

### T3. ANNUAL PROGRAM REPORT (APR)

**Program Eligibility:** The program is to submit the two most recent APRs as part of the requirements for program eligibility using the NCAAA Template.

**Post Accreditation:** The program is required to annually complete an APR. The APR is to document a complete academic year.

APR's are prepared by the program coordinator in consultation with faculty teaching in the program. The reports are submitted to the head of department or college, and used as the basis for any modifications or changes in the program. The APR information is used to provide a record of improvements in the program and is used in the Self Study Report for Programs (SSRP) and by external reviews for accreditation.

#### Annual Program Report

1. Institution: Najran University		Date: 20/9/1437 H 22/6/2016
2. College/ Department: College of Dentistry		
3. Dean: Dr. Saeed Ali Alsaie		
4. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education).		
Campus Branch/Location	Approval By	Date
Main Campus:		
1: Main Campus / Najran University	Higher Council of Education	2/6/1428
2:		
3:		
4:		

### A. Program Identification and General Information

Program title and code: Bachelor of Dental Surgery (BDS)
Name and position of persons completing the APR Dr. Mutaz Ali Hassan
Academic year to which this report applies. 1436-1437H 2015-2016

### B Statistical Information

1. Number of students who started the program in the year concerned:	22
2. (a) Number of students who completed the program in the year concerned:	19
Completed the final year of the program:	
Completed major tracks within the program (if applicable)	n/a
Title.....No	n/a
Title.....No	n/a
Title.....No	n/a
Title.....No	n/a
2. (b) Completed an intermediate award specified as an early exit point (if any)	n/a
3. Apparent completion rate.	
(a) Percentage of students who completed the program, (Number shown in 2 (a) as a percentage of the number that started the program in that student intake.)	86.3

(b) Percentage of students who completed an intermediate award (if any)  
(e.g. Associate degree within a bachelor degree program)

n/a

(Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that student intake).

Comment on any special or unusual factors that might have affected the apparent completion rates (e.g. Transfers between intermediate and full program, transfers to or from other programs).

n/a

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

**Cohort Analysis** 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).

A **cohort** 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.

**Cohort Analysis** (Illustration): **Table 1** 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). The report is to cover the past four years. Update the years as needed.

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

							<b>Current Year</b>
<b>Student Category</b>	<b>1430-31</b>	<b>1431-32</b>	<b>1432-33</b>	<b>1433-34</b>	<b>1434-35</b>	<b>1435-36</b>	<b>1436-37</b>
Total cohort enrollment	20	22	23	18	21	27	21
Retained till year end	18	21	22	18	21	25	20
Withdrawn during the year	0	1	4	2	2		4

and re-enrolled the following year						2																					
Withdrawn for good	8	3	1	0	0	0	0																				
Graduated successfully	12	19	0	0	0	0	0																				
<p>a. Provide an analysis for the cohort that started PYP on <b>1430-31</b></p> <table border="1"> <thead> <tr> <th>Success rate in the first year</th> <th>Success rate in the second year</th> <th>Success rate in the third year</th> <th>Success rate in the fourth year</th> <th>Success rate in the fifth year</th> </tr> </thead> <tbody> <tr> <td>93.5%</td> <td>100%</td> <td>96.0%</td> <td>99 %</td> <td>100%</td> </tr> </tbody> </table> <p>b. Provide an analysis for the cohort that started PYP on <b>1431-32</b></p> <table border="1"> <thead> <tr> <th>Success rate in the first year</th> <th>Success rate in the second year</th> <th>Success rate in the third year</th> <th>Success rate in the fourth year</th> <th>Success rate in the fifth year</th> </tr> </thead> <tbody> <tr> <td>92.3%</td> <td>97.8%</td> <td>98.4%</td> <td>99.2%</td> <td>100%</td> </tr> </tbody> </table>								Success rate in the first year	Success rate in the second year	Success rate in the third year	Success rate in the fourth year	Success rate in the fifth year	93.5%	100%	96.0%	99 %	100%	Success rate in the first year	Success rate in the second year	Success rate in the third year	Success rate in the fourth year	Success rate in the fifth year	92.3%	97.8%	98.4%	99.2%	100%
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<p><b>* PYP - Preparatory Year Program</b></p> <p>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).</p> <p>Date of Survey <input type="text" value="06-04-2016"/></p>																											

Number Surveyed	19	Number Responded	12	Response Rate %	63.1%
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Destination	Not Available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number			11		1
Percent of Respondents			92.86%		7.14%

Analysis: List the strengths and recommendations  
According to survey questionnaire for graduate students:

A- Strength point:

- 1- Easy to find jobs.
- 2- Program provide graduates with necessary skills and knowledge.
- 3- Availability of knowledgeable staff members.
- 4- Very good academic advising.

B- Weakness Point:

- 1- There is no good communication between graduate students and the graduate unit.
- 2- Graduate unit does not help in finding job opportunities.
- 3- Deficient skills in writing scientific papers.
- 4- The program does not improve their skills greatly in dealing with the modern technical facilities.

For full report see attachment Annex 1.

### C. Program Context

<p>Significant changes within the institution affecting the program (if any) during the past year.</p> <ol style="list-style-type: none"> <li>1- A new and continuous management for the University, which set forth its vision to make Najran University an international pioneer University.</li> <li>2- Initiation of the academic accreditation throughout the University and the enactment of a deanship to look after this issue.</li> <li>3- Initiation of an agency for development and quality at the University, which follows-up the academic quality and accreditations issues.</li> <li>4- There are many developments in the University, both at the colleges and departments levels,</li> </ol>
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<p>which imposed the quality and development issue strongly on the agenda of the departments and faculty members.</p> <ol style="list-style-type: none"> <li>5- Attention is paid to the development and improvement of students' skills in the University and Dental College.</li> <li>6- Information technology has been expanded and become available for students, faculty staff and employees at the College.</li> <li>7- Establishment of many deanship and units in the University such as: Deputy rectorship of development and quality E-learning Deanship Deanship of scientific research Deanship of development and quality Unit of strategic plan Unit of international cooperation Unit of skills development Unit of academic accreditation Unit of measurement and evaluation Unit of development and quality</li> </ol> <p>Implications for the program</p> <ol style="list-style-type: none"> <li>1- The program has to be in line with University policies and initiatives, which demand higher academic levels comparable to the regional and international standards.</li> <li>2- The program initiated the necessary steps towards the academic accreditation, thereby, the staff members reviewed all academic processes, like teaching, learning and assessment, and made recommendations which were implemented accordingly.</li> <li>3- The program has to fulfill the needs of the labor market through attaining higher levels of graduate knowledge and skills.</li> <li>4- The recruitment plan 2015-2016 was implemented and faculty number increased from 9 to 19, which has strong impact on quality of program delivery and administration.</li> <li>5- The college extended its collaborative relationship with tertiary care hospitals in Najran.</li> </ol>	<p>2. Significant changes external to the institution affecting the program (if any) during the past year.</p> <ol style="list-style-type: none"> <li>1- The labor market needs grew dramatically during the last a few years, which will exert more pressures on the program for improving graduate levels.</li> <li>2- The increased competition in the labor markets is obviously expanded and, so it is mandatory for the program to improve in both its content and outcomes.</li> <li>3- The rapid increase in Najran city and the increase investment in health sector will increase the number of students applying to the program.</li> </ol>
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- 4- Needs for improving English language for students coming from the preparatory year.

Implications for the program

- 1- Approving new dental units and laboratories for the students for further improvement of students' skills and upgrading the performance level of the college graduates.
- 2- Communication and discussion with members of the preparatory year for improving English language and the curriculum to be more relevant to the program specialty.
- 3- Increase job opportunities for the program graduates.

#### 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.

The coordinator of the program check the following:

- 1- Topics in courses which have not fully covered,
- 2- Any difficulties experienced during teaching and learning processes and suggested action to solve them.
- 3- The distribution of grades.
- 4- Any variations from planned student assessment processes.
- 5- Action taken to improve courses.
- 6- Any recommendations submitted to Program Coordinator.

According to the above the committee of internal review will provide the College Board with actions necessary to improve the program

(b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement.

(1.) Completion rate analysis:

The attachment shows the success and tripping rate for courses taught during the 1st and 2<sup>nd</sup>

semesters of the Academic Year 1436/1437. For full report see attachment Annex 2 and Annex 3.

(2.) Grade distribution analysis:

The grade distribution analysis for the first term 1436/37 shows five courses with success rate of 29%, 38%, 62%, 62%, and 65 %. While the grade distribution analysis for the second term 1436/37 shows ten courses with success rate of (31%-75%).

The results of these courses show abnormal distribution. Actions taken mention below. For full report see attachment Annex 2 and Annex 3.

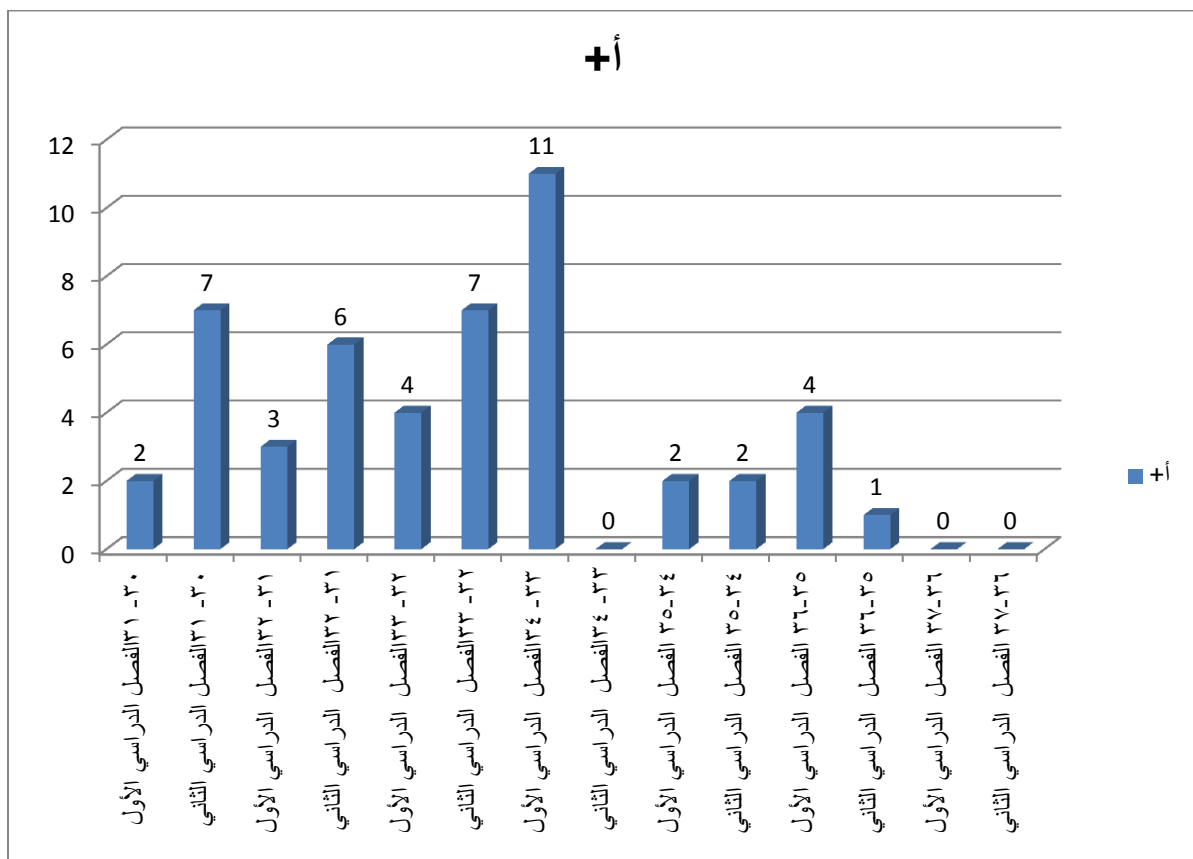
(3.) Trend analysis (a study of the differences, changes, or developments over time; normally several years):

Attached below shows of differences and changes between students obtain the +A and F grades during previous semesters.

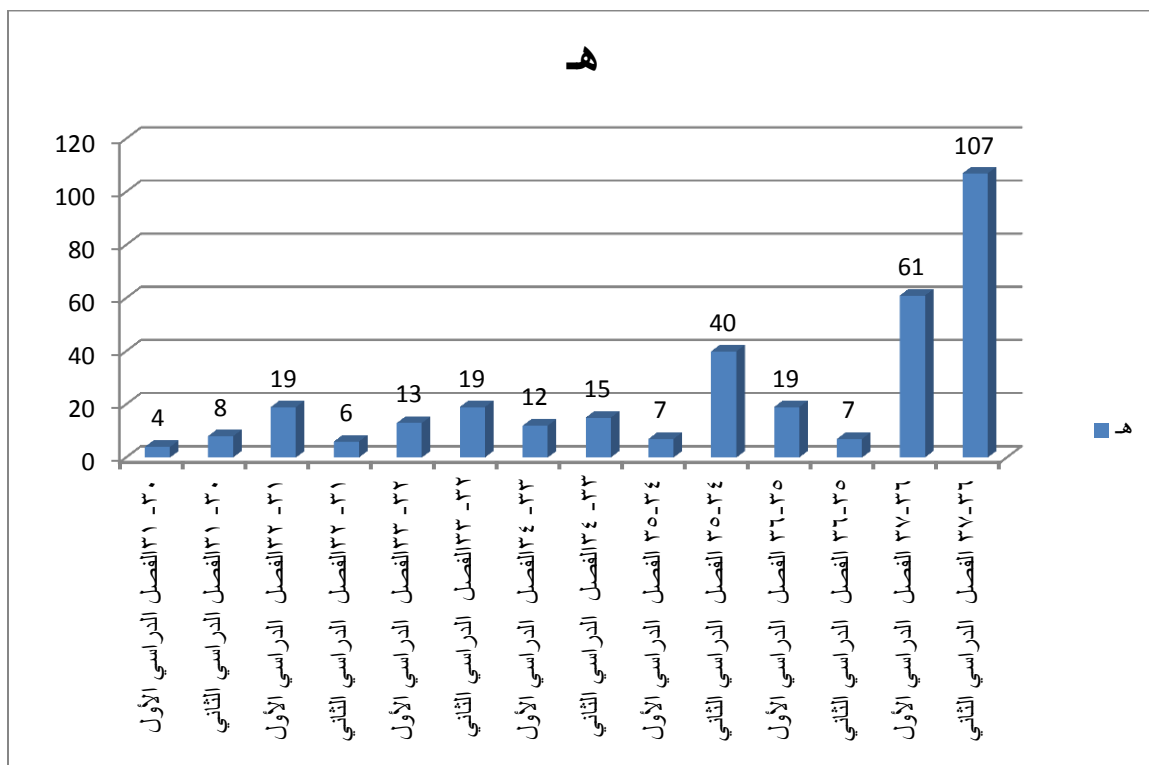
Figures 1 and 3 show dramatic increase in the number of students who obtained Grade A+ from the first semester in 1430-1431 h to the first semester in 1433-1434 h . It also shows dramatic decrease in the number of students who obtained Grade A+ from the first semester in 1433-1434 h to the second semester in 1436-1437 h.

Figures 2 and 3 show number of students fail in the same semesters. It shows dramatic increase in the number of students who obtained Grade F from the first semester in 1430-1431 h to the second semester in 1436-1437 h . For full report see attachment Annex 4.

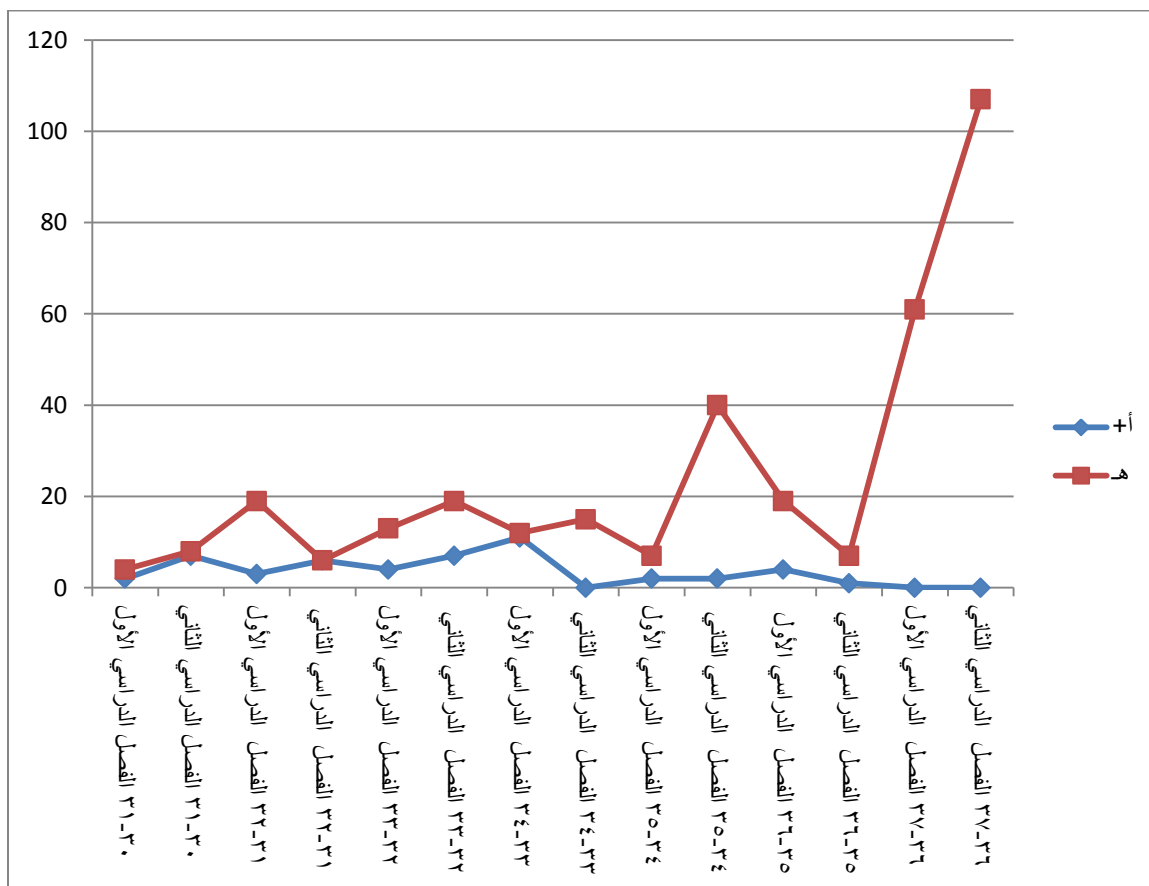




**Figure 1:** Distribution of grade (A+) among dental students during semsters (1430-1437).



**Figure 2:** Distribution of grade (F) among dental students during semsters (1430-1437).



**Figure 3:** trend of grade (A) and (F) among dental students during semesters (1430-1437).

## 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.

a. Course  
Oral pathology I

Significant result or variation  
Success rate 38%

<p>Investigation undertaken: A personal interview with the lecturer</p> <p>Reason for significant result or variation: Reported cases of cheating among some students during exams.</p>	
<p>Action taken (if required): Improvement plan prepared by the lecturer involve increase the communication time with students. In addition to increase the office hours. Strict measure towards those students who have been caught in cheating.</p>	
<p>b. Course General surgery ,Ophth , ENT ,GA</p>	<p>Significant result or variation Success rate 29%</p>
<p>Investigation undertaken A personal interview with the lecturer A committee of revision to the course and examinations.</p> <p>Reason for significant result or variation The limited number of the students. Reported cases of cheating among some students during exams.</p>	
<p>Action taken (if required) Improvement plan prepared by the lecturer involve increase the communication time with students. In addition to increase the office hours. Strict measure towards those students who have been caught in cheating.</p>	
<p>c. Course General medicine &amp; skin diseases</p>	<p>Significant result or variation Success rate 31%</p>
<p>Investigation undertaken A personal interview with the lecturer</p> <p>Reason for significant result or variation The limited number of the students.</p>	

The shortage of the teaching staff.
Action taken (if required) Improvement plan prepared by the lecturer involve increase the communication time with students. In addition to increase the office hours.

(For full report of results [See Annex 2](#)).

#### 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 were taught		

(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)		
Course No Compensating Action Required	Unit of work	Reason

Compensating action if required
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Course None	Unit of work	Reason
Compensating action if required		
Course None	Unit of work	Reason
Compensating action if required		
Course None	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.
Shortage of faculty members in some specialties:	Overloads of the current faculty member.	Hiring new qualified Stuff.
Obvious weakness of English language for most of student of the preparatory year	Affect student outcomes as all core course in English.	-Recruitment of highly specialized English instructors in the preparatory year. -Summer intensive English courses organized by the university to the current student.
Inadequate number of patients attending college clinics.	Affect students skills	Increase efforts towards drawing more patients to the clinics using media and stakeholders.

### F. Summary Program Evaluation

1. Graduating Student Evaluations (surveys)	
Date of Surveys	06-04-2016
For full report see attachment <u>Annex 1</u>	

<p>a. List most important recommendations for improvement, strengths and suggestions</p> <p>According to survey questionnaire for graduate students:</p> <p>B- Weakness Points:</p> <ol style="list-style-type: none"> <li>1- There is no good communication between graduate students and the graduate unit.</li> <li>2- Graduate unit does not help in finding job opportunities.</li> <li>3- Deficient skills in writing scientific papers.</li> <li>4- The program does not improve their skills greatly in dealing with the modern technical facilities.</li> </ol>	<p>Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.)</p> <p>According to survey questionnaire for graduate students:</p> <p>Recommendations:</p> <ol style="list-style-type: none"> <li>1- Establishment of communication methods between graduate students and the graduate unit, using internet, college website, short messages (SMS), and social media etc.</li> <li>2- Graduate unit will exert more efforts to help in finding job opportunities through communication with local and regional labor markets.</li> <li>3- Improvement of skills in writing scientific papers during internship.</li> <li>4- The program will improve graduate skills in dealing with the modern technical facilities through workshops, seminars etc held during internship.</li> </ol>
<p>b. Changes proposed in the program (if any) in response to this analysis and feedback.</p> <p>No changes were suggested.</p>	



<p>2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review)</p> <p>Describe evaluation process.</p> <ul style="list-style-type: none"> <li>- Evaluation of the graduating students by employers and other stakeholders was performed.</li> <li>- For full report see attachment <u>Annex 5</u>.</li> </ul>	
<p>a. List most important recommendations for improvement, strengths and suggestions for improvement.</p> <p><u>Strength points:</u></p> <p>1. Results of the assessment shows that there is a very high degree of satisfaction on the part of the employers for graduates for all items of questionnaire (3.77 points out of 5).</p> <p><u>Weak points:</u></p> <p>1. The item “capable of crisis management during the performance of the work” received low score (3.22 points out of 5).</p> <p>2. The item “unable to deal with the available devices and facilities in the departments” received low score (3.22 points out of 5).</p>	<p>(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?)</p> <p><u>Recommendations:</u></p> <ol style="list-style-type: none"> <li>1. More training on how the graduate will manage crisis.</li> <li>2. More training in the advanced devices and machine used in dental clinics.</li> </ol>

2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review)			
Describe evaluation process.			
<ul style="list-style-type: none"> <li>- Need to establish collaboration with national and international equivalent programs to improve learning outcomes.</li> <li>- The program was evaluated by external evaluator ( Assessment Attach)</li> <li>- For full report see attachment <u>Annex 6</u>.</li> </ul>			
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?)	
No recommendations were described in the report.		None	
b. Changes proposed in the program (if any) in response to this feedback.			
No changes were recommended by external evaluator.			
2. 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).			
Standard 4 Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
Student Learning Outcomes	Y	4	The evaluation of employer opinion on the graduates will be improved in coming years.
Program Development Processes	Y	4	Recent improvement has been done according to the university quality senior requirements and by applying the NCAAA rules.

Program Evaluation and Review Processes	Y	3	Verification of student achievement levels compared to relevant benchmarks by examining a random sample of correct students' work by a committee of faculty in charge.
Student Assessment	Y	4	Develop true and suitable mechanisms for verification of students outcomes.
Educational Assistance for Students	Y	3	Develop mechanism to provide additional lessons (private) appropriate to help weak students.
Quality of Teaching	Y	4	Development of continuous training programs on teaching strategies and methods for staff members especially for the new ones.
Support for Improvements in Quality of Teaching	Y	1	Participation of faculty members in professional development activities to improve the quality of their teaching performance.
Qualifications and Experience of Teaching Staff	Y	3	Increase the number of professor and well-experienced qualified teaching staff in the Dental College.
Field Experience Activities	Y	٣	More frequent on-site evaluation visits for interns from the staff members as well as regular meetings with field professionals for regular graduates assessment.
Partnership Arrangements With Other Institutions	N	0	Future arrangements will be considered with national and international relevant institutions.

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

According to Analysis of Sub-standards :

A- Strength points:

- 1- Students assessment: there is an examination committee to review all exams before submitting exams to the Control committee.
- 2- Students assessment: there is a result review committee to review all the exam results for any significant variations.
- 3- Education assistance for students: there is an approved mechanism for assisting failed students.
- 4- There is a continuous training programs for staff members.

B- Weakness Points:

- 1- Needs for verification of learning outcomes with similar programs.
- 2- Enhance more staff members participation in regional and international conferences.
- 3- Enhance staff members for more scientific publications in local and international journals.
- 4- No partnership arrangements or agreements has been signed with any national or international equivalent institutions.

**G. Program Course Evaluation**

**1. A. 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 Code	Course name	Student Evaluation		Other Evaluation (specify)	Action Planned	
		Yes	No		Yes	No
ENG 140	English Language: Reading	✓		No	✓	
ENG 141	English Language: Writing	✓		No	✓	
ENG 142	English Language: Listening & Speaking	✓		No	✓	

ENG 143	English Language: Vocabulary & Grammar	✓		No	✓	
MATH 140	Introduction to Mathematics (2)	✓		No	✓	
ETHC140	Learning, Research and thinking skills (1)	✓		No	✓	
TECH 140	Computer Skills 201	✓		No	✓	
ENG 150	General English	✓		No	✓	
ENG151	English language: Technical Writing Report	✓		No	✓	
ETHC150	Ethics (1)	✓		No	✓	
SCI 150	Communication Skills (1)	✓		No	✓	
MATH 150	Calculus (3)	✓		No	✓	
111 VDS	Behavioural science & medical ethics	✓		No	✓	
121RDS	Dental biomaterials I	✓		No	✓	
123 RDS	Dental anatomy I	✓		No	✓	
161 SDS	General anatomy & embryology	✓		No	✓	
163 SDS	Basic histology	✓		No	✓	
164 SDS	General physiology I	✓		No	✓	
166 SDS	General and Organic chemistry	✓		No	✓	
111 ISLM	Islamic culture	✓		No	✓	
Dental biomaterials II	Dental biomaterials II	✓		No	✓	
Dental anatomy II	Dental anatomy II	✓		No	✓	

Head and neck anatomy	Head and neck anatomy	✓		No	✓	
General physiology II	General physiology II	✓		No	✓	
Biochemistry	Biochemistry	✓		No	✓	
Islamic culture	Islamic culture	✓		No	✓	
Medical physics	Medical physics	✓		No	✓	
221 RDS	Operative dentistry (preclinical I)	✓		No	✓	
231 PDS	Removable prosthodontics (preclinical I)	✓		No	✓	
251 MDS	Oral biology I	✓		No	✓	
261 SDS	Microbiology & immunology	✓		No	✓	
263 SDS	General pathology	✓		No	✓	
264 SDS	Pharmacology	✓		No	✓	
211 VDS	Preventive dentistry	✓		No	✓	
222 RDS	Operative dentistry (preclinical II)	✓		No	✓	
232 PDS	Removable prosthodontics (preclinical II)	✓		No	✓	
252 MDS	Oral biology II	✓		No	✓	
241 OMS	Local anaesthesia n dentistry	✓		No	✓	
253 MDS	Oral radiology (preclinical)	✓		No	✓	
262 SDS	Oral microbiology	✓		No	✓	

321 RDS	Operative dentistry(clinical I)	✓		No	✓	
331 PDS	Fixed prosthodontics (preclinical I)	✓		No	✓	
332 PDS	Removable prosthodontics (clinical I)	✓		No	✓	
341 OMS	Oral & maxillofacial surgery I	✓		No	✓	
342 OMS	Oral pathology I	✓		No	✓	
353 MDS	Oral radiology (clinical)	✓		No	✓	
361 SDS	General surgery ,Ophth , ENT ,GA	✓		No	✓	
311 VDS	Periodontal prophylaxis	✓		No	✓	
322 RDS	Endodontics (preclinical)	✓		No	✓	
333 PDS	Removable prosthodontics (clinical II)	✓		No	✓	
334 PDS	Fixed prosthodontics (preclinical II)	✓		No	✓	
352 MDS	Oral diagnosis I	✓		No	✓	
344 OMS	Oral & maxillofacial surgery II	✓		No	✓	
343 OMS	Oral pathology II	✓		No	✓	
362 SDS	General medicine & skin diseases	✓		No	✓	
411 VDS	Paediatric dentistry (preclinical)	✓		No	✓	
415 VDS	Periodontology I	✓		No	✓	
421 RDS	Operative dentistry ( clinical II)	✓		No	✓	

431 PDS	Removable prosthodontics (clinical III)	✓		No	✓	
432 PDS	Fixed prosthodontics (clinical I)	✓		No	✓	
453 MDS	Oral diagnosis II	✓		No	✓	
441 OMS	Oral & maxillofacial surgery III	✓		No	✓	
414 VDS	Periodontology II	✓		No	✓	
412 VDS	Paediatric dentistry (clinical)	✓		No	✓	
413 VDS	Orthodontics I	✓		No	✓	
422 RDS	Endodontics (clinical)	✓		No	✓	
433 PDS	Fixed prosthodontics (clinical II)	✓		No	✓	
442 OMS	Oral & maxillofacial surgery IV	✓		No	✓	
454 MDS	Oral medicine	✓		No	✓	
511 VDS	Dental public health & community dentistry I	✓		No	✓	
513 VDS	Orthodontics II	✓		No	✓	
521 RDS	Comprehensive care clinic I	✓		No	✓	
531 PDS	Maxillofacial prosthodontics	✓		No	✓	
113 ISLM	Islamic culture	✓		No	✓	
201 ARB	Arabic Language	✓		No	✓	
512 VDS	Dental public health & community dentistry II	✓		No	✓	



514 VDS	Comprehensive paediatric dentistry clinic	✓		No	✓	
532 PDS	Comprehensive care clinic II	✓		No	✓	
541 OMS	Principles of care of complicated oral surgical cases	✓		No	✓	
114 ISLM	Islamic culture	✓		No	✓	
202 ARB	Arabic Language	✓		No	✓	

(Add items or attach list if necessary)

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

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
Preparatory year Semester 1	ENG 140	English Language: Reading	Required	2(2+0)	Preparatory Dept.
	ENG 141	English Language: Writing	Required	2(2+0)	Preparatory Dept.
	ENG 142	English Language: Listening & Speaking	Required	2(2+0)	Preparatory Dept.
	ENG 143	English Language: Vocabulary & Grammar	Required	2(2+0)	Preparatory Dept.
	MATH 140	Introduction to Mathematics (2)	Required	2(2+0)	Preparatory Dept.
	ETHC140	Learning, Research and thinking skills (1)	Required	2(2+0)	Preparatory Dept.
	TECH 140	Computer Skills 201	Required	3(3+0)	Preparatory Dept.
<b>Total</b>				<b>15</b>	

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
Preparatory year	ENG 150	General English	Required	3(3+0)	Preparatory Dept.
	ENG151	English language: Technical Writing Report	Required	2(2+0)	Preparatory Dept.

<b>Semester 2</b>	ETHC150	Ethics (1)	Required	1(1+0)	Preparatory Dept.
	SCI 150	Communication Skills (1)	Required	2(2+0)	Preparatory Dept.
	MATH 150	Calculus (3)	Required	4(4+0)	Preparatory Dept.
	<b>Total</b>			<b>12</b>	

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
<b>1<sup>st</sup> Year Semester 1</b>	161 SDS	General anatomy & embryology	Required	3(2+2)	College of Medicine
	163 SDS	Basic histology	Required	2(1+2)	College of Medicine
	164 SDS	General physiology I	Required	3(2+2)	College of Medicine
	166 SDS	General and Organic chemistry	Required	2(2+0)	College of Medicine
	111 ISLM	Islamic culture	Required	2(2+0)	Sharia College
	<b>Total</b>			<b>12</b>	

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
<b>1<sup>st</sup> Year Semester 2</b>	162 SDS	Head and neck anatomy	Required	3(2+2)	College of Medicine
	165 SDS	General physiology II	Required	3(2+2)	College of Medicine
	167 SDS	Biochemistry	Required	3(2+2)	College of Medicine
	112 ISLM	Islamic culture	Required	2(2+0)	Sharia College
	<b>Total</b>			<b>11</b>	

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
<b>2<sup>nd</sup> Year</b>	261 SDS	Microbiology & immunology	Required	2(1+2)	College of Medicine

<b>Semester 1</b>	263 SDS	General pathology	Required	3(2+2)	College of Medicine
	264 SDS	Pharmacology	Required	3(2+2)	College of Pharmacy
	<b>Total</b>			<b>8</b>	

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
<b>3<sup>rd</sup> Year Semester 1</b>	361 SDS	General surgery ,Ophth , ENT ,GA	Required	3(3+0)	College of Medicine
	<b>Total</b>			<b>3</b>	

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
<b>3<sup>rd</sup> Year Semester 2</b>	362 SDS	General medicine & skin diseases	Required	2(2+0)	College of Medicine
	<b>Total</b>			<b>3</b>	

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
<b>5<sup>th</sup> Year Semester 1</b>	113 ISLM	Islamic culture	Required	2(2+0)	Sharia College
	201 ARB	Arabic Language	Required	2(2+0)	Faculty of Arts
	<b>Total</b>			<b>4</b>	

Year	Course Code	Course Title	Required or Elective	Credit Hours	College or Department
<b>5<sup>th</sup> Year</b>	114 ISLM	Islamic culture	Required	2(2+0)	Sharia College

<b>Semester 2</b>	202 ARB	Arabic Language	Required	2(2+0)	Faculty of Arts
		<b>Total</b>		<b>4</b>	

### Field Experience Activities:

The internship activity involves rotating the intern in the following dental units in one of Najran hospitals and College clinics (every month into a different unit so as to be exposed to different patients and environment The internship is divided into 2 parts:

**1-Clinical training:** student will rotate between different hospitals and College clinics to be exposed to different treatment approaches under supervision of the staff and health care members.

**2-Scientific activities and research:** the intern must present clinical cases during his training period under supervision of staff members. Also he has to do a research project under supervision of staff members.

2. Program Learning Outcomes Assessment. Provide a report on the program learning outcomes assessment plan using the NCAAA accreditation four year cycle. By the end of the four year cycle all program learning outcomes must be assessed using KPIs with benchmarks and analysis, national or international standardized testing (if available), rubrics, exams and grade analysis, or some alternative scientific measure of student performance.

	NQF Learning Domains and Learning Outcomes	Method of Assessment	Date of Assessment
1.0	<b>Knowledge</b> By the end of the program the student was be able to:		

1.1	Recall the procedures necessary to provide with a biocompatible, occlusally functional and aesthetic dental prostheses (fixed and removable) and its design, laboratory procedure by identifying the principles of occlusion	<ul style="list-style-type: none"> <li>• Assignments.</li> <li>• Quizzes.</li> <li>• Oral exam.</li> <li>• Practical examinations.</li> </ul>	12.1436 03.1437 05.1437 08.1437
1.2	Recognize the medico-legal and ethical considerations affecting the roles of dental and related health care personnel and their responsibilities with respect to health and safety of patients and community by the application of a strict infection control policies.	<ul style="list-style-type: none"> <li>• Midterm exam. (MCQs + short essay questions)</li> <li>• Final term exam. (MCQs + short essay questions).</li> </ul>	12.1436 03.1437 05.1437 08.1437
1.3	Memorize the essentials of the head and neck anatomy, general physiology, general histology, biochemistry, microbiology, pathology, and pharmacology that may be related in the dental field.		12.1436 03.1437 05.1437 08.1437
1.4	Define the fundamental of cavity preparation, aesthetic dental procedures, tooth morphology and pulp therapy in all teeth using different biomaterials and different dental instruments.		12.1436 03.1437 05.1437 08.1437
<b>2.0</b>	<b>Cognitive Skills</b> By the end of the program the student was be able to:		
2.1	Summarize the findings from the patient's history, clinical and radiographic examination to identify and formulate an appropriate treatment plan and prescribe appropriate and relevant drug therapy in the management of dental diseases.	<ul style="list-style-type: none"> <li>• Oral exam.</li> <li>• Assignments.</li> <li>• Quizzes.</li> <li>• Midterm exam-Theory-Practical</li> </ul>	1436-1437

		<ul style="list-style-type: none"> <li>Final term exam. Theory-Practical</li> <li>Continues discussion and Tutorials.</li> <li>Marking sheets and checklists of tasks resulting from assignments.</li> </ul>	
2.2	Differentiate the principles of common oral and maxillofacial surgery with different local anesthesia techniques and appropriate infection control policy		1436-1437
2.3	Design and apply procedures used in the production of all types of restorations , crowns, bridges, partial and complete dentures and make appropriate chair side adjustment to these restorations.		1436-1437
	Recognize the examination and diagnosis of different periodontal diseases, orofacial lesions, abnormalities and its management including minor surgical interference.		1436-1437
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b> By the end of the program the student was be able to:		
3.1	Show effective communication with the team and patients with ethical and moral principles in the scientific and professional contexts using verbal, IT and written means.	<ul style="list-style-type: none"> <li>Assessment of individual activities: presentations, reports, clinical cases.</li> <li>Evaluation of the different student group work.</li> <li>Evaluation of the clinical cases, differential diagnosis, patients satisfaction by the staff members to estimate</li> </ul>	1436-1437
3.2	Evaluate the evidence published in refereed scientific journals and other publications for sound experimental design, statistical analysis, and professional development.		1436-1437
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b> By the end of the program the student was be able to:		

4.1	Illustrate information clearly in written, electronic and/or oral forms. and applying appropriate communication skill to interact with patients and their families and supporting staff	<ul style="list-style-type: none"> <li>Assessment of student ability to present selected subjects by electronic presentation.</li> </ul>	1436-1437
4.2	Demonstrate the responsibility and the ability to share and exchange information, professional opinions and research ideas with professional colleagues	<ul style="list-style-type: none"> <li>Student Seminars.</li> <li>Assessment of activities to collect information electronically.</li> <li>Assessment of numerical analysis of medical data and reports.</li> </ul>	1436-1437
<b>5.0</b>	<b>Psychomotor</b> By the end of the program the student was be able to:		
5.1	Perform preparation and construction of orthodontic appliance , Partial and complete dentures, crown , bridges , and restorations of vital and endodontically treated teeth	<ul style="list-style-type: none"> <li>Practical examination.</li> <li>Case presentation</li> <li>Clinical examination.</li> </ul>	1436-1437
5.2	Perform preventive care , periodontal, gingival and orosurgical treatments under local anaesthesia .		1436-1437

Provide an analysis of the Four (five/six) Year Program Learning Outcome Assessment Cycle  
(List strengths and recommendations).

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

The KPI table is used to document directly assessed program learning outcomes. Assessments methods may include: national or international standardized test results, rubrics, exams and 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** (Institutionally approved for the program)  
KPIs for the learning outcomes are under processing.

Concerning the report on the KPI Assessment of learning outcomes, there has not been any KPI of learning outcomes done before. Now the KPI of learning outcomes is underway to be developed. Now, the psycho-motor skill domain No. (1) has been selected so as be measured during this year 1437-1438 and the rest of learning outcomes will be assessed during the coming five years.

KPI Code # _____ Program KPI: _____	
_____	
Assessment Year _____ Program Learning Outcome: _____	
_____	
_____	
NQF Learning Domain	
KPI Target Benchmark	
KPI Actual Benchmark	
Internal Benchmark	
External Benchmark	
Analysis: (List strengths and recommendations)	
_____	
_____	
New Target Benchmark	



Provide “direct assessments” for the current year’s program learning outcomes, according to the dates provided above (G.2). 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)**.

3. Orientation programs for new teaching staff						
Orientation programs provided? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If offered how many participated? <input style="width: 50px; text-align: center; border: 1px solid black;" type="text" value="13"/>						
a. Brief Description						
<ul style="list-style-type: none"> <li>• New Faculty Orientation Program: Welcome speech by Dr.Saeed Alsaraie, Dean of the college. Introduction to human resources (e.g., benefits , use of information technology/computer orientation, etc.)</li> <li>• The Deanship of Development and Quality held workshops in the following subjects             <ul style="list-style-type: none"> <li>❖ how to perform course specification and reports,</li> <li>❖ how to perform course mapping.</li> <li>❖ how to perform program specification.</li> </ul> </li> </ul>						
b. List recommendations for improvement by teaching staff.						
No feedback available from participants						
c. If orientation programs were not provided, give reasons.						
n/a						
4. Professional Development Activities for Faculty, Teaching and Other Staff						
a. Activities Provided <u>see Annex 7 and 8.</u>		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="2">How many Participated</th> </tr> <tr> <td style="width: 50%;">Teaching Staff</td> <td style="width: 50%;">Other Staff</td> </tr> </table>	How many Participated		Teaching Staff	Other Staff
How many Participated						
Teaching Staff	Other Staff					

- Scientific seminars under supervision of the Unit of Distinction and Innovation.	13	5
- Participation in the Dental Clinics in the university hospital.	4	0
- Participate in the oral health campaign.	9	0
- Participate in the annual exhibition of the University of Quasim	2	5
b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.		
No feedback available from participants		

**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	Comments by Program Coordinator
No matters were raised	No comments were reported
2. Implications for Planning for the Program	
No implications for planning for the program were reported.	
<u>see Annex 7 and 8.</u>	

**KPI Assessment Table** (Institutionally approved for the program)

KPI #	List of Program KPIs Approved by the Institution	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis (Between Internal & Target Benchmarks)	KPI New Target Benchmark
<b>S1.1</b>	The ratio of beneficiaries satisfaction of students, faculty members and the labor market for the vision and mission.	80%	90%	70%	N/A	The ratio of stakeholders' satisfaction is more than expected target benchmark by 10% and by 20% in comparison to internal bench mark.	90%
<b>S1.3</b>	The degree of conformity between the mission and vision of the University and that of the Dental program.	90%	87.5%	85%	N/A	The degree of agreement between the message of the University and of the College is less than expected target benchmark by 2.5% but greater than the internal bench mark by 2.5% .	90%
<b>S2.1</b>	Satisfaction ratio of faculty members and administrators for administrative	>85%	40%	75%	N/A	The ratio of stakeholders satisfaction	>85%

and academic climate (severally)					towards administrative and academic climate is less than both the expected target benchmark and the internal benchmark by 45% and 35%, respectively.		
<b>S3.1</b>	Students rating the quality of learning experiences in the dental program (the grad median of students on annual scale from five points for the final year students)	>80%	59%	70%	N/A	The students' rating the quality of learning experiences is less than expected target benchmark by 21% and less than that of internal bench mark by 11%.	>80%
<b>S3.2</b>	Proportion of courses in which student evaluations were conducted during the year.	100%	100%	100%	N/A	All courses have been evaluated by students during the year.	100%
<b>S4.1.1</b>	Ratio of students to faculty members (at level of teaching)	25:1 for practical courses 50:1 for theoretical courses	57:1 57:1	5:1 25:1	N/A	The ratio is less than expected target benchmark by 32:1 for practical courses and by 7:1 for theoretical courses in comparison to internal bench mark.	25:1 for practical courses. 50:1 for theoretical courses
<b>S4.1.2</b>	Ratio of students to faculty members	5:1	5:1	5.7:1	None	The ratio is similar to	5:1

(at level of Dental program)						both target and internal benchmarks.	
<b>S4.1.3</b>	Satisfaction of recruiters for professional and personal skills of the graduates of the dental program (average)	>70%	74%	60%	None	The satisfaction of recruiters towards our graduates is greater than the expected target benchmark as well as the internal bench mark by 4% and 14%, respectively.	>80%
<b>S4.2</b>	Students evaluation for the quality of courses (calculated by divide the average of student evaluation by scale evaluated from five points of the overall evaluation of the courses)	>80%	78%	65%	None	The students' evaluation to the courses is less than the expected target benchmark by 2% but greater than the internal benchmark by 13% .	>80%
<b>S4.3</b>	Proportion of teaching staff with verified doctoral qualifications.	65%	23%	20%	None	The proportion of staff members holding doctoral qualifications is less than the expected target benchmark by 42% but greater than the internal benchmark by 3%.	65%
<b>S4.4</b>	Ratio of students enrolled in the dental	>80%	95.4%	80%	N/A	The ratio of students	>80%

program and completed the first year successfully							enrolled in the dental program and completed the first year successfully is less than both the expected target benchmark and the internal benchmark by 2%.
<b>S4.5</b>	Ratio of students enrolled in the dental program and completed the minimum period successfully (preparatory year + 5 years + internship period)	>70%	86.3%	70%	N/A	The ratio of students enrolled in the dental program and completed the minimum period successfully is greater than both the expected target benchmark and the internal benchmark by 6%.	>70%
<b>S4.7.1</b>	Ratio of students graduated and employed within 6 months.	>30%	93%	65%	None	The ratio of students graduated and employed within 6 months is greater than both the expected target benchmark and the internal benchmark by 63% and 28%, respectively.	>90%

<b>S4.7.2</b>	Ratio of students graduated and start postgraduate studies within 6 months.	<10%	0%	3%	None	The ratio of students graduated and start postgraduate studies within 6 months is less than both the expected target benchmark and the internal benchmark by 10% and 3%, respectively.	<10%
<b>S5.1</b>	The ratio of students to administrative staff.	75:1	13:1	20:1	None	The ratio of students to administrative staff is greater than both the expected target benchmark and the internal benchmark by 62:1 and 55:1, respectively.	30:1
<b>S5.3.1</b>	Students' evaluation for academic and career counseling.	>80%	60%	60%	None	The students' evaluation for academic and vocational assistance is less than the expected target benchmark by 20% but equal to that of the internal benchmark.	>80%
<b>S5.3.2</b>	Percentage of students participating in the extra-curricular activities.	30%	88%	50%	None	The percentage of students participating in	>70%

							the extra-curricular activities is greater than both the expected target benchmark and the internal benchmark by 58% and 38%, respectively.	
<b>S6.1.1</b>	Student assessment for the library services.	>75%	79%	40%	None		The students' assessment for the library services is greater than both the expected target benchmark and the internal benchmark by 4% and 39%, respectively.	>75%
<b>S6.1.2</b>	Number of titles of the books in the library to the number of students	1:10	1.3:1	1:4	None		The number of titles of the books in the library to the number of students is greater than both the expected target benchmark and the internal benchmark by 1.2:1 and 1.05:1, respectively.	1:1
<b>S6.1.3</b>	The number of computers provided for	1:10	1:4	1:10	None		The number of	1:4



	each student.					computers provided for each student is greater than both the expected target benchmark and the internal benchmark by 0.15:1.	
<b>S7.1</b>	Satisfaction rate of suitable facilities, equipments and laboratories (through a poll of faculty members)	>70%	78%	50%	None	The satisfaction rate of suitable facilities, equipments and laboratories is greater than both the expected target benchmark and the internal benchmark by 8% and 28%, respectively.	>80%
<b>S7.2</b>	Satisfaction rate of students for the suitable facilities and classrooms.	80%	87%	None	None	The satisfaction rate of students for the suitability of facilities and classrooms is greater than the expected target benchmark by 7%.	>90%
<b>S8.1</b>	Satisfaction rate of faculty members for the financial management system and the efficiency of the budget for the Dental program	70%	67%	30%	None	The satisfaction rate of faculty members for the financial management system and the	>70%

						efficiency of the budget is less than the expected target benchmark by 3% but greater than the internal benchmark by 37%.	
<b>S9.1</b>	Percentage of faculty members who have left the Dental program for reasons other than retirement	<10%	5%	10%	None	The percentage of faculty members who have left the Dental program for reasons other than retirement is within both the expected target benchmark and the internal benchmark.	<10%
<b>S9.2</b>	Percentage of faculty members involved in the activities of professional development.	100%	100%	1:1	None	All faculty members are involved in the activities of professional development.	100%
<b>S10.3</b>	Proportion of full time member of teaching staff with at least one refereed publication during the previous year.	1:3	1:4	1:0.17	None	Number of publications in scientific journals is less than both the expected target benchmark and the internal benchmark by 0.08:1 and 5.63:1, respectively.	1:1

<b>S10.4</b>	Number of papers or reports presented at academic conferences during the past year per full time equivalent faculty members.	1:3	1:6	None	None	The number of papers or reports presented at academic conferences during the past year per full time equivalent faculty members are less than expected target benchmark by 1:6.	
<b>S10.1</b>	Number of publications in scientific journals and no of participants in a number of conferences for each faculty member	1:3	1:4	1:0.17	None	Number of publications in scientific journals is less than both the expected target benchmark and the internal benchmark by 0.08:1 and 5.63:1, respectively.	1:1
<b>S11.1</b>	Proportion of full time teaching and other staff actively engaged in community service activities.	100%	100%	-	None	All staff members are actively engaged in community service activities through providing dental services in college clinics and hence serving Najran community.	100%
<b>S11.2</b>	Number of community education	2 annual	1	1	None	Oral health program	None

programs provided by the Dental  
program, consulting and community  
service activities

serving school children  
and university students.

**Analysis of KPIs and Benchmarks:** The data for benchmark was extracted from a variety of available data and surveys.  
**The clinical laboratory science program, Najran University** was chosen as an internal benchmark provider.

- **List of strengths:**
- The ratio of beneficiary's satisfaction of students, faculty members and the labor market for the vision and mission is more than the expected target benchmarks by 10%.
- The mission and vision of the program are in accordance with that of Najran University.
- All courses are thoroughly evaluated by students.
- The program was evaluated by internal and external evaluators.
- The ratio of students' to faculty members at the program level is within expected target benchmark (5:1).
- The degree of recruiters' satisfaction towards the graduates is more than the expected target benchmark by 4%.
- A great number of students are graduated successfully and being employed easily more than the expected target benchmarks and external benchmark by 6% and 63%, respectively.
- Acceptable ratio of students' to administrative staff which is more than the expected target benchmark by 62:1.
- A great number of students were participated in extra-curricular activities more than the expected target benchmarks by 58%.

- The students satisfaction towards the suitability of library services is more than the expected target benchmark by 4%.
  - The students satisfaction towards the suitability of number of computers is more than the expected target benchmark by 1:6.
  - The students satisfaction towards the suitability of equipments and laboratories is more than the expected target benchmark by 8%.
  - The students satisfaction towards the suitability of classrooms is more than the expected target benchmark by 7%.
  - The proportion of staff members who left the Program is within the expected target benchmark (5%).
  - All faculty members are involved in the activities of professional development.
  - All staff members are actively engaged in community services through providing dental services in college clinics and hence serving Najran community.
  - Oral health program serving school children and university students.
- 
- **Recommendations**
  - The students' rating the quality of learning experiences is less than both the expected target benchmark and the internal bench mark by 21% and 11%, respectively. There is a need for improvement of the teaching skills for the staff members.
  - The ratio of students to faculty members (at the level of teaching) is less than the expected target benchmark by 32:1 for practical/clinical courses and by 7:1 for theoretical courses in comparison to internal benchmark. Thereby, there is a need to increase the faculty members numbers for practical and clinical courses.
  - The students' evaluation to the program courses is less than the expected target benchmark by 2% but greater than the internal benchmark by 13%. Therefore, there is a need for an improvement plan for quality of program courses.
  - The proportion of staff members holding doctoral qualifications is less than the expected target benchmark by 42% but greater than the internal benchmark by 3%. There is a need for recruiting of new staff members holding doctoral qualifications.

- The ratio of students graduated and started postgraduate studies within 6 months is less than both the expected target benchmark and the internal benchmark by 10% and 3%, respectively. There is a need for an improvement plan for enhancing more opportunities for our graduates for further postgraduate studies.
- The students' evaluation for academic and vocational assistance is less than the expected target benchmark by 20% but equal that of the internal benchmark. There is a need for an improvement plan for the activities of the academic advising unit.
- The satisfaction rate of faculty members for the financial management system and the efficiency of the budget is less than the expected target benchmark by 3% but greater than the internal benchmark by 37%. Therefore, there is a need for further improvement of the financial management system and the budget.
- Number of publications in scientific journals is less than both the expected target benchmark and the internal benchmark by 0.08:1 and 5.63:1, respectively. There is a need for an improvement plan encouraging staff members for more scientific publications and establishing research facilities and resources.
- The ratio of stakeholders satisfaction towards administrative and academic climate is less than both the expected target benchmark and the internal benchmark by 45% and 35%, respectively. There is a need for an improvement plan in the administrative and academic climate.

**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 NCAAA suggested KPIs chosen and all additional KPIs determined by the program (including 50% of the NCAAA 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.

#### I. Action Plan Progress Report

**There is no previous program reports has been done for the dental college.**

1. Progress on Implementation of Previous Year's Action Plans				
Actions Planned	Planned Completion Date	Person Responsible	Completed	If Not Complete, Give Reasons
None				
None				

2. Proposals for Program Development
<p>a. Proposals for Changes to Program Structure (units/credit-hours, compulsory or optional courses, other) there is proposal for program development after five years in terms of:</p> <ol style="list-style-type: none"> <li>1- Program curriculum.</li> <li>2- Program facilities and equipment.</li> </ol>
<p>b. Proposals for Changes to Courses, (deletions and additions of units or topics, changes in teaching or assessment procedures etc. Yes</p>
<p>c. Development Activities for Faculty and Teaching Staff</p> <ul style="list-style-type: none"> <li>• Participation in scientific conferences: some faculty members participated in international conferences and seminars, and attended internal and external training courses. The college encouraged the faculty members to attend training courses inside and outside the Kingdom. The college also organized a series of seminars on the Dental Sciences since 1335-1436 H.</li> </ul>



### 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.

New Action Plan for Academic Year -1437/1438 H

No.	Recommendations	Actions	Assessment Criteria	Responsible Person	Start Date	Completion Date
1	Improvement of the teaching skills for the staff members	More professional development activities for faculty members through seminars, workshops etc..	The students' rating of the quality of learning experiences through annual surveys.	Dr. Maktoom El Qadi	1/11/1437	1/11/1438
2	A need for an increase in the number of faculty staff especially in clinical courses.	Hiring more staff members in clinical dental specialties through advertising in the college website and other media.	The ratio of students to faculty members (at the level of teaching).	Dr. Saeed Ali M Alsareii , The Dean.	1/12/1437	1/12/1438
3	A need for an improvement plan for quality of courses.	A committee for revising courses according to NCAAA templates.	<ul style="list-style-type: none"> <li>A documented report from the committee for revising courses according to NCAAA templates.</li> <li>The students' evaluation to the courses.</li> </ul>	Prof. Fouad Shoaib	1/7/1437	1/7/1438
4	A need for recruiting of new staff members holding doctoral qualifications.	Hiring more staff members holding doctoral qualifications through advertising in the college	The proportion of staff members holding doctoral qualifications.	Dr. Saeed Ali M Alsareii , The Dean.	1/12/1437	1/12/1438

		website and other media.				
5	A need for seeking of postgraduate study opportunities for our graduates.	Finding more opportunities for our graduates for further postgraduate studies through contracts with national and international institutions.	The ratio of students graduated and start postgraduate studies within 6 months.	Dr. Ahmed Asiri	1/12/1437	1/12/1438
6	A need for an improvement plan for the activities of the academic advising unit.	Improvement plan for the activities of the academic advising unit.	The students' evaluation for academic and vocational assistance.	Dr. Ahmed Asiri	1/12/1437	1/12/1438
7	A need for improvement of the financial management system and the efficiency of the budget.	Improvement plan for the financial management system and the efficiency of the budget.	The satisfaction rate of faculty members for the financial management system and the efficiency of the budget.	College council.	1/12/1437	1/12/1438
8	Encourage staff members for more scientific publications.	Improvement plan for establishing research facilities and resources.	Number of publications in scientific journals per staff member.	Dr. Ahmed Zafir	1/12/1437	1/12/1438
9	A need for improvement of the administrative and academic climate.	Improvement plan for the administrative and academic climate.	The ratio of stakeholder's satisfaction towards administrative and academic climate.	Dr. Husien Alattas	1/12/1437	1/12/1438
Action Plan Analysis (List the strengths and recommendations for improvement of the Program Action Plan).						

Program Chair/ Coordinator Name: \_\_\_\_\_

Signature : \_\_\_\_\_ Date Report Completed : \_\_\_\_\_

Received by: \_\_\_\_\_ Dean/Department Head : \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_