during instructional classes is completely unacceptable.

D. Department-Specific Capacity and Evaluation

- **Surgical Stomatology (Russian Stream):** Graduates identified a severe educational deficit in Surgical Stomatology. This is directly attributed to an institutional shortage of highly experienced, fluent Russian-speaking clinical specialists.
- **Orthodontic & Orthopedic Stomatology:** English-stream students extended formal gratitude to the faculty of this department for their dedication, despite the broader questionnaire misalignment issues.

Institutional Commendation & Academic Quality Callout:

Graduates across the board expressed high satisfaction with final oral examinations as an evaluation mechanism. Additionally, special gratitude was extended to the **Head of the Surgery Department, Gagik Vardgesovich**, for the high quality, structure, and academic value of his lecture series.

QA Note for Action: While the lectures were highly praised, graduates requested that the university enforce stricter objectivity measures for the accompanying evaluation committee, noting that certain panel members did not demonstrate complete mastery of the core textbook materials.

E. Administrative Reforms

A concrete structural recommendation was submitted by the local stream to relocate the final continuous/cyclic examination to April, aiming to optimize student preparation time ahead of the final summative state boards.

6. INSTITUTIONAL CONCLUSION & NEXT STEPS

The 2024-2025 Graduate Satisfaction Survey for the Faculty of Stomatology indicates that while the testing frameworks (Oral and OSCE) are structurally sound, critical adjustments are required to maintain educational integrity. The actionable mandates for the upcoming academic cycle include:

1. Auditing and re-aligning the Orthodontic/Orthopedic Stomatology questionnaires to ensure no unmapped topics (e.g., articulators, TMJ) appear without prior coverage.
2. Enforcing strict professional development and pedagogical ethics reviews for clinical examiners and invigilators.
3. Initiating an emergency review of English-medium educational resources and transitioning toward internationally accredited reference books.
4. Addressing the specialist faculty shortage within the Russian-medium Surgical Stomatology cycle.