

REPORT

on Academic Performance Dynamics and Tendencies in the Faculty of Stomatology, Yerevan State Medical University

2021–2026

This report offers analysis of student academic performance in the Faculty of Stomatology over the 2021–2026 period. The analysis encompasses the results of the winter and summer examination sessions, annual academic performance, and final attestation outcomes, together with an evaluation of trends in these indicators across the five academic years. A summary of the principal findings is provided below.

During the five-year period, total student enrollment in the Stomatology Programme increased by 112 students, rising from 706 to 818. The relatively lower enrollment observed in the 2021–2022 and 2022–2023 academic years was primarily attributable to a significant reduction in the number of school graduates in 2017–2018, following reforms to the national general education system.

Throughout the reporting period, female students consistently outnumbered male students, accounting for approximately 10% more of the total student population than their male counterparts. Over the same period, the proportion of students studying free of charge in state-funded slots declined from 10% to 7% of total enrollment (Table 2).

Over the past five years, there has been a gradual improvement in student academic performance, with the overall pass rate increasing from 58.5% to 62.4% (Figure 1). Analysis of semester-specific results reveals a consistent pattern whereby pass rates during the summer examination session exceed those of the winter session by approximately 5–8%. This difference may be attributed to the relatively heavier, albeit manageable, academic workload during the winter semester. An exception to this trend is observed in the first and fifth years of study, where semester pass rates display the opposite pattern. By contrast, students in the second, third, and fourth years consistently demonstrate the same trend as the overall academic performance across the reporting period (Table 1). These findings were taken into consideration during the recent curriculum revision, with the objective of achieving a more balanced distribution of academic workload and assessment demands between the two semesters.

A detailed course-by-course analysis of student academic performance identified the need to revise the curricula and content of several subjects, particularly within the fundamental sciences. These revisions were undertaken to strengthen alignment with the prerequisite knowledge and competencies required for subsequent professional and clinically oriented courses, while also supporting the principles of vertical curriculum integration. The curriculum revisions enhanced students' understanding of the relevance of the fundamental sciences as foundational disciplines underpinning both theoretical and clinical medical education, thereby contributing to increased student engagement and motivation. A notable example is the comprehensive revision of the Medical Physics curriculum. The course was redesigned to shift its focus from traditional theoretical physics to the

study of biophysics principles and their applications in physiology, as well as in theoretical and clinical medicine. Consequently, a new integrated module, *Medical Physics, Biophysics with Molecular Biology*, was introduced.

The impact of these curricular changes is reflected in student academic performance. As illustrated in Figure 1.1, comparative results across academic years demonstrate a substantial improvement in student achievement following the implementation of the revised curriculum, with the highest performance recorded in the 2025–2026 academic year.

Table 1. Student Academic Performance in the Winter and Summer Examination Sessions of the Stomatology Faculty, 2021–2026

Year of Study / Academic Year	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026		
	Winter Session (%)	Summer Session (%)	Annual Average (%)	Winter Session (%)	Summer Session (%)	Annual Average (%)	Winter Session (%)	Summer Session (%)	Annual Average (%)	Winter Session (%)	Summer Session (%)	Annual Average (%)	Winter Session (%)	Summer Session (%)	Annual Average (%)
Year 1	55,6	44,3	50,0	64,6	46,4	55,5	65,6	55,5	60,6	70,4	53,8	62,1	55,9	63,2	59,6
Year 2	49,0	79,6	64,3	45,3	84,5	64,9	47,9	72,1	60	40,1	77,3	58,7	55,0	75,0	65,0
Year 3	43,7	57,5	50,6	53,2	61,1	57,2	55,9	62,3	59,1	69,1	55,3	62,2	56,1	56,0	56,1
Year 4	46,7	64,0	55,4	57,3	75,2	66,3	55,7	56,8	56,3	55,9	71,3	63,6	57,8	62,1	60,0
Year 5	70,2	67,2	68,7	64,1	60,8	62,5	82,2	81,5	81,9	62,2	67,8	65	77,4	68,1	72,8
Student Academic Performance	54,8	62,1	58,5	56,2	64,3	60,3	59,7	64,9	62,3	59,9	64,4	62,2	59,7	65,0	62,4

Figure 1.

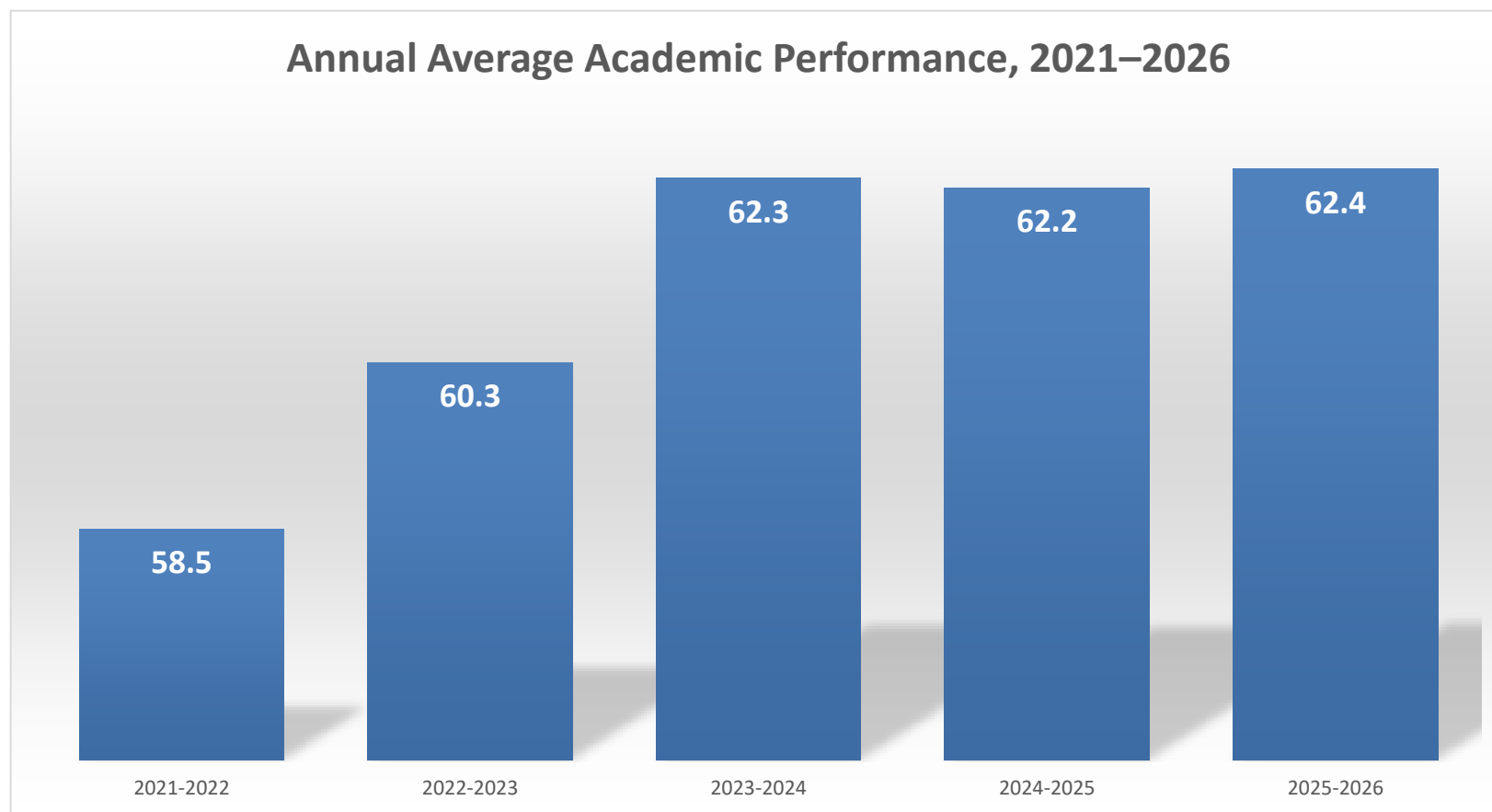


Figure 1.1. Academic Performance Dynamics in *Medical Physics* course by Academic Year

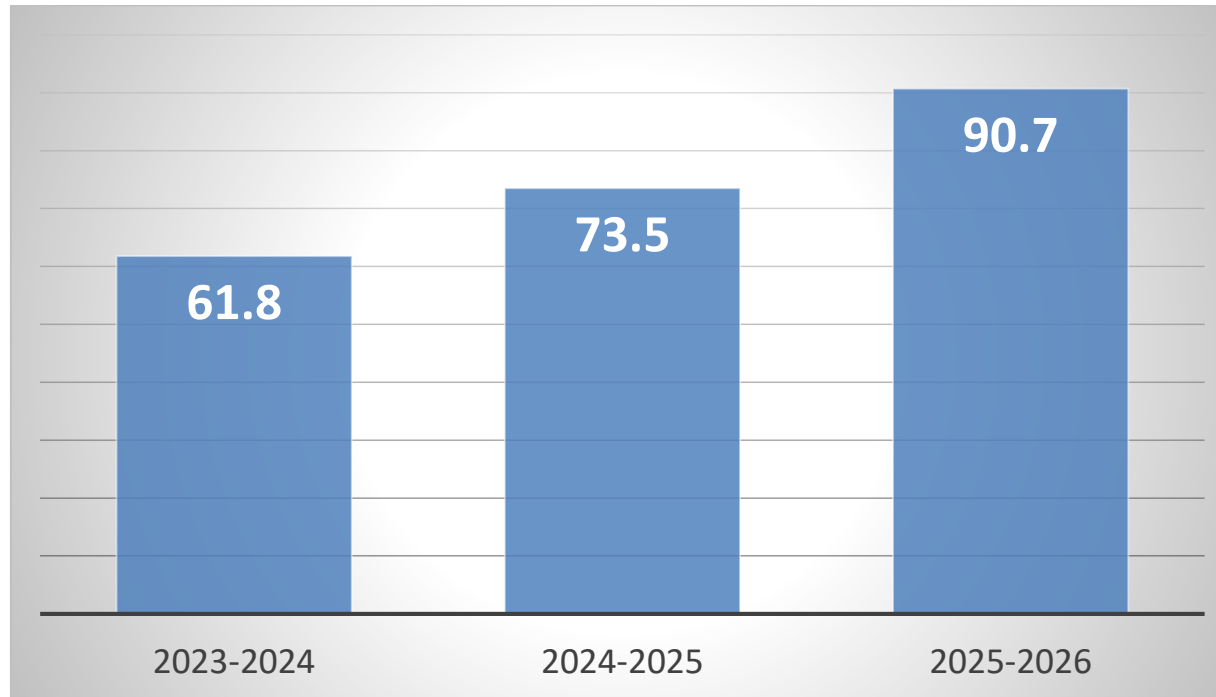


Table 2.

Academic Year	Number of Students									
	Year 1	Year 2	Year 3	Year 4	Year 5	Total				
						female	male	state-funded education	paid education	Total
2021-2022	171	152	131	74	178	356	350	73	633	706
2022-2023	175	159	141	110	78	342	321	61	602	663
2023-2024	158	183	142	146	107	387	349	57	679	736
2024-2025	169	154	180	135	143	428	353	56	725	781
2025-2026	181	173	155	172	137	454	364	57	761	818

Throughout the reporting period, the number of students reinstated to various years of study in the Faculty ranged from 13 to 42 annually, representing approximately 9–29% of the number of newly admitted students each academic year.

As a result of curriculum revisions, students seeking reinstatement were required to complete additional coursework to address curricular differences between previous and revised study plans. The number of such students ranged from 16 to 40 across the academic years. More than 80% successfully completed the required courses and were subsequently reinstated to the programme.

In accordance with the legal framework governing student mobility, the number of students transferring to the Faculty of Stomatology from other higher education institutions and from other faculties of Yerevan State Medical University accounted for 12.5–29.5% of newly admitted students during the reporting period. The highest proportion of transfer students was recorded in the 2023–2024 academic year, while the lowest was observed in 2024–2025 (Table 3.1).

Table 3.1. Student Mobility in the Faculty of Stomatology

Academic Year	Admitted			Reinstated				Transferred			
	State-funded	Paid education	Total	Reinstatements	Curriculum Alignment / Curriculum Differences	Reinstated Following Completion of Curriculum Differences	Reinstatement Following Military Service	Transfers to the Faculty of General Medicine	Transfers into the Faculty of Stomatology		
									From other HEIs	From the Faculty of General Medicine	From the Faculty of Pharmacy
2021-2022	10	136	146	32	17	15	28	3	18	6	6
2022-2023	9	135	144	14	40	32	40	8	27	3	6
2023-2024	13	133	146	42	16	14	22	8	29	8	6
2024-2025	11	133	144	39	19	13	27	-	5	1	12
2025-2026	11	134	145	21	18	12	21	-	21	2	21

The proportion of students transferring from the Stomatology programme to other programmes ranged from 2.1% to 5.1% of newly admitted students during the 2021–2024 academic years. In the final two academic years of the reporting period, however, no such transfers were recorded (Table 3.1).

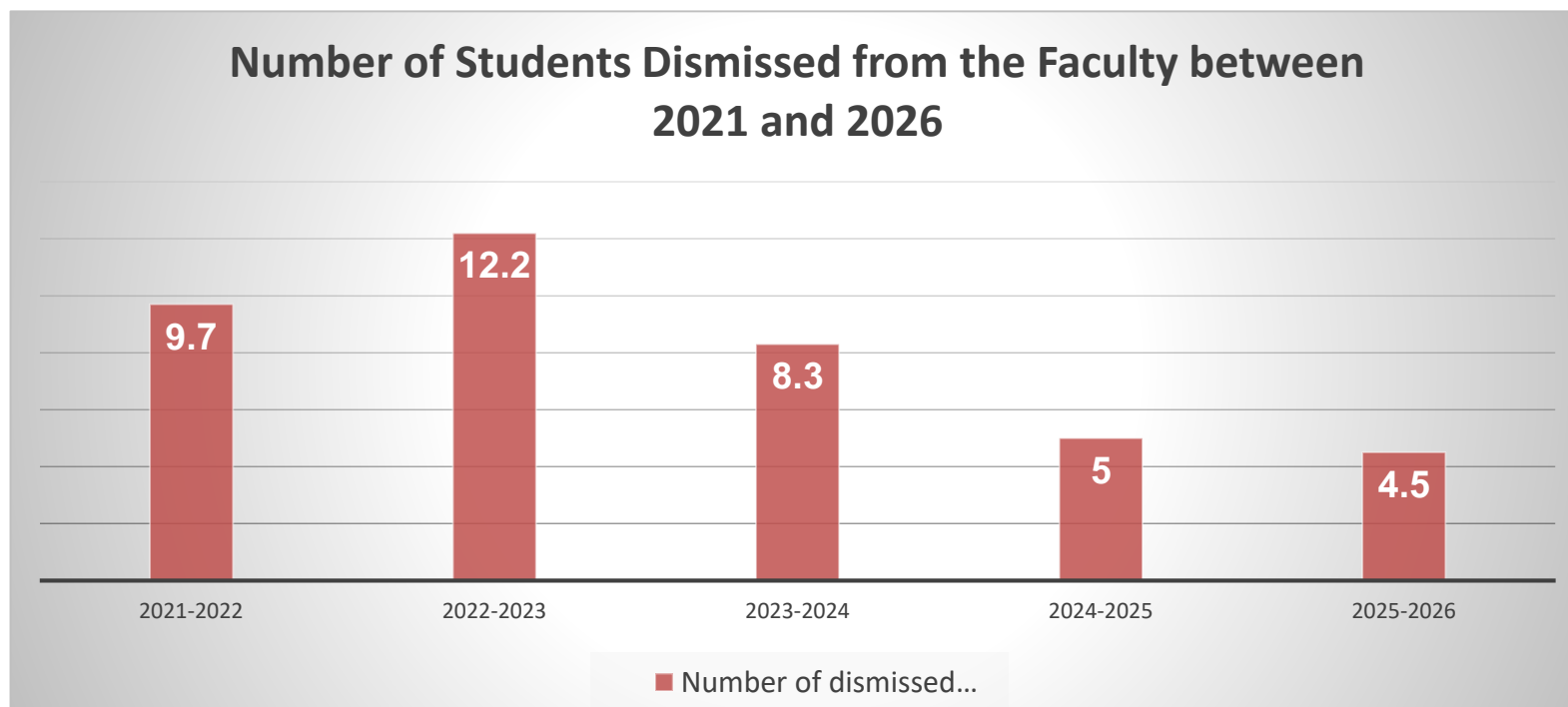
Table 3.2. Student Mobility in the Faculty of Stomatology (extended)

Academic Year	Total Number of Students in the Faculty	Withdrawal at the Student's Request	Military Conscription	Expulsion
2021-2022	706	16	30	69 (9,7%)
2022-2023	663	12	27	69 (12,2%)
2023-2024	736	16	23	61 (8,3%)
2024-2025	781	7	21	39 (5%)
2025-2026	818	10	8	37 (4,5 %)

During the final years of the reporting period, the proportion of students dismissed from the University declined substantially, decreasing from 12.2% to 4.5% (Figure 2). Among the grounds for dismissal—including unexcused absences, poor academic performance, and disciplinary violations—poor academic performance remained the principal reason.

The proportion of students who voluntarily withdrew from the University also decreased significantly, falling by approximately half to 1%. In addition, the number of students conscripted for mandatory military service was broadly comparable to the number of students reinstated following completion of their military service, indicating that military service had a minimal long-term impact on overall student enrollment (Table 3.2).

Figure 2.



The final attestation of the Stomatology programme graduate students consists of the following three stages:

1. Assessment of practical skills;
2. Subject-specific computer-based examination;
3. Subject-specific oral examination.

Successful completion of each stage of the attestation entitles the student to proceed to the subsequent stage. The final grade for each subject is formed only upon successful completion of all three stages. For each subject within the Stomatology programme, the final grade (on a 10-point grading scale) is calculated using the following weighting:

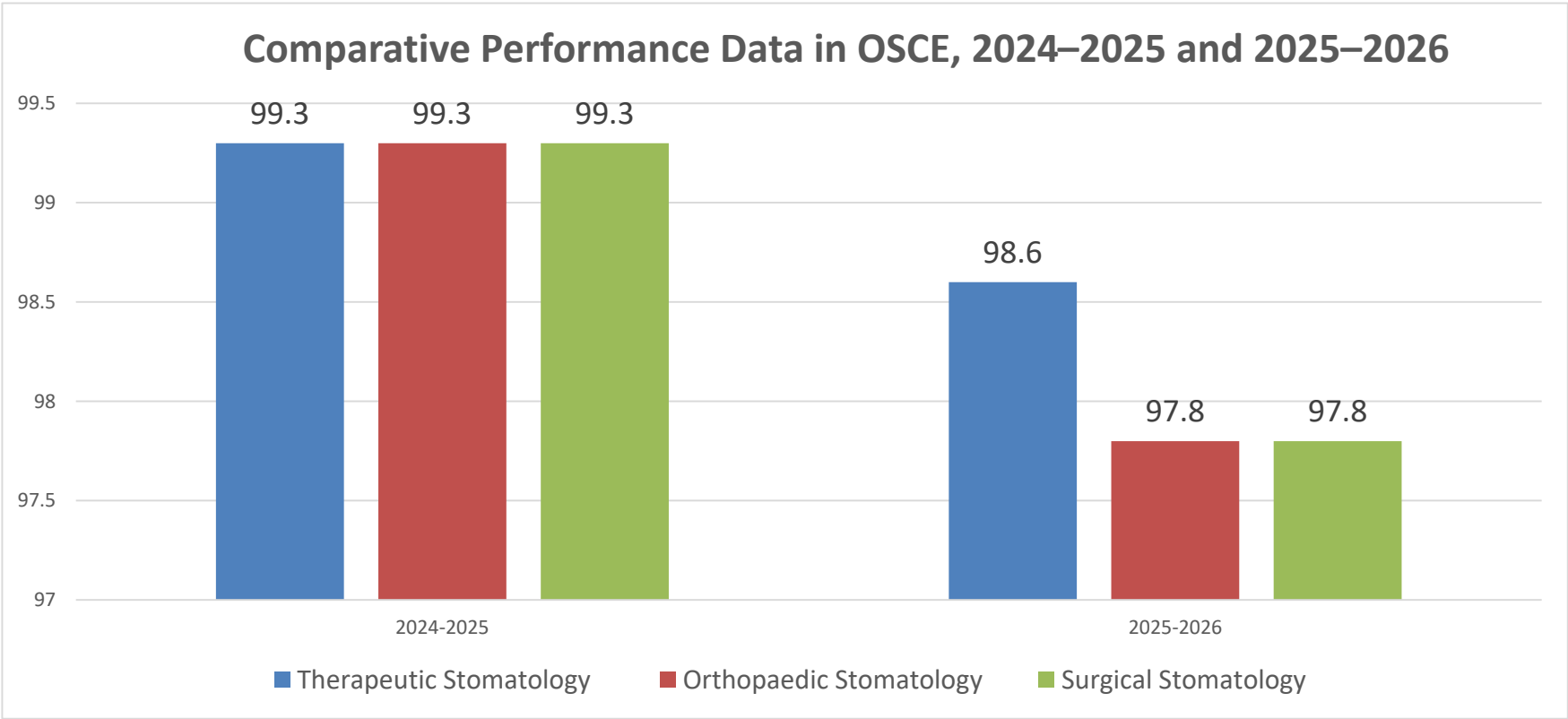
1. Practical skills assessment – 10%;
2. Subject-specific computer-based examination – 40%;
3. Subject-specific oral examination – 50%.

During the reporting period, the first stage of the final attestation—the assessment of practical skills—was conducted either as a pass/fail assessment or as a graded examination, contributing 10% to the final grade for the respective subject.

In the final two academic years (2024–2025 and 2025–2026), this assessment was administered through **Objective Structured Clinical Examination (OSCE)**. In the 2024–2025 academic year, the OSCE was assessed on a pass/fail basis. In 2025–2026, however, following an analysis of student learning outcomes and in response to feedback from employers and graduates highlighting the need to further strengthen practical clinical competencies, the OSCE was converted into a graded examination contributing 10% to the final subject grade.

To support this transition, the clinical scenarios were revised and the assessment checklists were comprehensively updated to enhance the reliability of the examination. Comparative data on student performance in the OSCE during the 2024–2025 and 2025–2026 academic years are presented in Figure 3 below.

Figure 3.



The overall pass rates for the final attestation, based on the combined results of all three assessment stages, remained consistently above 80% throughout the 2021–2026, with year-to-year fluctuations ranging from 2 to 7 percentage points. The corresponding data are presented in Table 4 and Figure 4.

Figure 4.

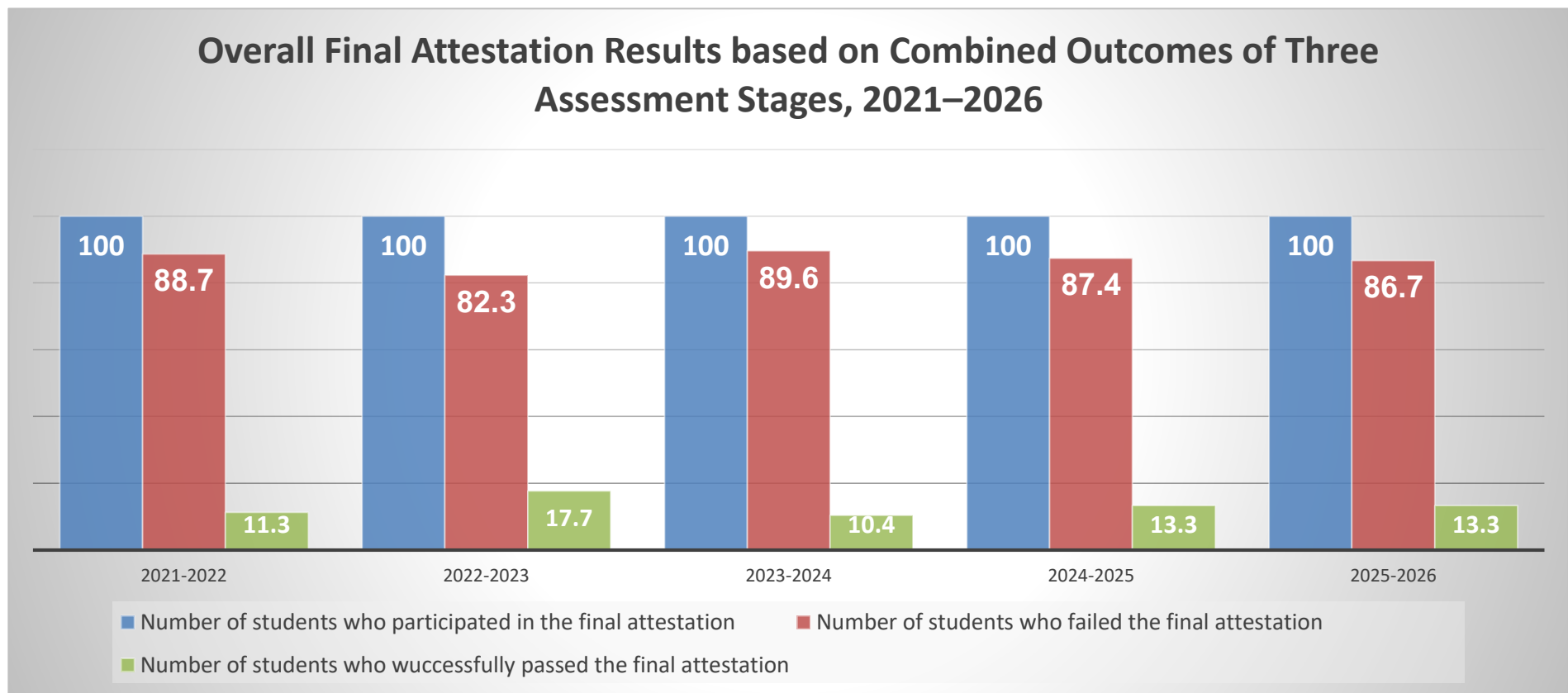


Table 4. Overall Final Attestation Results based on Combined Outcomes of Three Assessment Stages, 2021–2026

Academic year	Number of students who participated in the final attestation		Number of students who wuccessfully passed the final attestation		Number of students who failed the final attestation	
	Number of students	%	Number of students	%	Number of students	%
2021-2022	177	100,0	157	88,7	20	11,3
2022-2023	79	100,0	65	82,3	14	17,7
2023-2024	106	100,0	95	89,6	11	10,4
2024-2025	143	100,0	125	87,4	19	13,3
2025-2026	135	100,0	117	86,7	18	13,3

Implementation of the revised curriculum will commence in the 2026–2027 academic year with the first- and second-year cohorts of the Faculty. The rollout will continue progressively, and by the 2029–2030 academic year the revised curriculum will be fully implemented across all years of study.