Academic Performance and the Student Learning Experience

From the 2018-23 Strategic Plan…

- Student-Centered Experience

  GOAL 1: Enhance the student experience through programs that promote student and alumni success

- Academic Excellence

  GOAL 2: Deliver a dynamic curriculum that engages students and advances contemporary optometry

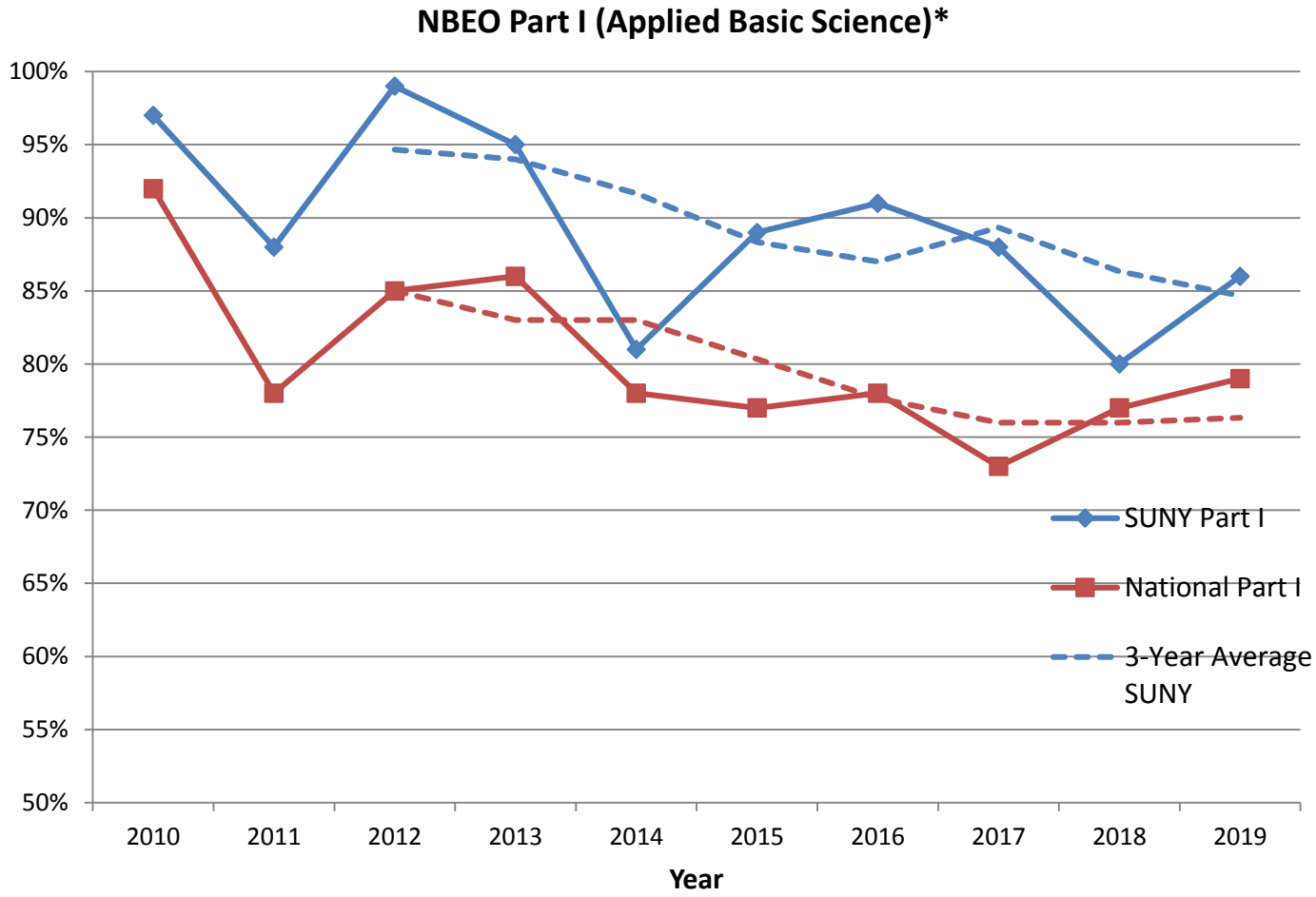
- Effective Foundational Support

  GOAL 8: Attract the brightest and most motivated students with demonstrated leadership potential

Academic Performance and the Student Learning Experience

- Recent NBEO performance raises some concerns
  - Part 1: While a large majority of students pass first time, a recent increase in failures and repeat failures is a concern
  - Part 2: consistently high (but with 14 TMOD fails in class of 2020)
  - Part 3: variable, consistently around national average
  - Overall ultimate pass rate at graduation remains high (around 95%)
- Academic performance is generally high, but appears to be bimodal
  - A large percentage of students excel in the curriculum - Deans list data
  - Program completion averages 94.7% over 10 years
  - 15-20% of students are in academic difficulty - Course and Standing data
- Student climate has become a concern
  - Reports from Student Affairs indicate troubling trends on student perceptions of the program, the curriculum, self-confidence, and well-being…

Part 1 performance has been variable with a slight decline, but keeping steadily above the national average.



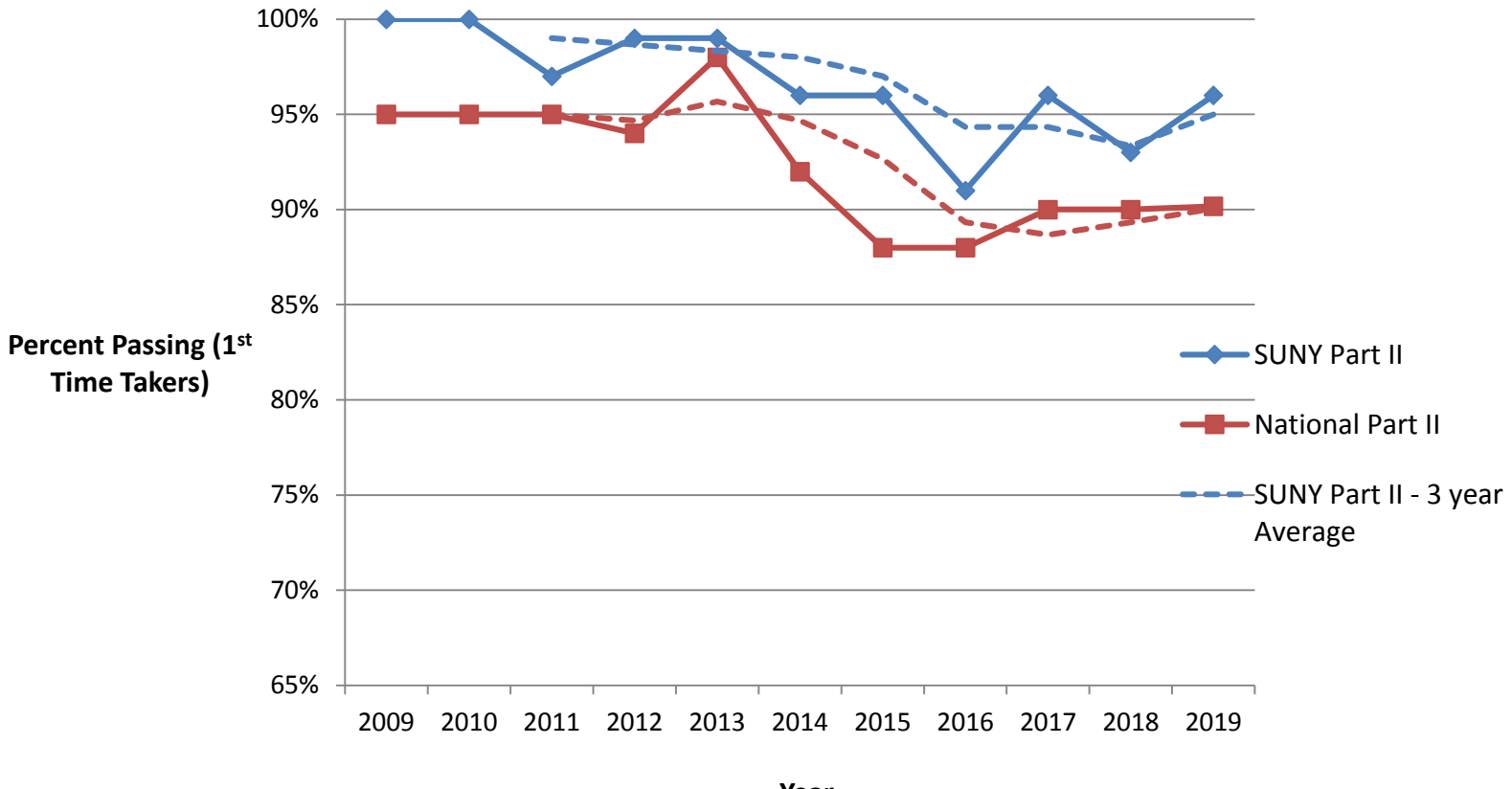
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
SUNY Part I	97%	88%	99%	95%	81%	89%	91%	88%	80%	86%
National Part I	92%	78%	85%	86%	78%	77%	78%	73%	77%	79%

*SUNY students take Part I in the targeted March administration except for one student who sat for the exam in August.

Part 2 performance has declined slightly to around 95%, but has remained above the national average.

NBEO Part II (Patient Assessment and Management)*

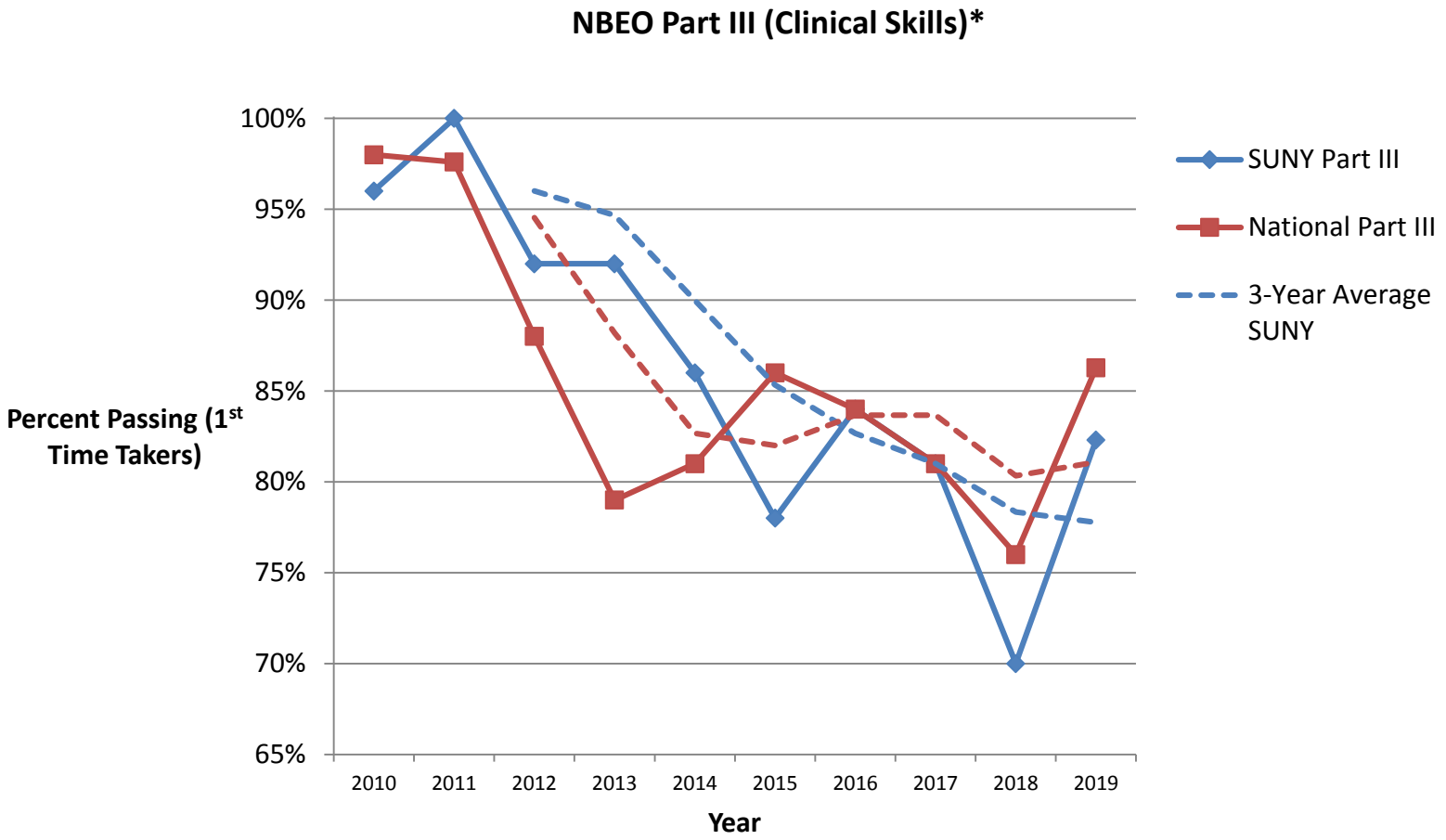
First-Time Takers



	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
SUNY Part II	100%	100%	97%	99%	99%	96%	96%	91%	96%	93%	96%
National Part II	95%	95%	95%	94%	98%	92%	88%	88%	90%	90%	90%

*This section was restructured and renamed "Patient Assessment and Management (PAM)" in 2009. (It was formerly called "Clinical Sciences.") SUNY students take Part I in the targeted December administration except for one student since 2011 who sat for the exam in April.

Part 3 has been variable with a decline, and is around the national average.

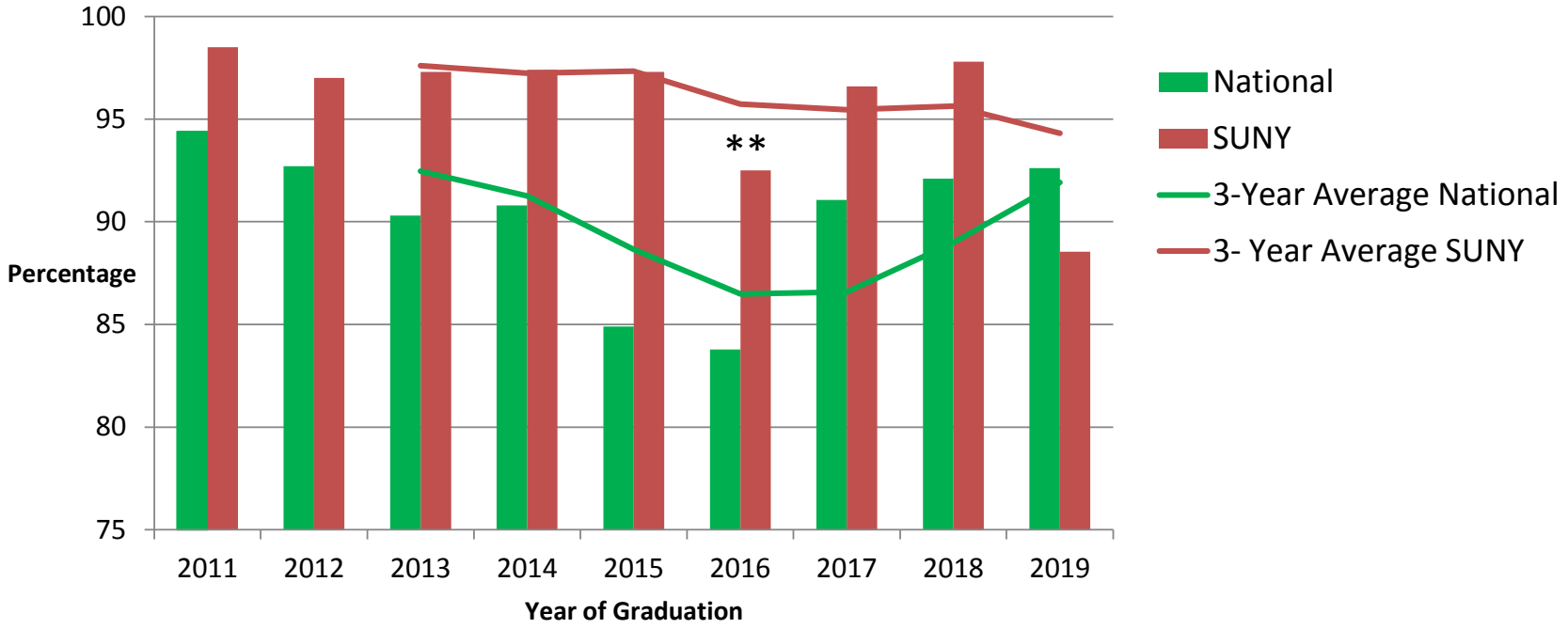


	2010	2011	2012†	2013	2014	2015	2016	2017	2018	2019
SUNY Part III	96%	100%	92%	92%	86%	78%	84%	81%	70%	82%
National Part III	98%	98%	88%	79%	81%	86%	84%	81%	76%	86%

*Through 2009, Part III was named "Patient Care." In 2010 it was restructured and renamed "Clinical Skills."

†In 2012, for the first time, all candidates were required to take Part III at the NBEO national headquarters in Charlotte, NC.

Percentage of Candidates who Passed all NBEO Parts at Graduation*



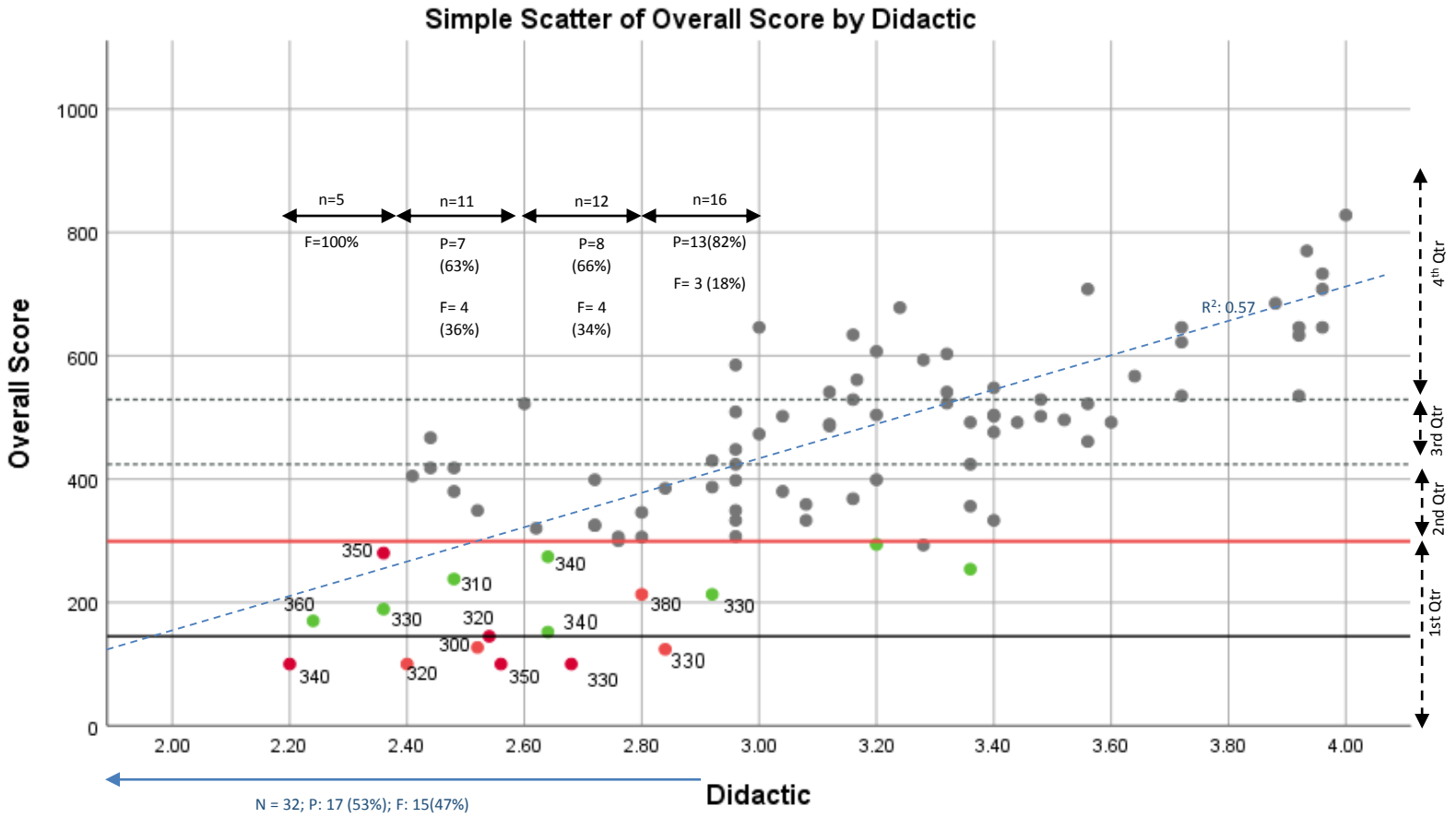
Year of Graduation	Percentage Passing All Parts at Graduation*	
	National	SUNY
2011	94.4	98.5
2012	92.7	97.0
2013	90.3	97.3
2014	90.8	97.4
2015	84.9	97.3
2016	83.4	92.5
2017	91.1	96.6
2018	92.1	97.8
2019	92.6	88.5

*Includes candidates who graduated by September 30 of designated year.
**Starting in 2016, TMOD was included in these calculations.

Class of 2019 first time performance Part I

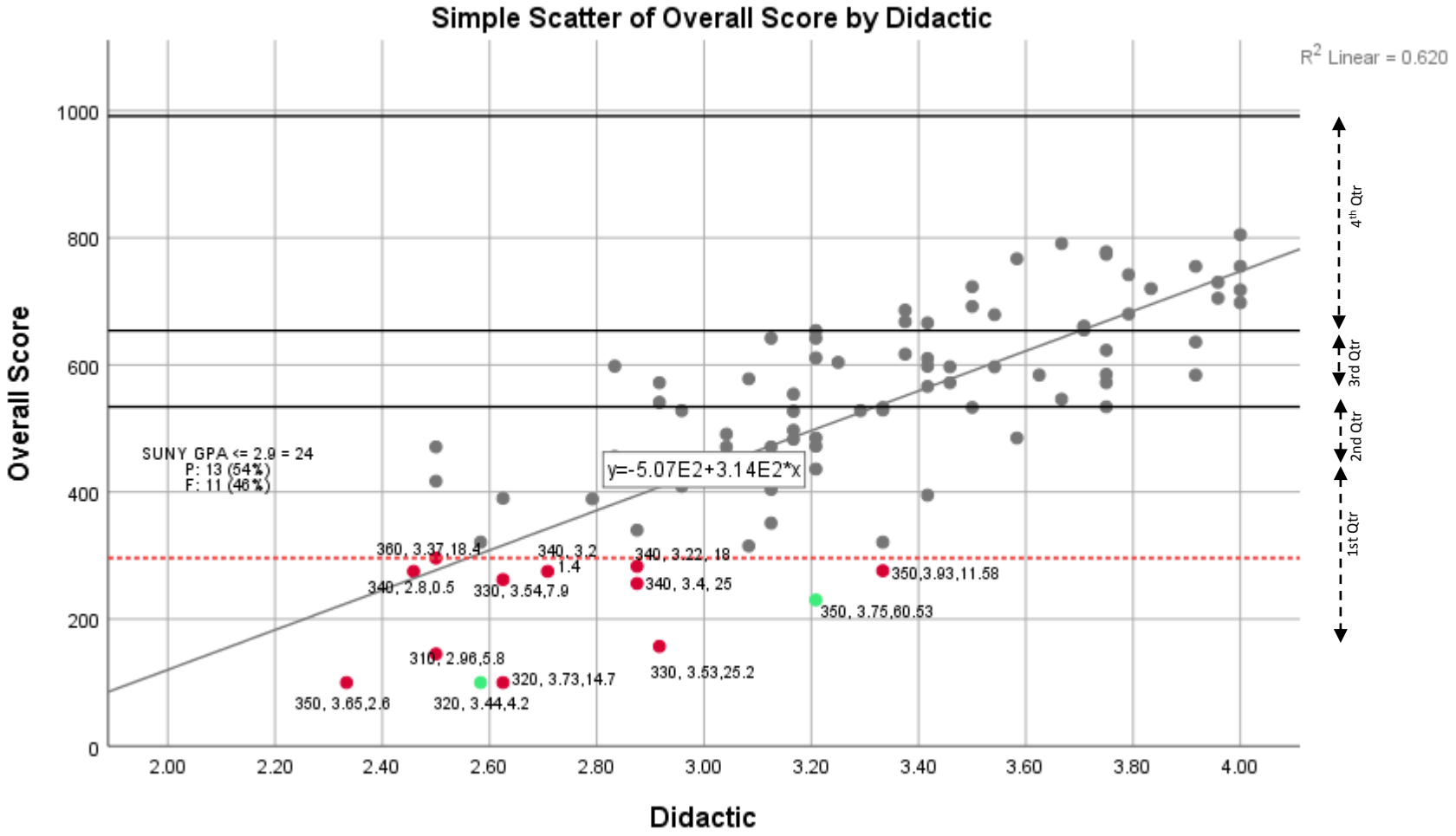
17 first time failures, 9 failed second time

Part 1 performance is significantly correlated with GPA

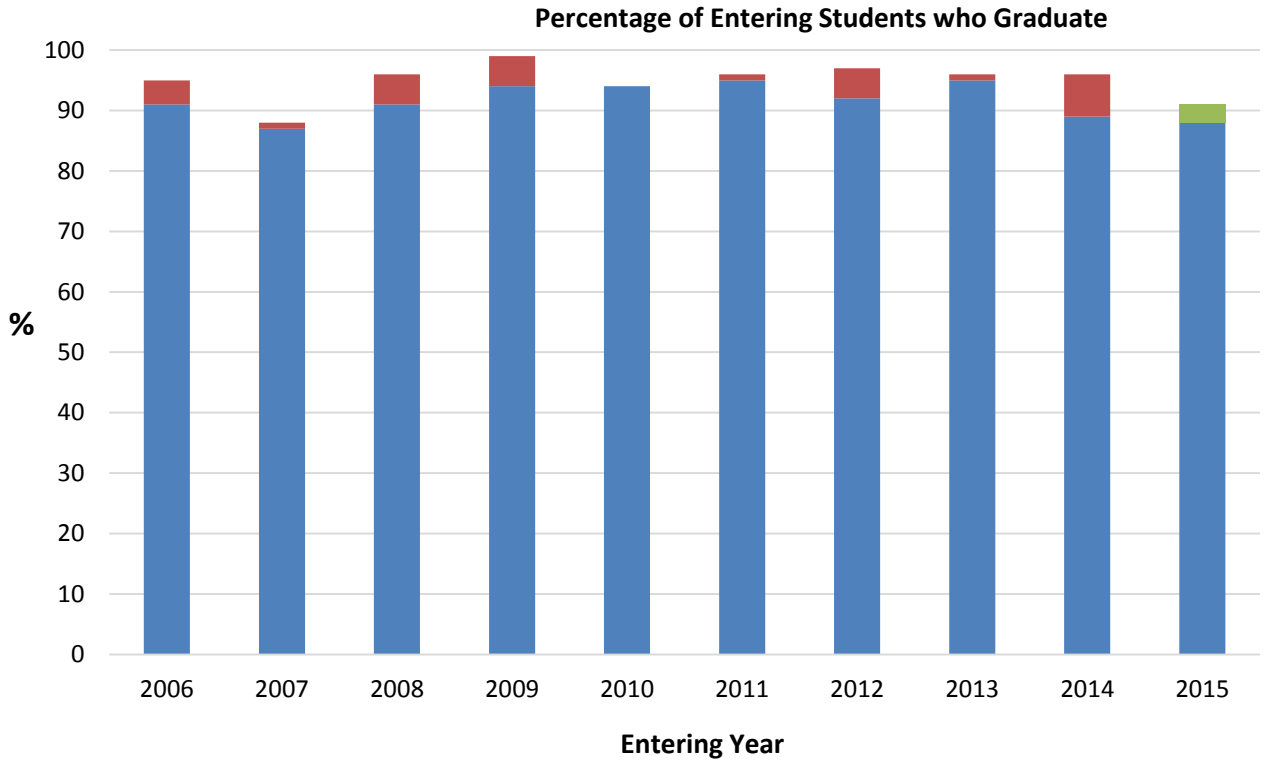


Class of 2020 Part I performance

First time 13 failures, 11 of 13 repeat failures



Student completion is high, averaging 95% over 10 years



Comparable data for other programs are not readily available for us to include on this graph.

Percent of Entering Students who:	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Graduated in 4 years*	91	87	91	94	94	95	92	95	89	88
Graduated in 5 or more years	4	1	5	5	0	1	5	1	7	0
Graduated at any time	95	89	96	99	94	96	97	97	96	**90
Left for Academic Reasons	3	6	1	0	5	1	1	2	3	4
Left for Personal Reasons	3	6	3	1	1	3	2	1	1	3
Still Enrolled	0	0	0	0	0	0	0	0	0	3

*Includes students who graduated in the summer following their fourth year.
** Includes two Advanced Standing students who entered in 2015 and graduated in 2018.

Dean's List

A significant percentage of students perform well

(measured here by GPA, which is best predictor of part 1 scores)

Class of 2022			
GPA	**1st year**	**2nd year**	**3rd year**
3.25 - 3.49	18		
3.50 - 3.59	5		
3.60 - 3.74	1		
3.75 - 4.00	13		
total >3.25 =	**37**		

Class of 2019			
GPA	**1st year**	**2nd year**	**3rd year**
3.25 - 3.49	19	20	15
3.50 - 3.59	2	11	7
3.60 - 3.74	5	2	7
3.75 - 4.00	15	13	10
total >3.25 =	**41**	**46**	**39**

Class of 2021			
GPA	**1st year**	**2nd year**	**3rd year**
3.25 - 3.49	7	5	
3.50 - 3.59	5	10	
3.60 - 3.74	11	7	
3.75 - 4.00	22	11	
total >3.25 =	**45**	**33**	

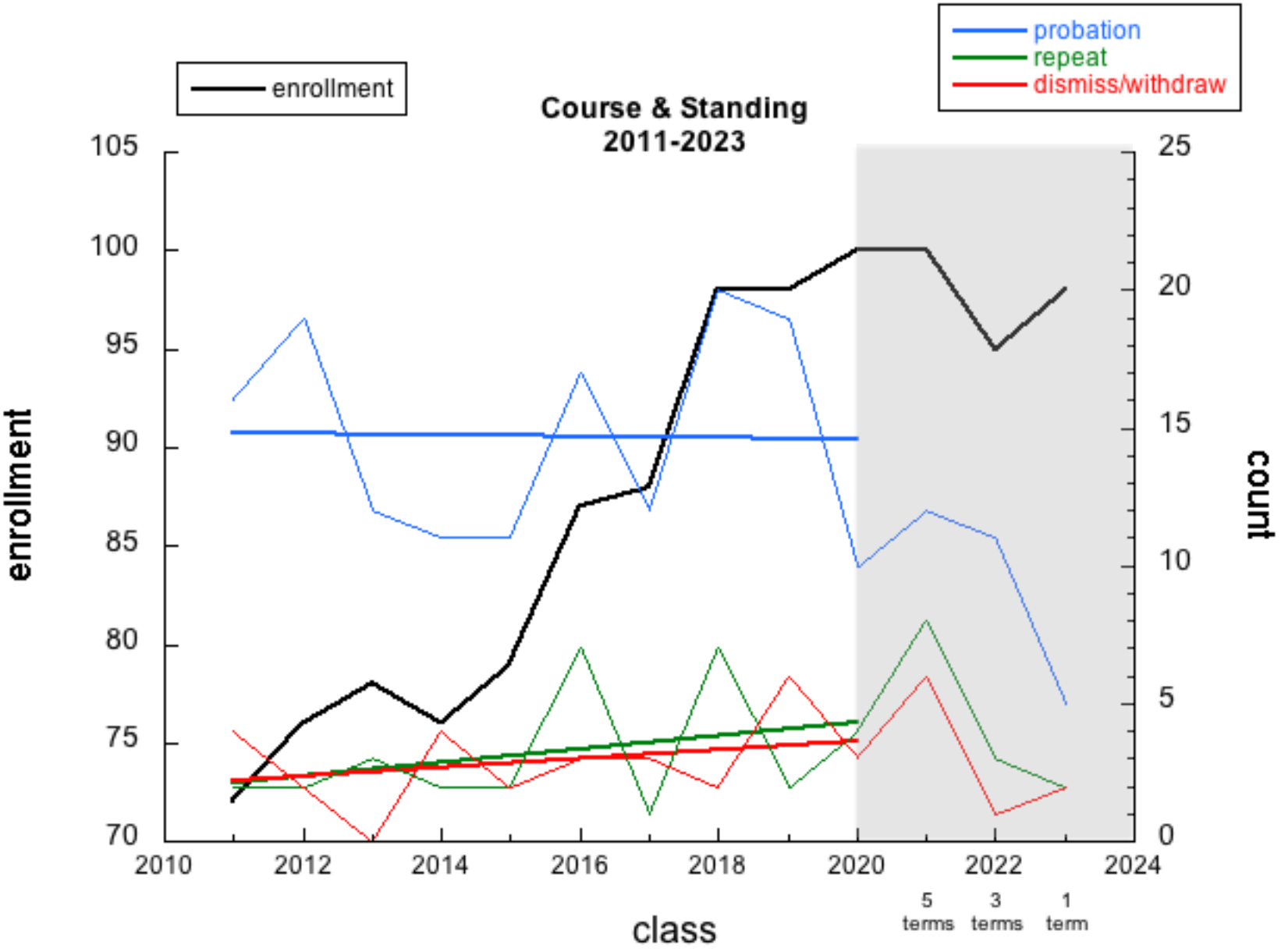
Class of 2018			
GPA	**1st year**	**2nd year**	**3rd year**
3.25 - 3.49	12	16	12
3.50 - 3.59	2	9	10
3.60 - 3.74	6	3	8
3.75 - 4.00	9	14	22
total >3.25 =	**29**	**42**	**52**

Class of 2020			
GPA	**1st year**	**2nd year**	**3rd year**
3.25 - 3.49	12	25	13
3.50 - 3.59	2	9	16
3.60 - 3.74	7	8	5
3.75 - 4.00	25	11	19
total >3.25 =	**46**	**53**	**53**

Class of 2017			
GPA	**1st year**	**2nd year**	**3rd year**
3.25 - 3.49	2	18	16
3.50 - 3.59	10	0	7
3.60 - 3.74	0	3	2
3.75 - 4.00	10	10	7
total >3.25 =	**22**	**31**	**32**

Dean's list is currently set at 3.25. Average over all years = 40% of classes. (Proposal >3.6 = 21%)

Course and Standing Data



Academic Performance and the Student Learning Experience

- Strengths
  - On average 40% of students on dean's list over last six years
  - 89% percent of students pass part first time
    - pass rate correlated with GPA
  - On average 96% percent of students pass all three parts at graduation
  - Average completion rate is 95%

- Concerns
  - Increasing number of students failing NBEO part 1 second time
  - Recent boards performance, completion rate, ultimate pass rate
  - Student perceptions and sense of well-being

Academic Affairs initiatives…

- Rebalance and reduce course loads across curriculum (w/CC)
- Conduct curriculum and course reviews (w/CC)
- Consider standardized examination structure and delivery (w/EP)
- Expand individualized student advising and assistance (w/SA)
- Implement third year quarter system (AY 2021-22)
- Revisit 3rd year integrative seminar (w/CEC, CC)
- Follow-up and expand micro-credentials (w/CEC)
- Expand electives (w/CC)
- Implement Surgical and Advanced Procedures Course (w/CC)
- Forming a Academic Affairs working group to develop proposals

Student Learning

further considerations…

- Why do good students struggle? How can we help them succeed?
- Should we revisit pre-requisites and expectations for incoming students?
- How can we transition students better from an undergraduate mentality and prepare them for the demands of the optometry curriculum and practice in the profession?
- Can we lighten the load while improving learning?
- How do we achieve deeper learning in a growing body of information within a limited time?
- What is a good balance in delivery of core and advanced material?
- How should we use class and lab time to teach efficiently and more effectively?
- How can we improve student interest and engagement throughout the curriculum?
- Can we do assessments better? Can we assess competency and deliver formative assessment?

Student Learning
further considerations…

- Why is there a changing student climate?
  - Overall, student performance remains generally high, however, a significant proportion of students are in academic difficulty and struggle with boards
  - The majority of students pass NBEO part 1, but more are struggling (first time and on retakes)
  - A vocal group of students are disgruntled and seek change, some points are valid, some are unrealistic
  - How representative are they? Is confirmation bias at work?
- Student advising and assistance programs have been developed…
  - Students are or not always inclined to use it (should they be mandatory? offered to all?)
  - Board preparation and assistance is available but not always embraced (should it be mandatory?)
  - Should we act aggressively on early academic warning signs?
- Implement course reviews and develop for increased student success…
  - Review hours, content, learning objectives, assessments strategies, pedagogy, and student engagement
- Consider curriculum changes…
  - Balance course loads, reduced contact time for student well being without compromising preparation
  - Provide core and advanced material
  - Introduce new material when needed, eliminate redundancies and unnecessary information
  - Increase study time for deeper learning
  - Increase time for board preparation