



# Annual Program Report (APR)

College:	College of Dentistry
Academic Department:	-----
Program:	Bachelor of Dental Surgery
Report Approval Date:	19 / 8 / 1437 H

Muharram 1437 H



This form compatible with NCAAA Edition

## Annual Program Report

<b>1. Institution:</b> Majmaah University	<b>Date of Report:</b> 19 \ 08 \ 1437 H
<b>2. College / Department:</b> College of Dentistry	
<b>3. Dean:</b> Dr. Abdulrahman A Al Atram	
<b>4. List all branches/locations offering this program:</b>	
<b>Campus Branch/Location</b>	<b>Approval by</b>
1: Male Section Campus (Off Main Campus) Al Zulfi	
2:	
3:	
4:	

### A. Program Identification and General Information

<b>1. Program title:</b> Bachelor of Dental Surgery <b>Code:</b> BDS
<b>Name and position of person completing the APR</b> Dr. Eyad Naji, NCAAA Coordinator
<b>Academic year to which this report applies.</b>  Academic Year (1436/ 1437 H) – (2015/ 2016 G)



## B. Statistical Information

<b>1. Number of students who started the program in the year concerned:</b>		<b>(116)</b>
<b>2. (a) Number of students who completed the program in the year concerned:</b>		<b>(12)</b>
Completed the final year of the program: <b>(12) Student</b>		
Completed major tracks within the program (if applicable)- <b>Not Applicable</b>		
Title.....		No.:
Title.....		No.:
Title.....		No.:
Title.....		No.:
<b>2. (b) Completed an intermediate award specified as an early exit point (if any)</b>		<b>Not Applicable</b>
<b>3. Apparent completion rate:</b>		
<b>(a) Percentage of students who completed the program,</b> (Number shown in 2 (a) as a percentage of the number that started the program in that student intake.)		<b>10.3%</b>
<b>(b) Percentage of students who completed an intermediate award (if any)</b> (e.g. Associate degree within a bachelor degree program) (Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that student intake)		<b>NA</b>
<b>Comment on any special or unusual factors that might have affected the apparent completion rates</b> (e.g. Transfers between intermediate and full program, transfers to or from other programs). <div style="text-align: center;"><b>None</b></div>		
<b>4. Enrollment Management and Cohort Analysis (Table1)</b>		
<p><b>Cohort Analysis</b> refers to tracking a specific group of students who begin a given year in a program and following them until they graduate (How many students actually start a program and stay in the program until completion).</p> <p>A <b>cohort</b> here refers to the total number of students enrolled in the program at the beginning of each academic year, immediately after the preparatory year. No new students may be added or transfer into a given cohort. Any students that withdraw from a cohort may not return or be added again to the cohort.</p> <p><b>Cohort Analysis</b> (Illustration): <b>Table 1</b> provides complete tracking information for the most recent cohort to complete the program, beginning with their first year and tracking them until graduation (students that withdraw are subtracted and no new students are added). Update the years as needed.</p>		



### Enrollment Management and Cohort Analysis (Table 1)

Student Category	Years					
	*PYP ...../.....	4 Years Ago ...../.....	3 Years Ago 33/34 H	2 Years Ago 34/35 H	1 Year Ago 35/36 H	Current year 36/37 H
1. Total cohort enrollment	NA	18	26	22	29	30
2. Retained till year end	NA	12	34	58	87	116
3. Withdrawn	NA	-	-	-	-	1
4. Cohort Graduated successfully	NA	-	-	-	-	12
5. Total Graduated successfully	NA	-	-	-	-	12

\* PYP - Preparatory Year Program

Provide a summary cohort analysis for each of the above cohorts by listing strengths and **recommendations** for improvement:

Table above indicate that the college of Dentistry has good reputation, so there is high demand for the college from Students.

**7. Destination of graduates as shown in survey of graduating students** (Include this information in years in which a survey of employment outcomes for graduating students is conducted).

N/A

Date of Survey

Number Surveyed

Number Responded

Response Rate %

Destination	Not Available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Percent of Respondents	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Analysis: List the strengths and recommendations**

The survey has not been conducted since last 2 years...

## C. Program Context

- **1 - Significant changes within the institution affecting the program** *(if any)* **during the past year.**
- Preparing to open the female branch.
- Introduction of new dental devices.

### Implications for the program

- Female branch opening will affect positively the college participating to the community
- Dental devices will affect positively on the delivery and improvement of the program and consequently on improving learning outcomes of the graduates.

**2 - Significant changes external to the institution affecting the program** *(if any)* **during the past year.**

None

### Implications for the program

NA

## D. Course Reports Information Summary

### 1. Course Reports Results. Describe and analyze how the individual NCAAA “Course Reports” are utilized to assess the program and to ensure ongoing quality assurance

(eg. Analysis of course completion rates, grade distributions, and trend studies.)

#### (a.) Describe how the individual course reports are used to evaluate the program.

- All courses coordinators are provided with the latest approved course specification and assessment rubrics and all other relevant information concerning the course.
- It is the course coordinator's responsibility to ensure, in collaboration with course instructors in all sections, the writing of the course report which necessitate the revision of students' learning outcomes, teaching methods and strategies, assessment methods, and improvement recommendations
- If major changes to the course is required and approved by the department council, the request is then made to the College Board for discussion and approval.
- The students are provided the details of Syllabus (the module objectives and specification) at the commencement of each academic semester.
- The students provide their feedback, suggestions and opinions in various surveys conducted by the Assessment and Measurement Unit
- The feedback is also obtained from students during the exams to obtain perspective regarding exam questions and exam format and to ensure that its design is suitable for achieving the learning outcomes of the course.

#### (b.) Analyze the completion rates, grade distributions, and trends to determine

#### Strengths and recommendations for improvement.

##### (i.) Completion rate analysis:

Year	Attendance	Withdrawal	Deprived	Absent	A+	A	B+	B	C+	C	D+	D	F
1 <sup>st</sup>	90%	3%	2%	5%	10%	18%	10%	16%	16%	5%	5%	10%	10%
2 <sup>nd</sup>	93%	0%	1%	6%	7%	15%	20%	16%	14%	7%	7%	7%	7%
3 <sup>rd</sup>	94%	0%	0%	6%	8%	17%	9%	14%	18%	14%	8%	9%	3%
4 <sup>th</sup>	98%	0%	0%	2%	3%	28%	16%	13%	19%	8%	3%	5%	5%
5 <sup>th</sup>	97%	0%	0%	3%	8%	34%	15%	12%	17%	8%	4%	2%	0%

(ii.) Grade distribution analysis:

All courses were within the average grade distribution and completion rates.

(iii.) Trend analysis (a study of the differences, changes, or developments over time; normally several years):

## 2. Analysis of Significant Results or Variations (25 % or more).

List any courses where completion rates, grade distribution, or trends are significantly skewed, high or low results, or departed from policies on grades or assessments. For each course indicate what was done to investigate, the reason for the significant result, and what action has been taken.

Not Applicable

a. Course	
Significant result or variation	Not Applicable
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	

(Attach additional summaries if necessary)

## 4. Delivery of Planned Courses

(a) List any courses that were planned but not taught during this academic year and indicate the reason and what will need to be done if any compensating action is required.-

Course title and code	Explanation	Compensating action if required
All courses have been delivered as planned		

(b) Compensating Action Required for Units of Work Not Taught in Courses that were Offered. (Complete only where units not taught were of sufficient importance to require some compensating action)

No Units of Work were NOT Delivered or Taught

Course	.....
Unit of work	.....
Reason	.....
Compensating action if required	.....

## E. Program Management and Administration

List difficulties (if any) encountered in management of the program	Impact of difficulties on the achievement of the program objectives	Proposed action to avoid future difficulties in Response
1. Shortage of Faculty members	Increasing pressure and work load on academic staff which could affect the teaching-learning process	<ol style="list-style-type: none"> <li>1. Attract more qualified faculty and staff</li> <li>2. Invite Visiting Faculty from other institutions</li> <li>3. Establish online teaching by faculty from abroad (Canada, USA)</li> </ol>
2. Shortage of Technical staff	Increase pressure on staff in managing labs and clinical and simulation training	<ol style="list-style-type: none"> <li>1. Attract more qualified technical staff</li> <li>2. Integrate web-designed simulation and training programs within the College</li> </ol>
3. Shortage of trained employee and secretary personnel	Increase pressure on department faculty for admin work which affect the teaching process and clinical training	<ul style="list-style-type: none"> <li>○ Train more employees and secretary staff to support the College</li> </ul>
4. Insufficient connection with the main campus.	Could negative affect the teaching-learning and administration process.	<ul style="list-style-type: none"> <li>○ Connecting distant colleges with main campus electronically</li> </ul>





## F. Summary Program Evaluation

### 1. Graduating Students Evaluation *(To be reported on in years when surveys are undertaken)*

**Date of Survey**

19 / 8 / 1437 H

**Attach : survey report**

#### **a. List most important recommendations for improvement, strengths and suggestions**

1. Gradual introduction of text-reference reading for students and the elimination of teachers' handouts.
2. Encourage faculty and lab staff to increase simulation strategies in clinical courses.
3. More emphases on student-centered learning (SCL) & Problem-based learning (PBL) in the program to gradually shift from traditional clinical instructions to more focused teaching models.
4. More focus on e-learning and teaching.
5. Improvement in lab and clinical training facilities.
1. Modification of Internship Assessment methodology and supervision.

#### **Analysis**

*(e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)*

1. Most difficulties facing the students are language-related. Students have been using teacher's handouts since preparatory year. An action plan to increase interest in English Language amongst students by methods of motivation and unit-language of instruction (No use of Arabic Language in classes).
2. Utilization of simulation techniques in the preparatory modules for students to encourage students to explore and to use their psychomotor skills.
3. Student-centered Learning will encourage students to use cognitive abilities in a group and team work to utilize solutions and to make decisions. Problem-based Learning is much useful in clinical training where students encouraged using and applying their critical thinking abilities.
4. E-Learning will motivate students to use technology and to utilize computer skills in managing course load and tasks.

#### **b. Changes proposed in the program *(if any)* in response to this analysis and feedback.**

1. Using only English Language as the language of instructions in the class.
2. Major detailed review of all textbooks used in Program Courses to determine whether they are scientifically suitable to the courses and its outcomes as well as the textbook date and edition.
3. Updating the Internship Training Manual

## 2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review)

### Describe evaluation process:

No other evaluations were conducted

### Attach review/survey report

a. List most important recommendations for improvement, strengths and suggestions for improvement.	e.g. Analysis of recommendations for improvement:( Are recommendations valid and what action will be taken, action already taken, or other considerations?)
.....	.....

### b. Changes proposed in the program (if any) in response to this feedback.

None

## 3. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; 4.1 to 4.10.

(a)Standard 4 Sub-Standards. Are the “Best Practices” followed; Yes or No? Provide a revised rating for each sub-standard. Indicate action proposed to improve performance (if any).

Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
4.1 Student Learning Outcomes	Y	***	<ol style="list-style-type: none"> <li>1. Coordination with academic experts practicing in the same field to ensure appropriate learning outcomes in accordance with the mission of the program, college and university.</li> <li>2. The program evaluation must be done through the opinions of the students in the program and through the exit polls of the graduates' views and their recruiters' views and subsequent performance.</li> </ol>
4.2 Program Development Processes	Y	***	<ol style="list-style-type: none"> <li>1. Creating an advisory team in the College to provide technical advice with respect to the program.</li> <li>2. Establish a mechanism to follow up developments in the labor market and needs to make the decision in future amendments.</li> </ol>



<b>4.3 Program Evaluation and Review Processes</b>		***	<ol style="list-style-type: none"> <li>1. Activating monitoring process of the quality of courses in the program in a regular and periodic basis and taking amendments.</li> <li>2. Need to work on a comparison of program quality indicators with the indicators used in other programs of the institution, as well as a comparison with the appropriate external reference standards.</li> </ol>
<b>4.4 Student Assessment</b>	Y	***	<ol style="list-style-type: none"> <li>1. Establishing effective procedures to verify the work done by the students.</li> <li>2. Developing appropriate mechanisms and honest and reliable verification of student achievement standards compared to reference to the relevant program in the internal or external level, especially comparisons to independent levels of attainment achieved by students with other institutions equivalent within the national and international level.</li> <li>3. Developing policies and procedures for dealing with situations in which student's achievement is inappropriate or inconsistent.</li> <li>4. Activating the correct use of matrix when evaluating the student's exams, projects and assignments to ensure that all areas of the planned learning outcomes of students to be covered.</li> </ol>
<b>4.5 Educational Assistance for Students</b>	Y	***	<ol style="list-style-type: none"> <li>1. Constructing an effective mechanism for evaluating academic counseling and guidance for students' studies.</li> <li>2. Providing and update necessary assistance to students periodically through feedback from students and is linked to Academic guidance of students' sites.</li> <li>3. Activate additional lessons on the level of the section and suitable mechanism for the preparation of the students to prepare them to study in the higher education environment.</li> <li>4. Providing mechanisms to support faculty members to enable them to develop their knowledge in different types of support services available for students in the educational institution and to refer them to appropriate sources of support when needed.</li> </ol>

<b>4.6 Quality of Teaching</b>	<b>Y</b>	<b>***</b>	<ol style="list-style-type: none"> <li>1. Actions to be taken to develop courses and faculty members.</li> <li>2. Updating books and references on a regular basis with adequate numbers in cooperation with the Deanship of Libraries.</li> <li>3. Activating software system to evaluate courses and program.</li> <li>4. Activating periodic reports on the effectiveness of different teaching strategies</li> </ol>
<b>4.7 Support for Improvements in Quality of Teaching</b>	<b>Y</b>	<b>***</b>	<ol style="list-style-type: none"> <li>1. Providing more opportunities and special assistance for faculty members to develop professional and academic skills.</li> <li>2. Encouraging faculty to develop appropriate strategies to improve their performance, and to retain documents (Portfolio) which contains evidence and arguments on the program operations and improvement strategies that they carried out.</li> <li>3. Establishing a mechanism to monitor the extent of the participation of faculty in professional development activities to improve the quality of their teaching.</li> </ol>
<b>4.8 Qualifications and Experience of Teaching Staff</b>	<b>Y</b>	<b>***</b>	<ol style="list-style-type: none"> <li>1. Encouraging the faculty members to participate in scientific activities and research in the disciplines they teach.</li> <li>2. Attracting faculty who have the skills and experience to improve the courses and program.</li> <li>3. Increasing the number of professionals who are specialized and experienced and highly skilled in the Dentistry program.</li> </ol>
<b>4.9 Field Experience Activities</b>	<b>Y</b>	<b>***</b>	<ol style="list-style-type: none"> <li>1. Constructing a mechanism to control and determine the risks that might be exposed to students and faculty members in the field training.</li> <li>2. Preparing a mechanism to involve students in the process of evaluating the clinical and field experiences.</li> <li>3. Identifying criteria for determining student performance and interpretation of specific actions especially including those who supervise field training with the faculty members of the program.</li> </ol>
<b>4.10 Partnership Arrangements with Other Institutions</b>	<b>Y</b>	<b>***</b>	<ul style="list-style-type: none"> <li>o Developing a clear vision of the partnerships between the program and local and international academic institutions and to determine the course of these partnerships and their outcome.</li> </ul>

**Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices:.....**

## G. Program Course Evaluation

1. List courses taught during the year. Indicate for each course whether student evaluations were undertaken and/or other evaluations made of quality of teaching. For each course indicate if action is planned to improve teaching.

Course Title / Course Code	Student Evaluations		Other Evaluation (specify)	Action Planned	
	Yes	No		Yes	No
Anatomy, Embryology & Histology		✓			✓
General Physiology		✓			✓
Biochemistry		✓			✓
Oral Biology		✓			✓
Dental Morphology		✓			✓
Introduction to Dentistry		✓			✓
Introduction to Operative Dentistry		✓			✓
Basics of Dental Materials		✓			✓
Behavioral Dentistry		✓			✓
Applied Computer Technology in Dentistry		✓			✓
Local Anesthesia and Exodontia		✓			✓
Oral & Maxillofacial Radiology-I-		✓			✓
Pre-Clinical Operative Dentistry		✓			✓
Dental Biomaterials Science		✓			✓
General Pathology		✓			✓
Pharmacology-I-		✓			✓
Oral Pathology		✓			✓
Microbiology & Immunology		✓			✓
Professional Ethics & Standards		✓			✓
Oral Diagnosis-I-		✓			✓
Preventive Dentistry		✓			✓
Introduction to Prosthodontics		✓			✓
Clinical Oral Surgery-I-		✓			✓
Oral & Maxillofacial Radiology-II-		✓			✓
Clinical Operative Dentistry-I-		✓			✓

Pre-Clinical Endodontics		✓		✓
Clinical Periodontics-I-		✓		✓
Pre-Clinical Fixed Prosthodontics		✓		✓
Pre-Clinical Removable Prosthodontics		✓		✓
Basic Life Support		✓		✓
Oral Diagnosis-II-		✓		✓
Pre-Clinical Pediatric Dentistry		✓		✓
Clinical Oral Surgery-II-		✓		✓
Clinical Operative Dentistry-II-		✓		✓
Clinical Endodontics		✓		✓
Clinical Periodontics-II-		✓		✓
Clinical Pediatric Dentistry-I-		✓		✓
Pre-Clinical Orthodontics		✓		✓
Clinical Removable Prosthodontics		✓		✓
Clinical Fixed Prosthodontics		✓		✓
Oral Microbiology		✓		✓
General Internal Medicine		✓		✓
General Surgery		✓		✓
Oral Medicine-I-		✓		✓
Ear, Nose & Throat Surgery		✓		✓
Comprehensive Clinical Dentistry		✓		✓
Clinical Dental Implantology		✓		✓
Dental Public Health & Community Dentistry		✓		✓
Clinical Pediatric Dentistry-II-		✓		✓
Oral Medicine-II-		✓		✓
Clinical Orthodontics		✓		✓
Biostatistics in Dentistry		✓		✓
Pharmacology-II-		✓		✓
Esthetic Dentistry		✓		✓
Dental Practice Management		✓		✓
Geriatric Dentistry		✓		✓

(Add items or attach list if necessary)



## 2. List courses taught by this program this year, and for this program that are in other programs.

Level	Course Code	Course Title	Number of sections	Credit Hours	College or Department
1 <sup>st</sup> Year	ANA 113	Anatomy, Embryology & Histology	3	8	Department
	PSL 113	General Physiology	3	5	Department
	BCH 113	Biochemistry	3	3	Department
	MDS 113	Oral Biology	3	3	Department
	RDS 114	Dental Morphology	3	2	Department
	SALM 101	Introduction to Islamic culture	1	2	College
	PDS 111	Introduction to Dentistry	1	1	Department
	RDS 122	Introduction to Operative Dentistry	3	2	Department
	RDS 133	Basics of Dental Materials	1	1	Department
	PDS 123	Behavioral Dentistry	1	1	Department
	PDS 132	Information Technology in Dentistry	3	2	Department
	SALM 102	Islam & construction of society	1	2	College
2 <sup>nd</sup> Year	MDS 213	Local Anesthesia and Exodontia	1	2	Department
	MDS 223	Oral & Maxillofacial Radiology-I-	3	4	Department
	RDS 213	Pre-Clinical Operative Dentistry	5	6	Department
	RDS 223	Dental Biomaterials Science	3	3	Department
	PATH 213	General Pathology	3	3	Department
	PHL 213	Pharmacology-I-	1	2	Department
	MDS 233	Oral Pathology	3	4	Department
	MAC 211	Microbiology & Immunology	3	2	Department
	PDS 211	Professional Ethics & Standards	1	1	Department
	SALM 103	Economic System in Islam	1	2	College
	MDS 242	Oral Diagnosis-I-	3	2	Department
	PDS 222	Preventive Dentistry	1	1	Department
3 <sup>rd</sup>	SDS 212	Introduction to Prosthodontics	3	2	Department
	MDS 313	Clinical Oral Surgery-I-	3	4	Department
	MDS 323	Oral & Maxillofacial Radiology-II-	3	3	Department
	RDS 313	Clinical Operative Dentistry-I-	3	3	Department
	RDS 323	Pre-Clinical Endodontics	3	4	Department
	PDS 313	Clinical Periodontics-I-	3	4	Department
	SDS 314	Pre-Clinical Removable Prosthodontics	3	4	Department



Level	Course Code	Course Title	Number of sections	Credit Hours	College or Department
	SDS 323	Pre-Clinical Fixed Prosthodontics	3	4	Department
	MED 311	Basic Life Support and common emergency problems in dental practice	3	2	Department
	MDS 331	Oral Diagnosis-II-	3	2	Department
	PDS 322	Pre-Clinical Pediatric Dentistry	3	2	Department
4 <sup>th</sup> Year	MDS 413	Clinical Oral Surgery-II-	3	3	Department
	RDS 413	Clinical Operative Dentistry-II-	3	3	Department
	RDS 423	Clinical Endodontics	3	3	Department
	PDS 413	Clinical Periodontics-II-	3	4	Department
	PDS 423	Clinical Pediatric Dentistry-I-	3	4	Department
	PDS 433	Pre-Clinical Orthodontics	3	4	Department
	SDS 413	Clinical Removable Prosthodontics	3	3	Department
	SDS 423	Clinical Fixed Prosthodontics	3	4	Department
	MAC 411	Oral Microbiology	3	2	Department
	GIM 411	General Internal Medicine	1	1	Department
	GSO 411	General Surgery	1	1	Department
	MDS 422	Oral Medicine-I-	3	2	Department
	ENT 412	Ear, Nose & Throat Surgery	1	1	Department
5 <sup>th</sup> Year	SDS 513	Comprehensive Clinical Dentistry	3	8	Department
	SDS 523	Clinical Dental Implantology	3	3	Department
	PDS 513	Dental Public Health & Community Dentistry	3	4	Department
	PDS 523	Clinical Pediatric Dentistry-II-	2	2	Department
	MDS 511	Oral Medicine-II-	3	2	Department
	PDS 531	Clinical Orthodontics	2	1	Department
	PDS 541	Biostatistics in Dentistry	1	1	Department
	PHL 511	Pharmacology-II-	1	1	Department
	ARAB 101	Arabic Language Skills	1	2	College
	SOCI 101	Contemporary Societal Issues	1	2	College
	RDS 512	Esthetic Dentistry	3	2	Department
	PDS 552	Dental Practice Management	1	1	Department
	SDS 532	Geriatric Dentistry	1	1	Department
	HAF 101	Principles of Health and Fitness	1	2	College

*Include additional Levels if needed*





### 3. Program Learning Outcome Assessment:

Provide a report on the program learning outcomes assessment plan using an assessment cycle (a four to six-year cycle is recommended). All program learning outcomes are to be directly assessed at least once during the cycle. By the end of the cycle each program learning outcome will be assessed and recorded using a separate **KPI Assessment Table** (see below);

KPI #	NQF Learning Domains and Learning Outcomes	Method of Assessment for LOs	Date of Assessment
1.0	<b>Knowledge</b>		
1.1	An understanding of the normal structure and function of the whole human body with special emphasis on the craniofacial and oral complex.	✓ Exams, Long and short essays, Individual and group presentations, Case studies, Debates Exams, Peer evaluations, Self-exams, Log books, Posters, Journals, Lab manuals, Video analysis, Group reports, Speeches, Learning logs	Throughout the academic year in the form of summative & formative assessments
1.2	An understanding of abnormal structure/function relationships in human body with a focus on the etiology, pathophysiology, diagnosis, prevention and management of oral lesions.		
1.3	Comprehensive knowledge of various principles and techniques of clinical dental practice.		
1.4	An understanding of the basic epidemiologic principles and the use of statistics in describing illness within a defined population.		
1.5	An understanding of the major challenges to the oral health of the community in Saudi Arabia, as well as a familiarity with the prevention and treatment strategies needed to address the challenges.		
1.6	Knowledge of the medical emergencies in dental practice and their etiology, prevention and treatment, including basic life support and resuscitation.		
1.7	Knowledge of the ethical principles, professional standards and health care systems in Saudi Arabia and how to apply it.		
1.8	Understanding of the principles of evidence based scientific research.		



2.0	Cognitive Skills		
2.1	An ability to evaluate emerging trends in health care and its applications.	✓ Exams, portfolios, long and short essays, log books, analytical reports, group reports, lab reports, debates, peer evaluations, demonstrations, discussion forums, interviews	Throughout the academic year in the form of summative & formative assessments
2.2	Utilization of critical thinking and problem solving skills to apply in diagnosis and treatment of oral diseases.		
3.0	Interpersonal Skills & Responsibility		
3.1	An appropriate interaction on the personal level with all involved individuals in the work environment.	✓ Review of manuals of professional and ethical conducts, Exams, Individual and group, presentations, Debates Exams, Peer evaluations, Group reports, Speeches, Learning logs	Throughout the academic year in the form of summative & formative assessments
3.2	Ability to work as one team and have a leadership role.		
3.3	An awareness of the importance of continuing self-development, and lifelong learning.		
4.0	✓ Communication, Information Technology, Numerical		
4.1	Ability to communicate effectively with all members of the medical team, and understanding of risk management and documentation.	✓ Individual and group presentations, Debates Exams, Peer evaluations, Self-exams, Video analysis, Group reports, Speeches, Learning logs	Throughout the academic year in the form of summative & formative assessments
4.2	The ability to assess and application of modern medical technology in dental science.		
4.3	Ability to make statistical standards and use them in scanning of oral health problems.		
5.0	✓ Psychomotor		
5.1	Essential skill for hand-eye coordination during patient clinical examination and therapeutic treatment plans.	✓ Individual and group presentations, Debates Exams, Peer evaluations, Self-exams, Video analysis, Group reports, Speeches, Learning logs	Throughout the academic year in the form of summative & formative assessments

*Provide an analysis of the Program Learning Outcome Assessment Cycle (List strengths and recommendations for improvement).*

*Provide “direct assessments” for the current year’s program learning outcomes, according to the dates provided above (G.3). A key performance indicator (KPI) table is provided below. Each learning outcome should utilize a separate KPI table. Over the four (five/six) year cycle, all program learning outcomes are to be assessed and reported in the Annual Program Report(s).*

**Note:** *Programs are to provide their own KPIs for directly measuring student performance.*

*The **KPI Assessment Table** is used to document directly assessed program learning outcomes. Each program learning outcome should use a separate table. Direct assessments methods may include: national or international standardized test results, rubrics, exams and learning outcome grade analysis, or learning achievement using an alternative scientific assessment system (copy the KPI Assessment Table and paste to make additional tables as needed).*



## KPI Assessment Table

KPI #: .....	Program KPI: .....
Assessment Year: .....	Program Learning Outcome: .....
<b>NQF Learning Domain</b>	
<b>Target Benchmark</b>	
<b>KPI Actual Benchmark</b>	
<b>Internal Benchmark</b>	
<b>External Benchmark</b>	
<b>Analysis: (List strengths and recommendations)</b>	
<b>New Target Benchmark</b>	

### 4. Orientation programs for new teaching staff

<p><b>Orientation programs provided?</b></p> <p><b>If offered how many participated?</b></p> <p><b>a. Brief Description</b></p> <p>All new staff introduced to the following:</p> <ul style="list-style-type: none"> <li>✓ College of Dentistry program vision, mission, objectives, goals, outcomes &amp; study plan.</li> <li>✓ College of Dentistry strategic &amp; action Plan.</li> <li>✓ The academic system and student registration</li> <li>✓ Quality assurance procedures.</li> <li>✓ The faculty facilities, staff and faculty.</li> <li>✓ The faculty management staff.</li> <li>✓ The department facilities and faculty staff.</li> <li>✓ The faculty grading system.</li> <li>✓ The faculty and department counseling system.</li> </ul>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 30%;">Yes</td> <td style="width: 10%; text-align: center;">√</td> <td style="width: 30%; text-align: center;">NO</td> <td style="width: 30%;"></td> </tr> <tr> <td style="text-align: center; border: 1px solid black; width: 30%;">3</td> <td style="border: 1px solid black; width: 10%;"></td> <td style="border: 1px solid black; width: 30%;"></td> <td style="border: 1px solid black; width: 30%;"></td> </tr> </table>	Yes	√	NO		3			
Yes	√	NO							
3									



**b. List recommendations for improvement by teaching staff.**

- ✓ To arrange the program at the beginning of the academic year.

**c. If orientation programs were not provided, give reasons.**

- ✓ Orientation program provided

**5. Professional Development Activities for Faculty, Teaching and Other Staff**

a. Activities Provided	How many Participated	
	Teaching Staff	Other Staff
1. Distant Learning: D2L program phase (1-3)	15	
2. Exact software for clinical management	12	
3. Distant Learning: D2L program phase (4)	17	
4. Distant Learning: D2L program phase (5)	16	
5. CBCT Based Implant Planning & CT Guided Implant Surgeries”	14	
6. Workshop on assessment and development of SBA MCQs	15	
7. Scientific Day Majmaah	10	
8. Injury Symposium Prevention and Methods of Treatment and Rehabilitation	15	
<b>b. Summary analysis on usefulness of activities based on participant’s evaluations or other evaluation methods.</b> <ul style="list-style-type: none"> <li>✓ Most activities were rated as good to very good.</li> <li>✓ Non-Arabic Language Speakers were not satisfied with the activity because of the language mix English-Arabic which was not very convenient to them.</li> <li>✓ The timing of some activities was sometime not convenient to staff either because they have to miss classes or because it was after a long exhausting day.</li> </ul>		



## H. Independent Opinion on Quality of the Program

(e.g. head of another similar department/ program offering comment on evidence received and conclusions reached)

1. Matters Raised by Evaluator Giving Opinion	Comment by Program Coordinator
<ul style="list-style-type: none"> <li>✓ Formation of committee responsible for Measuring &amp; follow up of Key performance indicators.</li> <li>✓ Determine benchmark for the program from an accredited university.</li> <li>✓ The experts encourage the program administration to introduce research competences as early as possible in the program, in order to initiate students' involvement in academic writing and science-oriented activities starting with the early stage of their education.</li> <li>✓ The experts strongly recommend the academic staff of the college to consider the assignment of credit hours for the internship. This will encourage students to perform better in their clinical training and thereby to improve their cumulative GPA at the end of studies.</li> <li>✓ The experts encourage the University and the college to offer more time as well as workshops and conferences in the English language in order to enable the participation of all teachers and lecturers in the academic life and professional development opportunities offered by institution.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Assign assessment and measuring Unit to take responsibility of Measuring &amp; follow up of Key performance indicators.</li> <li>➤ Assign curriculum and Quality assurance unit to take responsibility determine benchmark for the program from an accredited university.</li> <li>➤ This was discussed in the departments and shall be implemented during the course curriculum planning.</li> <li>➤ The review of program objective is under process and its being visualized in context to other benchmarks from national and international universities.</li> <li>➤ The curriculum planning unit has been given the task of reviewing the Dental Surgery program and make a strategy for introducing research competencies at the initial level of program.</li> <li>➤ The curriculum planning committee has been given the task to discuss with Dean of Deanship of scientific research to make it mandatory for anyone who is submitting research proposal at the university level.</li> <li>➤ The internship program manual will be updated</li> <li>➤ Workshops and conferences in the English language will be planned encouraging the participants from all the sectors.</li> </ul>
<h3>2. Implications for Planning for the Program</h3> <p>All program coordination recommendations have been discussed and reviewed and many changes has been incorporated that will help improve the Dental Surgery program.</p>	

**Program KPI and Assessment Table**

KPI #	KPIS	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmark s	KPI Analysis	KPI New Target Benchmark
1							
2							
3							
4							
5							
6							
<b>Whole Program Analysis of KPIs and Benchmarks:</b> (list strengths and recommendations) <div> <div></div> <div></div> <div></div> </div>							

**NOTE** The following definitions are provided to guide the completion of the above table for Program KPI and Assessment.

**KPI** refers to the key performance indicators the program used in its SSRP. This includes both the NCAAAs suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAAs suggested KPIs and all others).

**Target Benchmark** refers to the anticipated or desired outcome (goal or aim) for each KPI.

**Finding Benchmark** refers to the actual outcome determined when the KPI is measured or calculated.

**Internal Benchmarks** refer to comparable benchmarks (actual findings) from inside the program (like data results from previous years or data results from other departments within the same college).

**External Benchmarks** refer to comparable benchmarks (actual findings) from similar programs that are outside the program (like from similar programs that are national or international).

**KPI Analysis** refers to a comparison and contrast of the benchmarks to determine strengths and recommendations for improvement.

**New Target Benchmark** refers to the establishment of a new anticipated or desired outcome for the KPI that is based on the KPI analysis

## Program Action Plan Table

*Directions: Based on the “Analysis of KPIs and Benchmarks” provided in the above Program KPI and Assessment Table, list the recommendations identified and proceed to establish a continuous improvement action plan.*

No.	Recommendations	Actions	Assessment Mechanism or Criteria	Responsible Person	Start Date	Completion Date
1						
2						
3						
4						
5						
6						

**Action Plan Analysis** (List the strengths and recommendations for improvement of the Program Action Plan).

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## I. Action Plan Progress Report

1. Progress on Implementation of Previous Year's Action Plans				
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
a. ....	.....	.....	.....	.....
b. ....	.....	.....	.....	.....
c. ....	.....	.....	.....	.....
d. ....	.....	.....	.....	.....

.Program Chair/ Coordinator Name:		Dr. Abdulrahman A Al Atram		
Signature:	.....	Date Report Completed:	19/8/1437	
Received by:	.....	Dean/Department Head		
Signature:	.....	Date:		