



Program Specification

Program Name: Bachelor of Dental Surgery
Qualification Level : 7
Department: COLLEGE OF DENTISTRY
College: COLLEGE OF DENTISTRY
Institution: JAZAN UNIVERSITY

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A. Program Identification and General Information

1. Program Main Location:

AL – SHWAJARAH CAMPUS, JAZAN UNIVERSITY (JU)

2. Branches Offering the Program:

None

3. Reasons for Establishing the Program:

(Economic, social, cultural, and technological reasons, and national needs and development, etc.)

The establishment of the College of Dentistry and its departments was approved by the higher education council dated 11/7/1429 Hijri, corresponding to 14/7/2008 Gregorian. This faculty is a humble part of Jazan University, which was developed in 2006 as a successful project in order to spread education and learning in the region of Jazan by the ministry of higher education, Saudi Arabia (Royal decree No. 6616/M/B, dated 12/5/1426 Hijri, corresponding to 19/6/2005 Gregorian).

The reasons for the establishment of this program; the number of dental programs in the southern region of the kingdom is limited, the dentist to population ratio in the region is high, which required more dental providers to provide better dental services and the general trends to establish new programs in different specialties to minimize the need for non-Saudi general dental practitioners throughout the kingdom.

The College of Dentistry at Jazan University has a six-year Bachelor's Degree Program (Bachelor's Degree in Dental Surgery, BDS). After a foundation year, the program consists of a five year study period and is followed by one year in a compulsory rotatory internship training program.

The College of Dentistry started in 2009-2010 in a relatively small building; our college is progressing toward having a huge complex of educational, research, and clinical services. The BDS program also includes various other medical and non-medical courses that are taught by the Faculty of Medicine and the Faculty of Pharmacy at Jazan University. The B.D.S program in the College of Dentistry at Jazan University has now proudly graduated five batches of dentists 20152-20192 that are ready to serve the community and also to appear for post-graduate studies in both national and international institutions.

4. Total Credit Hours for Completing the Program: 209

5. Professional Occupations/Jobs:

General Dentist

6. Major Tracks/Pathways (if any): Not Applicable		
Major track/pathway	Credit hours (For each track)	Professional Occupations/Jobs (For each track)
1.		
2.		
3.		
4.		
7. Intermediate Exit Points/Awarded Degree (if any): Not Applicable		
Intermediate exit points/awarded degree	Credit hours	
1.		
2.		
3.		

B. Mission, Goals, and Learning Outcomes

1. Program Mission:

The dental surgery program mission is to graduate competitive skillful practitioners by applying effective dental education and adopting basic research practice to provide distinctive patient oral health care.

2. Program Goals:

- 1- Provide the highest standards of education and training for Bachelors of Dental Surgery (BDS) program.
- 2- Create and support a research-conducive environment and provide a range of outstanding community services.

3. Relationship between Program Mission and Goals and the Mission and Goals of the Institution/College.

The mission of Jazan University is “We teach, research and innovate to contribute towards building a vibrant society”.

The program mission is aligned with that of Jazan University. Both mission statements encompass the three directions of the university; education, research, and community services.

Mission statement- Jazan University	Mission statement- College of Dentistry	New Mission statement- BDS Program
We teach , research and innovate to contribute towards building a vibrant society .	The College of Dentistry mission is to “To Achieve high-quality in academics , research and community services by applying distinctive dental education, and adopting evidence-based practice incorporating advanced technologies to graduate competent professionals who serve as leaders in their community”.	The dental surgery program mission is to graduate competitive skillful practitioners by applying effective dental education and adopting basic research practice to provide distinctive patient oral health care .

Alignment of Program Goals with University Goals

Program Goals	University Goals
1. Provide the highest standards of education and training for Bachelors of Dental Surgery (BDS) program.	1) Complete campus infrastructure (new campus, upgrades on remote campuses) 2) Develop formal job description and informal performance expectations of all university officials and staff 3) Continue the adoption of innovative IT infrastructure, especially in the area of e-management, digital libraries and e-learning 4) Demand increased preparation from incoming students and increased performance from existing students 5) Require the use of world class methods and technologies in teaching and learning 6) Establish a center for teaching and learning focused on student retention and success, as well as faculty professional development 7) Develop a comprehensive system to recruit, evaluate, and reward faculty 8) Engage industry and potential employers in curriculum development
2. Create and support a research-conducive environment and provide a range of outstanding community services.	1) Foster a culture of independent thinking, innovation, and entrepreneurship among students and faculty 2) Encourage international studies, international partnerships, and international research agendas 3) Invest in an analytical capability to understand and assess the region's needs on a continuing basis 4) Establish academic units (departments or technical schools) in key fields of importance to the region and the Kingdom such as agriculture,

	<p>fisheries, tourism management etc.</p> <p>5) Invest heavily in academic and research units of regional or national importance, such as engineering, medical sciences, tropical medicine, and environmental studies</p>
4. Graduate Attributes:	
<p>1- Leadership: Ability to create a clear vision and motivate others</p> <p>2- Professionalism: The application of standard practices and offering quality services.</p> <p>3- Lifelong learning: Self-initiated education that is focused on personal development</p> <p>4- Integrity: Being honest and applying high moral and ethical principles.</p> <p>5- Responsibility: Capable of making rational or moral decisions.</p> <p>6- Collegiality: Work in a team and communicate effectively at all levels.</p>	
5. Program learning Outcomes*	
Knowledge and Understanding	
K1	Explain the essential knowledge of basic, clinical, behavioral and social sciences supporting their understanding of patient's dental problem efficiently.
K2	Demonstrate an understanding of the fundamentals of dental research and community health promotion and prevention successfully.
K3	Demonstrate an understanding of ethical principles and medico-legal considerations together with infection control and radiation protection appropriately.
Skills	
S1	Perform the essential clinical, dental and preventive skills and procedures efficiently.
S2	Analyze the findings of the history, clinical examination and investigations effectively to manage patients with medical and dental emergencies as well as common health/dental problems.
S3	Communicate effectively at all levels using verbal, non-verbal, written and multimedia methods with patients, their families and other health care professionals.
S4	Practice basic research skills and evidence-based health care proficiently.
S5	Evaluate patients' needs and prioritize safety during providing dental health care services prudently
S6	Analyze community oral health needs and plan various preventive, interceptive and treatment measures appropriately.
S7	Apply dental informatics in healthcare system effectively.
Values	
V1	Utilize clinical reasoning, decision making, and problem solving skills in dental practice competently.
V2	Develop teamwork, leadership and inter-professional collaboration successfully.
V3	Demonstrate professional attitudes, ethical behaviors and the capacity for self-reflection as well as independent life-long professional development proficiently.

* Add a table for each track and exit Point (if any)

C. Curriculum

1. Curriculum Structure

Program Structure	Required/ Elective	No. of courses	Credit Hours	Percentage
Institution Requirements	Required	6	12	5.74%
	Elective	0	0	0
College Requirements	Required	NA	NA	NA
	Elective	NA	NA	NA
Program Requirements	Required	87	197	94.26%
	Elective	0	0	0
Capstone Course/Project				
Field Experience/ Internship				
Others				
Total		93	209	100%

* Add a table for each track (if any)

2. Program Study Plan

New Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 1	101 ISLM	Islamic Culture I	Required	-----	2	Institution
	102 ARAB	Arabic Writing		-----	2	Institution
	181 ENG	English Language		-----	8	Institution
Level 2	105 PYS	Medical Physics for Health Sciences	Required		4	College
	105 CHM	Medical Chemistry for Health Sciences			4	College
	105 BIO	Medical Biology for Health Sciences			4	College
	182 ENG	English for Academic purposes			3	College
Level 3	222 OPT	Dental Anatomy & Occlusion	Required	181 ENG 105 PYS 105 CHM 105 BIO	4	College
	201 HLT	Biochemistry I			2	College
	252 MED	General Histology and Embryology			2	College
	220 ANAT	Introduction to Human Anatomy			3	College
	212 PHYSI O	Human Physiology I			2	College
	261 DEN	Introduction to Dentistry			1	College
	243 PHCL	Introduction to Ethics in the Health Profession			2	College
	102	Islamic Culture II		101 ISLM	2	Institution

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	ISLM	Elective course			1	Institution
Level 4	221 PRO	Basic Dental Biomaterial	Required	181 ENG 105 PYS 105 CHM 105 BIO	2	College
	211 DIG	Oral Biology		252 MED	3	College
	255 MED	Human Physiology II		212 PHYSIO	3	College
	251 MED	Biochemistry II		201 HLT	2	College
	254 MED	Head & Neck anatomy		220 ANAT	3	College
Level 5	311 DIG	Oral and Maxillofacial Radiology	Required	254 MED	4	College
	321 OPT	Preclinical Operative Dentistry		221 PRO, 222 OPT	6	College
	341 PRO	Preclinical Removable Prosthodontics		222 OPT, 221 PRO, 261 DEN	4	College
	353 MED	Pharmacology		251 MED	4	College
	351 MED	General Pathology		255 MED	3	College
	352 MED	Oral Microbiology & Immunology		255 MED	3	College
	322 PRO	Advanced Biomaterials		221 PRO	2	College
	361 DEN	Dental informatics			1	College
Level 6	331 DPH	Dental Public health	Required	261 DEN, 243 PHCL	1	College
	354 MED	General Medicine		351 MED	2	College
	312 SUR	Anaesthesia & Exodontia		254 MED	2	College
	313 DIG	Oral diagnosis		211 DIG, 254 MED	2	College
	314 DIG	Oral Pathology I		211 DIG, 351 MED	2	College

Old Study Plan

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
Level 7	411 MDS	Oral Pathology II	Required	312 MDS	2	College
	412 MDS	Oral Medicine & Diagnostic Sciences I		314 MDS	3	College
	421 RDS	Operative Dentistry I		322 RDS	2	College
	423 RDS	Preclinical Endodontics I		322 RDS	2	College

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	431 PDS	Periodontics I		312 MDS	2	College
	441 SDS	Clinical Removable Prosthodontics I		342 SDS	2	College
	443 SDS	Preclinical Fixed Prosthodontics I		322 RDS	3	College
	451 DMS	General Medicine		352 DMS	2	College
	452 DMS	General Surgery & Ear Nose Throat		352 DMS	1	College
Level 8	413 MDS	Oral Medicine & Diagnostic Sciences II	Required	412 MDS	2	College
	414 MDS	Clinical Oral & Maxillofacial Surgery I		315 MDS	2	College
	422 RDS	Operative Dentistry II		421 RDS	2	College
	424 RDS	Preclinical Endodontics II		423 RDS	2	College
	432 PDS	Periodontics II		431 PDS	2	College
	433 PDS	Preclinical Pedodontics		421 RDS	2	College
	442 SDS	Clinical Removable Prosthodontics II		441 SDS	2	College
	444 SDS	Preclinical Fixed Prosthodontics II		443 SDS	3	College
Level 9	511 MDS	Oral Medicine & Diagnostic Science III	Required	413 MDS	2	College
	512 MDS	Clinical Oral & Maxillofacial Surgery II		414 MDS	2	College
	521 RDS	Operative Dentistry III		422 RDS	2	College
	523 RDS	Clinical Endodontics I		424 RDS	2	College
	531 PDS	Periodontics III		432 PDS	2	College
	533 PDS	Pedodontics I		433 PDS	2	College
	541 SDS	Clinical Removable Prosthodontics III		442 SDS	2	College
	543 SDS	Clinical Fixed Prosthodontics I		444 SDS	3	College
Level 10	513 MDS	Advanced Oral & Maxillofacial Surgery I	Required	512 MDS	2	College
	522 RDS	Operative Dentistry IV		521 RDS	2	College
	524 RDS	Clinical Endodontics II		523 RDS	2	College
	532 PDS	Periodontics IV		531 PDS	2	College
	534 PDS	Pedodontics II		533 PDS	2	College
	535 PDS	Preclinical Orthodontics		431 PDS	3	College
	542 SDS	Clinical Removable Prosthodontics IV		541 SDS	2	College

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
	544 SDS	Clinical Fixed Prosthodontics II		543 SDS	2	College
	551 DMS	Dental Pharmacology		354 DMS	1	College
Level 11	611 MDS	Advanced Oral & Maxillofacial Surgery II	Required	513 MDS	2	College
	631 PDS	Evidence Based Dentistry & Research Methodology		332 PDS	1	College
	633 PDS	Pedodontic III		534 PDS	2	College
	635 PDS	Clinical Orthodontics I		535 PDS	2	College
	641 SDS	Advanced Prosthodontics I		544 SDS	2	College
	643 SDS	Dental Implantology I		513 MDS	1	College
	661 DEN	Comprehensive Care Clinics I		522 RDS	6	College
	663 DEN	Practice Management & Professional Conduct		261 DEN	1	College
Level 12	612 MDS	Temporo Mandibular Disorder (TMD) & Oro Facial Pain	Required	611 MDS	1	College
	632 PDS	Community Dental Practice		331 PDS	2	College
	634 PDS	Pedodontic IV		633 PDS	2	College
	636 PDS	Clinical Orthodontics II		635 PDS	2	College
	642 SDS	Advanced Prosthodontics II		641 SDS	2	College
	644 SDS	Dental Implantology II		643 SDS	1	College
	662 DEN	Comprehensive Care Clinics II		661 DEN	6	College
	664 DEN	Special Care Dentistry		-----	1	College

* Include additional levels if needed

** Add a table for each track (if any)

3. Course Specifications

Insert hyperlink for all course specifications using NCAA template

Sample of course specifications are included in following link

4. Program learning Outcomes Mapping Matrix

Align the program learning outcomes with program courses, according to the following desired levels of performance (I = Introduced P = Practiced M = Mastered)

Course code & No.	Program Learning Outcomes												
	Knowledge And Understanding			Skills							Values		
	K.1	K.2	K.3	S.1	S.2	S.3	S.4	S.5	S.6	S.7	V.1	V.2	V.3
101 ISLM	I					I						I	
102 ARAB	I					I						I	
181 ENG	I					I						I	
105 PYS	I					I						I	
105 CHM						I						I	
105 BIO						I							I
222 OPT	I			I	I							I	
201 HLT	I				I						I		I
252 MED	I				I								I
220 ANAT	I				I							I	I
212 PHYSIO	I				I							I	
261 DEN	I		I		I							I	I
243 PHCL			I		I							I	
221 PRO	I				I							I	
102 ISLM													
211 DIG	I						I						
255 MED	I			I	I						I	I	I
251 MED	P				P							I	
254 MED	I				I							I	I
311 DIG	I		I	I	I							I	I
321 OPT	I			I	I								I
341 PRO	I			I	I	I							I
353 MED	I				I							I	I
351 MED	I				I								I
352 MED	I				I							I	
322 PRO	I				I							I	
361 DEN	I	I				I	I			I		I	I
331 DPH		I							I				I
354 MED	I				I								I
312 SUR	P			I	I						I		I
313 DIG	I		I	I	I	I		I					P
314 DIG	I				I		I					I	I
411 MDS	P				P	P						P	P
412 MDS	I		I	I	I	I		I				P	
421 RDS	P			I	I	I							I
423 RDS	I		I	I	I			I	I		I		I
431 PDS	P	P		I	I	P			I	I			P
441 SDS	I			I	I	I		I	I			I	
443 SDS	I			I	I	I							I

Course code & No.	Program Learning Outcomes												
	Knowledge And Understanding			Skills							Values		
	K.1	K.2	K.3	S.1	S.2	S.3	S.4	S.5	S.6	S.7	V.1	V.2	V.3
451 DMS	I				I								I
452 DMS	I				I								I
413 MDS	P			P	P	P							P
414 MDS	I		I	I	I	I					I		I
422 RDS	P			P	P	P					P		P
424 RDS	I		I	I	I	I			I		I		I
432 PDS	P	P		P	P	P		P	P	P	P		P
433 PDS	I			P	I			I				I	I
442 SDS	P			P	P	P		P	P		I	P	
444 SDS	I			I	I	I							I
511 MDS	M			M	M			M				M	M
512 MDS	P			P	P	P		P				P	
521 RDS	P			P	P	P							P
523 RDS	M		M	P	P	P		P	P				M
531 PDS	M		M	M	M	M	M	M				M	M
533 PDS	P	P	P	P		P	P	P	P	P	P	P	P
541 SDS	M			M	P	M					M		M
543 SDS	P			P	P	P					P	P	
513 MDS	M		P	P	M	P					P		P
522 RDS	M			M	M	M							M
524 RDS	M		M	M	M	M		M	M		M		M
532 PDS	M	M	M	M	M	M	M	M			M	M	M
534 PDS	M	P	P	P		P	P	P	P	P	P	P	P
535 PDS	I			I	I				I			I	
542 SDS	M			M	P	M					M		M
544 SDS	P			P	P	P					P	P	
551 DMS	P				P							P	P
611 MDS	M		M	P		M			M			M	
631 PDS		P					P				P		
633 PDS	M	M	M	M	M	M		M	M	M	M	M	M
635 PDS	P			P	P				P				P
641 SDS	M			M	M	M						M	
643 SDS	M	M			M							M	M
661 DEN	M	M	M	M	M	M		M	M	M	M	M	M
663 DEN	M	M					M	M					M
612 MDS	M				M							M	M
632 PDS	M	M							M				M
634 PDS	M	M	M	M		M	M	M	M	M	M	M	M
636 PDS	M			M	M	M	M		M				M
642 SDS	M			M	M	M					M	M	
644 SDS	M				M							M	M

Course code & No.	Program Learning Outcomes												
	Knowledge And Understanding			Skills							Values		
	K.1	K.2	K.3	S.1	S.2	S.3	S.4	S.5	S.6	S.7	V.1	V.2	V.3
662 DEN	M	M	M	M	M	M		M	M	M	M	M	M
664 DEN	M	M	M		M			M			M	M	M

* Add a table for each track (if any)

5. Teaching and learning strategies to achieve program learning outcomes

Describe policies, teaching and learning strategies, learning experience, and learning activities, including curricular and extra-curricular activities, to achieve the program learning outcomes.

Policies And Procedures On Quality Of Teaching At College Of Dentistry, Jazan

University (CODJU)

In order to ensure quality of learning and teaching, CODJU has adopted the following policies and procedures:

1. All newly appointed faculty members of CODJU who are engaged in learning and teaching shall attend orientation and teaching skills programs for beginners within department on required learning outcomes, strategies of teaching, and the contribution of their course to the program as a whole.
2. An academic at CODJU shall be given a course specification (CS) consisting of course description, goals, content, intended learning outcomes, course resource materials to be used, methods of delivery and methods of assessment.
3. Program coordinator/ senior faculty shall explain how to use CS to the new teachers.
4. Program specifications and course specifications shall be used compulsorily by all teaching staff as a guideline for their teaching.
5. The course shall be conducted in accordance with the course outlines provided to students which in turn shall be according to the course specifications and in line with program specifications.
6. CODJU shall support effective teaching by ensuring its curricular content is structured by qualified employees
7. Teaching strategies and assessment methods shall be tailored by faculty with adaptability to address the needs of different group of students.
8. Classroom teaching is the foundation of CODJU's education, world class methods and technologies like black board shall be adopted for teaching and learning.
9. Students shall be informed about the intended learning outcomes and other course requirements a head of time.

10. Policy on attendance requirements of students in classes shall be clarified to all the students in orientation program and attendance is monitored.
11. Workshops shall be conducted from time to time to expose the faculty to different strategies of teaching and methods of assessment at the college and university levels.
12. Faculty shall be encouraged to attend continuing dental education activities inside and outside kingdom.
13. Faculty shall ensure that all up to date text books & reference materials are available before the classes commence.
14. Faculty shall ensure that sufficient number of phantom stations and / or number of clinics necessary for the course is accessible before the commence of sessions.
15. Faculty shall ensure that all consumable and non-consumable material for preclinical laboratories and patient clinics necessary in the respective courses is accessible and in adequate amount before.
16. At the end of the course, faculty members will complete a course report which is submitted to the PAC and Department Head for final approval. This should be attached to the course specification, included in a course portfolio, and should be used for consideration in the review of the program.
17. CODJU faculty need to maintain course teaching portfolio which should include course specifications and reports, Assessment tools , (exam papers & model answers) , sample of students achievements, course evaluation surveys and develop strategies for improvement of their own teaching.
18. Adequacy of the planned teaching strategies to develop the required learning outcomes shall consistently be evaluated and alterations made in light of proof about their viability through course reports prepared by the course directors towards the finish of each semester.
19. All course reports are then submitted to the head of department to be approved and discussed within College Curriculum Committee to guarantee the quality of teaching being conveyed.
20. Suitable changes are made in teaching strategies according to the recommendations in the course reports.
21. Course evaluation surveys shall be conducted to know effectiveness of teaching.
22. Continuous update of lectures shall be done in accordance with the new developments and research in the subject
23. Peer observation shall be done from time to time at division and department levels to

assess education viability

24. Faculty observation is one of the tools utilized in assessing their performance at the college level to improve and upgrade their teaching skills.

25. Guidelines shall be followed to reward the faculty for excellence in teaching.

At CODJU The following teaching methodologies are followed to develop specific required learning outcome

To achieve Knowledge learning outcomes the following teaching methodologies are adopted but not confined to:

Interactive Lectures

Seminars

Topic presentation

Assigned reading

E-Learning

To achieve cognitive learning outcomes the following teaching methodologies are adopted but not confined to:

Observation by close supervision in clinical and preclinical sessions supported by faculty student interaction and feedback

Demonstration of different preclinical and clinical procedures.

Practical and clinical requirements

Problem based learning.

Case presentation

Group discussion

Individual and group assignment.

Clinical activities.

Project.

To achieve Interpersonal Skills & Responsibility outcomes the following teaching methodologies are adopted but not confined to:

Projects focused in community services and utilization of evidence-based dentistry.

Group assignments focused in problem solving, critical thinking and utilization of evidence-based dentistry.

Role modeling and instructional guidance by the teaching staff.

Preclinical and clinical requirements.

Observation by close supervision

Group discussion

Extracurricular activities in the form of:

- Volunteer work in the different community service programs.
- Students' club in smile club.
- Students' activities in student activity unit.
- Research activities.
- Some activities in the innovation and entrepreneurship.
- Innovation competition in the level of University.

6. Assessment Methods for program learning outcomes.

Describe assessment methods (Direct and Indirect) that can be used to measure achievement of program learning outcomes in every domain of learning.

Assessment methods of knowledge and understanding domain:

Direct assessment:

- Written examination: objective Test items (Independent MCQs, True/false questions, fill-in the blank,...), short and structured essay questions
- Independent MCQs

Rubric based assessment

- Assessment of seminars and topic presentation
- Viva or oral exam
- Long & short essay questions

Indirect assessment:

- Exit students Survey
- Alumni Survey
- Employer Survey

Assessment methods of skills domain:

Direct assessment:

- Dependent MCQs

Rubric based assessment

- Long & short essay questions
- Case presentations
- OSCE or OSPE
- Problem solving exercise
- Structured viva
- Continuous assessment in preclinical and clinical sessions.
- Assessment of group discussion
- Assessment of assignments
- Problem solving exercise

- Open book exam
- Assessment of project.
- Assessment of research tasks.
- Assessment of student-prepared presentation, oral presentation and writing reports.
- Assessment of logbook.

D. Student Admission and Support:

1. Student Admission Requirements

Admission requirements:

- 1-University council, based on the proposal of college council decides the number of students who will be admitted for the next academic year.
- 2-A new student should have the general secondary school certificate or any other equivalent certificate from the Kingdom or from outside the Kingdom.
- 3-No more than five years should pass since the student has received his/her general secondary school certificate. The university council can make an exemption from the condition on convincing reasons.
- 4-Student should demonstrate good conduct and behavior.
- 5-Should be medically fit based on a requested report before the interview.
- 6-Should pass any admission exam or review proposed by University or college council.
- 7-Should fulfill all other requirements decided by the University council at the time of admission.
- 8-The student has not have been dismissed from the University of Jazan or any other university on disciplinary grounds; his acceptance is nullified if it becomes apparent later on.
- 9-The student shall not be registered with another college at the University of Jazan or any other university, or he has previously obtained it. The Deanship of Admission and Registration may cancel his acceptance if it becomes apparent otherwise; the Director of the University may exempt the student from these conditions if there are convincing reasons.

2. Guidance and Orientation Programs for New Students

- Two programs are presented for new students (General orientation and Academic counseling programs). These orientations are conducted regularly in the beginning of each year and feedback should be taken from the students for further improvement.

3. Student Counseling Services

(academic, career, psychological and social)

The Academic Counseling at College of Dentistry, Jazan University is conducted by the Students Affairs Unit, Vice Deanship for Academic Affairs. Academic advisors (skillful

faculty members) assigned by the Vice Dean of Academic Affairs with a ratio of one academic advisor to 16-20 students (1:16/1:20). The main duty of these Academic Advisors is to follow the allocated students, supervise their academic performance until their graduation, and provide them with comprehensive guidance and counseling on regular basis.

Academic counseling in college of dentistry focus in many aspects:

I. Irregular students:

- a. As we have some irregular students in all batches in our college; academic advisors help them by many ways starting from; the first week of the semester by discussing with the students the best options for subjects' addition to create their academic schedule.
- b. Continuous observation and monitoring throughout the semester is accomplished; to follow their attendance regularity and write reports after 4 week. And report of underachievement if they have any.
- c. Try to solve their problem in all aspects (academic, social and psychological) aiming to liberate the forces of growth and harmony in the individual to achieve mental health.

II. Students with low performance in exams:

After midterm exams results are sent to academic advisors; who will meet the students and listen to them to know the causes of their low achievement in exams and try to give solution to their problems starting from guidance, support and contact with academic affair or college administration.

III. Students who have medical health problems like type 1 diabetes and anemia:

These students are listed and filed and followed with their academic advisors.

IV. Psychological counselling:

a) There are few cases of psychological problems and most of them complained of feeling anxious and dread from the exams, but this complaint does not rise to a satisfactory condition of psychological disorders.

b) *Ways to discover the students' cases that need psychological guidance and the mechanism to deal with them. Methods of gathering information in psychological counseling:*

1. Fill out the Student Information questionnaire (Form 4A):

The form is filled out every year for all new and old students to create a student database or update the old ones. The form includes all details of student personal data, medical problems, hobbies and part of it is on the student's psychological problems such as anxiety, sleep problems or fear. These forms are analyzed, reported and students that need psychological counselling are listed and action will be taken according to student need.

2. Reports of students' underachievement: academic advisor will meet the student whom their performance in midterm was low, discuss with them the causes and asked them to fill student counselling form (attached). Sometimes this report of underachievement in examination will be a method to discover students who require psychological counseling.

3. Report of following up students' absence (multiple) can be considered as an indicator of a psychological problem.

4. Fainting for many times without physical health reasons.

5. The results of analysis of the above data provide an indication of psychological problems which need special care and observation.

6. The academic advisor starts making a special file for the above students and following them up.

7. The academic advisor continues to follow-up and collect information through interview and observation.
8. Most of the cases the academic advisor succeeds in managing the student's case
9. Although most of the cases are simple ranging from examination phobia to anxiety and the academic advisor will succeed to give the required counselling; few cases are difficult to be managed and need transferal to more expert professionals. Such few cases are transferred to the psychological counseling unit of the Deanship of Student Affairs at the university to conduct individual counseling sessions.
10. Recently, the program appoints male and female faculty as psychological counseling coordinators.

V. Talented Students:

Academic advisors also focus with the talented students and give them all needed guidance and support.

VI. Following up the students' attendance:

Students' coordinators raise a report every two weeks to the AAO about the actual number of theoretical and practical sessions missed by the students. If the number is three or more, academic advisors of each academic year will sit with those students to find out the reasons for absence and to report to the AAO for further action.

4. Special Support

(low achievers, disabled, gifted and talented)

For special need:

None of the students who were successfully admitted to the program were special needs applicants except left handed students who are taken into consideration and they have specific chairs in the classroom, labs and clinics.

For Low achievers:

- 1- Early during the year, Academic Affairs Office prepares a list with names of students who are faltering and whose performance is below standard.
- 2- The list is forwarded to the assigned academic advisor who initiates a remediation process. Academic advisors meet with students and provide immediate feedback.
- 3- Students' performance is assessed in the middle of semester (written mid-term exam) by evaluation of students' grades in all the courses. The Examination Unit requests these grades in details from all course coordinators. Then a final list of the underachievers is send to academic advisors with a specific counseling form that includes the reasons behind these achievements to be filled by the student and the academic advisor.

For the gifted and talented students:

- 1- Academic advisors focus with these students and give them the needed counseling and support.
- 2- Students Excellence award.
- 3- Honor list of the Dean (First ten GPAs).
- 4- Best students nominated by the staff.
- 5- Conduction of different activities and competitions.

E. Teaching and Administrative Staff

1. Needed Teaching and Administrative Staff

Academic Rank	Specialty		Special Requirements / Skills (if any)	Required Numbers		
	General	Specific		M	F	T
Professors	----	12	----	9	3	12
Associate Professors	----	10	----	8	2	10
Assistant Professors	----	73	----	56	17	73
Lecturers	----	13	----	10	3	13
Teaching Assistants	----	2	----	0	2	2
Technicians and Laboratory Assistants	10	----	----	6	4	10
Administrative and Supportive Staff	57	6	----	22	41	63
Others (specify)	----	12	----	9	3	12

2. Professional Development

2.1 Orientation of New Teaching Staff

Describe briefly the process used for orientation of new, visiting and part-time teaching staff

Orientation program for new teaching faculty is conducted by the Vice deanship of development at the beginning of each academic year. Several division meetings directed by the division head are arranged with senior faculty members to review program and the role of the course(s) they teach, as well as, components within it, in addition to, meticulous revision of course objectives and student evaluation.

2.2 Professional Development for Teaching Staff

Describe briefly the plan and arrangements for academic and professional development of teaching staff (e.g., teaching & learning strategies, learning outcomes assessment, professional development, etc.)

The development affairs office conducted a training need analysis (TNA) for all faculty and dental auxiliaries to assess their need.

The following are the workshop planned to be conducted in the coming two years based on this analysis:

1. Biostatistics
2. Research methodology
3. Scientific writing of presentations & research projects
4. Complex research analyses
5. Developing values in framework of social and professional responsibilities
6. Teaching skills – effective lecturing and skills as clinical educators.
7. Personal portfolio development
8. Student assessment: principles of assessment, item construction and analysis.
9. Academic leadership in health profession education.

10. Exam Designing
11. Self-assessment of teaching performance
12. Innovative teaching and learning methods.

Faculty members are encouraged to participate in professional organizations offering a credit course applicable to job competency, when such course work will not interfere with full performance of their job responsibilities. In addition to that, their feedback must be taken after workshop for further improvement.

The University announces a reward for publications in prestigious journals, funded highly standard researches and supported research groups if the proposal submitted falls under the priorities in the region.

F. Learning Resources, Facilities, and Equipment

1. Learning Resources.

Mechanism for providing and quality assurance of learning resources (textbooks, references and other resource materials, including electronic and web-based resources, etc.)

All course coordinators are requested at the beginning of each semester to fill in a form from the academic affairs for the textbooks required.

All textbooks, reference, articles and other resource material are downloaded from the Saudi Digital Library that is available for all students and faculty.

All requests for hard copies of textbooks are received from the course coordinators and submitted to the Academic Affair Office after the approval of the division and department heads. Then a list of all required textbooks from all the departments is forwarded to the Deanship of Library Affairs to get them ready in the college's library before the beginning of the semester.

2. Facilities and Equipment

(Library, laboratories, medical facilities, classrooms, etc.).

Classrooms are adequately furnished with the capacity for 50-60 students in the male section and 60-70 students in the female section. Adequate numbers of classrooms are available and each batch has their own classroom.

There is one library scheduled between males and females as they are in the same campus. There are 100 phantom heads and 273 well equipped clinics distributed almost equally between both males and females sections.

All laboratories and clinics for preclinical and clinical training of the students have all required equipment, facilities and materials. These laboratories and clinics are regularly assessed and maintained.

Selection of the required clinical materials is considered according to the recommendations of the experienced faculty members following the approval of the Head of the Departments. The information is then passed on to the Vice Dean for Clinical Affairs to act in response to the needs of the students and faculty.

3. Arrangements to Maintain a Healthy and Safe Environment (According to the nature of

the program)

The standard infection control protocol with proper handling, cleaning, sterilization, storage, maintenance, and monitoring of instruments, ensures the facilitation of sterile equipment and instruments to students, interns and specialists and provides excellent dental care to patients. General & standard infection control protocols and clinical protocol guidelines are framed and are followed religiously. An infection control manual was prepared by Clinical Affairs for Safety requirements in educational activities, equipment and research activities. Research protocol is now published and all researchers follow these protocols.

The Central Sterilization Services Department (CSSD), also called the Central Supply Department (CSD) is an integrated place in the Dental College that performs and reassures the sterilization of instruments being used in all patient care areas. CSSD is divided mainly into two major areas: the Main Sterilization Area (MSA), which is located near the males' student clinics and the satellite station, which can be found near the emergency exit 5 of the females' student clinics.

The infection control manual was prepared to ensure the safety of all faculty, auxiliary staff, students and patients. Online assessments of the infection control protocol and guidelines are conducted for the faculty with results submitted to them by the clinical affairs office to ensure strict compliance with the policy. As a standard, protocol, for safety from radiation for patients, workers and the environment are strictly followed. All radiological room's walls and doors are shielded with 1mm lead and radiation warning signs are displayed in front of each.

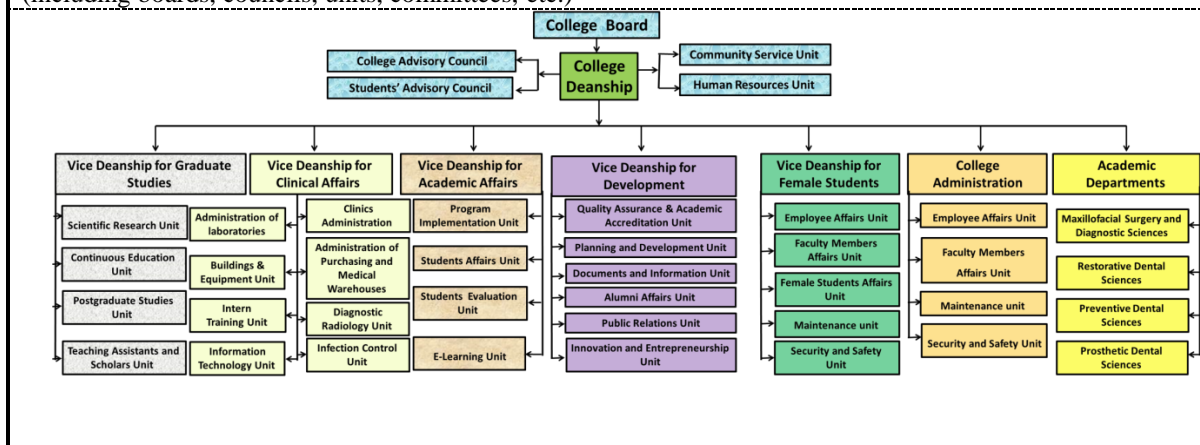
The University administration has a contract with an outside agency that is responsible for the daily collection, segregation and disposal of biological and material waste from the clinics, labs, in and around the College buildings. Waste disposal is also done by outside contractors who routinely remove waste from the college premises, including infectious and toxic materials from the clinical areas.

G. Program Management and Regulations

1. Program Management

1.1 Program Structure

(including boards, councils, units, committees, etc.)



1.2 Stakeholders Involvement

Describe the representation and involvement of stakeholders in the program planning and development. (students, professional bodies, scientific societies, alumni, employers, etc.)

- 1- Formulation of the mission (university consultant, advisory committee, alumni, faculty members, auxiliary staff, and students are requested to provide their feedback about the mission through survey)
- 2- Determine the importance of the learning outcomes (Faculty, exit students, alumni, and university consultant are requested to assess PLOs by the conducted survey).
- 3- Formulation of the new study plan (Faculty, students and academic advisory committee are requested to provide their feedback about the tentative new study plan through the conducted survey)
- 4- Assessment of PLOs achievement (employer, exit students and alumni are requested to assess PLOs achievement through survey).
- 5- Assessment of provided community services (by patient satisfaction survey).
- 6- Assessment of the program by employer survey, alumni survey, program evaluation survey, and students' evaluation survey.
- 7- Assessment of all courses by course evaluation survey.

All feedbacks either about the new program learning outcomes as well as the feedback about the new study plan considered in the final version of both outputs.

2. Program Regulations

Provide a list of related program regulations, including their link to online version: admission, study and exams, recruitment, appeals and complaint regulations, etc.)

Admission requirements:

- 1- University council and based on the proposal of college council decides the number of students who will be admitted for the next academic year.
- 2- A new student should have the general secondary school certificate or any other equivalent certificate from the Kingdom or from outside the Kingdom.
- 3- No more than five years should pass since the student has received his/her general secondary school certificate. The university council can make an exemption from the condition on convincing reasons.
- 4- Student should demonstrate good conduct and behavior.
- 5- Should be medically fit based on a requested report before the interview.
- 6- Should pass any admission exam or review proposed by University or college council.
- 7- Should fulfill all other requirements decided by the University council at the time of admission.
- 8- The student has not have been dismissed from the University of Jazan or any other university on disciplinary grounds; his acceptance is nullified if it becomes apparent later on.
- 9- The student shall not be registered with another college at the University of Jazan or any other university, or he has previously obtained it. The Deanship of Admission and Registration may cancel his acceptance if it becomes apparent otherwise; the Director of the University may exempt the student from these conditions if there are convincing reasons.

Transfer requirements:

With the approval of the Dean of the College to which the student wishes to transfer, he/she may accept his transfer from outside the University in accordance with the following regulations:

- 1) The student has studied at a recognized college or university.
- 2) He should not be dismissed from the university for disciplinary or educational reasons.
- (3) The conditions of transfer determined by the College Council shall apply to him, provided that his cumulative average is not less than (3.00) of (5.00).
- 4) The transfer procedures shall be completed within the period specified in the approved academic calendar.
- 5) The number of units required for the transfer of students at Jazan University must not be less than (60%) of the total number of units required to obtain a bachelor's degree from the University.

All equivalency process is in the system to ensure that all previous courses are included in the equivalency sheets.

Attendance and Completion Requirements:

a. Attendance:

- 1- Students should attend all lectures, practical and clinical sessions. He/she is not allowed to sit for the final examination if his/her attendance is less than 75% of lectures, practical and clinical sessions planned for each course through the academic year.
- 2- The college council or their representatives has the right, exceptionally, to exempt a student and allow him/her to sit for the exam on condition that he/she present an accepted excuse and his attendance should not be less than 50% of lectures, practical and clinical sessions limited to each course.

In addition to the automatic attendance uploading by the course coordinators weekly, Student's attendance is monitored on a weekly basis by assigned student coordinators. They report to academic advisors, who counsel those students who have a high number of absents and reporting is done at least two times during each semester. Students with high numbers of absence are banned from writing the final exams.

Progression from year to year:

The courses are registered electronically through the edugate portal to all students; each student has the ability to select his own schedule. Students fail to do so due to technical issues will apply to the academic advisor then to college registrar to complete the process of registration of courses.

- 1 – The program is a semester base program, student can move from a level to the next level if she/he successfully passes all the courses of that level.
- 2 - The minimum academic burden of the student is 12 units of study.
3. If the student fails in one or more courses, it is necessary to study the courses according to the following rules:
 - A. If a total of a minimum of one or more of the required courses is dropped, a re-examination of the repetition courses is required only at that level.
 - B- If the total academic burden of the student is less than the minimum units of study (12 units), it is necessary to study the courses of repetition with courses within the following plan and study schedules:
 - Registration in the courses should be within the framework of the plan and the study schedules.
 - Link the academic burden of the student at the cumulative rate of not less than the minimum, according to the following:
 - (12-14) credits if the cumulative average is less than (2.00).
 - (14-16) units of study if the cumulative average (2.00 -2.74).

- (16-18) units of study if the cumulative average (2.75 - 3.74).
- (18-20) units of study if the cumulative average (3.75) or more.
- There is no conflict in the student table.
- When the student cannot register for the course load of the next level courses (due to incompatibility, failure to terminate the pre-requisite, or to complete all the courses of that level), the course completes the following levels of courses. If it is not possible to complete his / her study units then he will be satisfied with the units of study available to him even if the number is below the minimum.
- C. The number of levels for which courses are to be recorded is determined by three consecutive study levels.

Program completion or graduation requirements:

- 1 - Graduates after successful completion of requirements according to the approved study plan, but not less than average Cumulative of (2.00) of (5.00) with an acceptable grade, and the College Council - or its authorized representative - upon recommendation. The board of the competent department determines the appropriate courses taught by the student to raise the cumulative rate in the event of success in courses and their repetition in the GPA.
2. The student shall not be considered a graduate until after the approval of the University Council to grant him a degree.
3. Graduation periods:
 - A. Students who receive an incomplete assessment (L) or who are allowed to take an alternative test in one or more courses at the last level of the graduation program, or the like, letter will be raised for each student to complete requirements; the last semester in the student's record is the graduation semester.
 - B. Students whose academic plans require the completion of the requirements of the practical training shall be named to the University Council to apply for approval at the end of the semester in which they complete this requirement; provided they are proved the student's academic record includes the following statement (the practical training requirements are being completed).

Regulations for Student Assessment and Verification of Standards:

- For written exams, all types of questions are used dependent, independent MCQs, short essays, .etc to have variety in assessment of all learning outcomes.
- For practical evaluation and presentations or assignments, rubrics based assessment is used.
- Rotation of instructors between students in weekly sessions to assess students' requirements
- Evaluation of exams on preclinical and clinical courses are usually conducted by not less than two examiners
- Double marking or cross check of written exam or OSCE are performed in all courses
- Random samples of OMR sheets are checked in all courses.

Student Appeals:

Regulations of answer paper re-correction:

1. The student may write an application to the respective department to have his exam re-graded. The application is then escalated to the college council before the end of the first week of the commencement of the study.
2. The student must not have made a previous application for re-grading an examination

and the request that was found unjustified. However, the college Dean may make exceptions to this rule.

3. The student may not apply for the re-grading of more than one examination script in a single semester.

4. In case the re-grading is approved, the college council will form a committee for re-grading the scripts. The committee will submit a report regarding the case to the college council to make a decision. The council's decision is final. And in the case of authentication of modifying the student's mark, it should be escalated to the Deanship of Admission and Registration according to the approved form to modify the student's mark.

Recruitment:

Employment of a faculty member in College of Dentistry is conducted according to the policies and procedures of Jazan University.

Employment process is classified into:

- Selection of Demonstrators: Demonstrators are future faculty members. At this stage applicant to this position are evaluated by the board members based on their previous academic performance, contribution to school activities, community services and the results of written examination and a personal interview.
- Selection of Assistant Professor, Associate Professor, and Professors: Candidates send their applications to the Dean's office. Then these applications are reviewed and evaluated by the Dean, Vice Dean of Academic Affairs and the Head of respective departments. This evaluation is based on the department's need, certificates submitted, past teaching experience rendered to the university during her/ his previous employment if applicable, publications and research work and, community services. After that a recommendation is made if the applicant is good to join the faculty and his/her application is forwarded to the University.
- Establishment of Academic Human Resources Unit in the college for local and international faculty replacement. This unit determines the regulations for the recruitment process and develops a mechanism for identifying the academic program needs of faculty and faculty replacement criteria.

H. Program Quality Assurance

1. Program Quality Assurance System

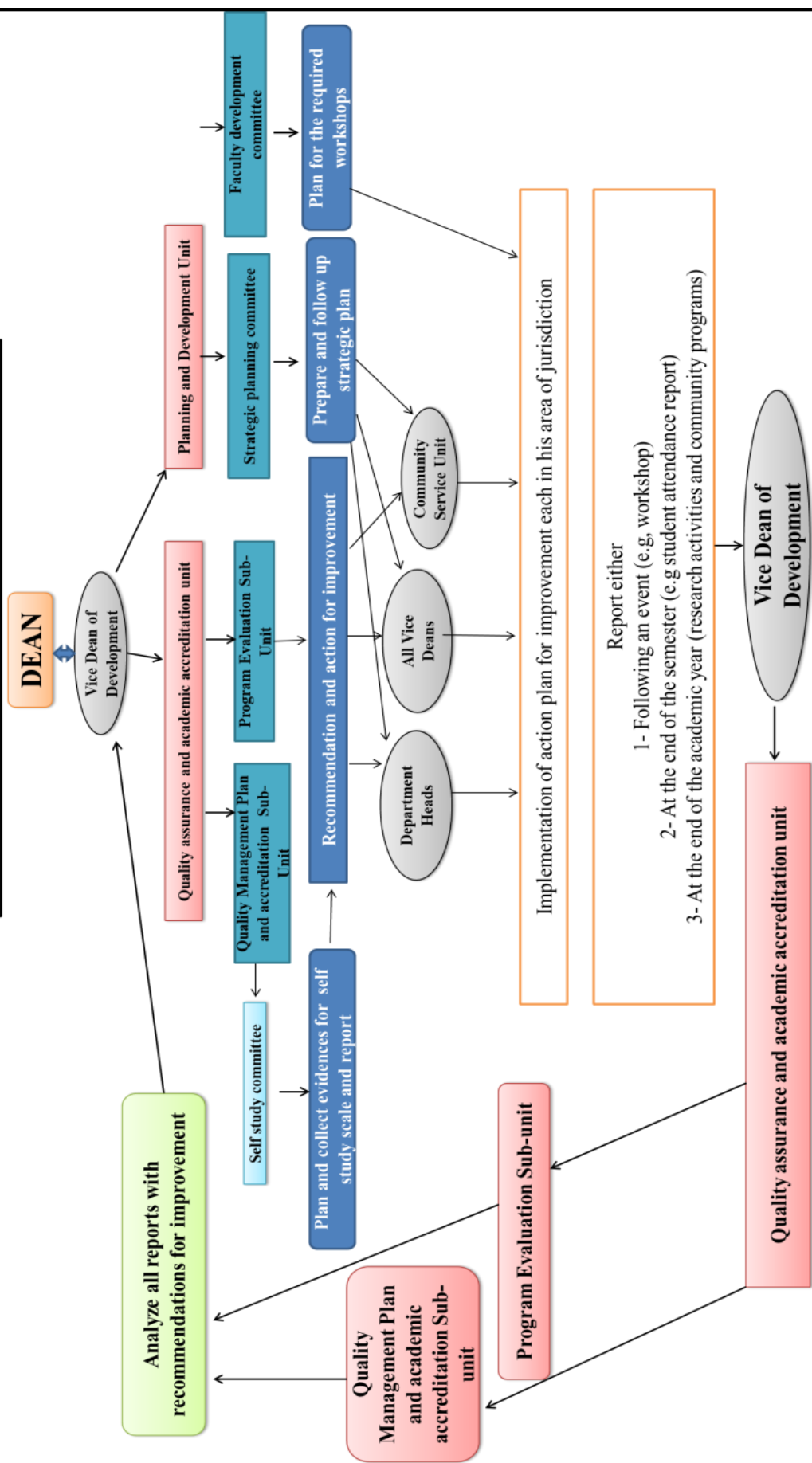
Provide online link to quality assurance manual

Attached in the eligibility requirement no. 4

2. Program Quality Monitoring Procedures

The program follows the quality cycle or PDCA cycle (plan, do, check, and act) to monitor the quality cycle. The flow chart below shows the program quality monitoring procedures in details:

Flow Chart of Quality Management System



- Feedbacks are taken from all stakeholders to evaluate the program in different levels as mentioned above (stakeholder involvement G. 1.2).
- Annual evaluation is taken regularly by KPIs analysis APR and comprehensive evaluation is conducted every 3 to 4 years through SSRP.
- The main purpose of the monitoring system is to find the area of strengths and weaknesses and then prepare a plan for improvement that must be applied in the next year.
- College Advisory Committee and Programs and Study plans Committee are participated in the monitoring process of program quality system. College Advisory Committee participates in decision making, prioritizing initiatives and suggesting improvement plans. However, Programs and Study plans Committee controlled all major changes of the curriculum.
- Program quality system is approved and followed up by the college board.

3. Arrangements to Monitor Quality of Courses Taught by other Departments.

Directly by appointing a quality coordinator from PAC to monitor these courses through specific procedures:

1. Review course specification to ensure its alignment with the program specification from different aspects (intended learning outcomes, teaching strategies, and assessment methods).
2. Review course report to ensure that what is planned is implemented.
3. Review students' achievement in CLOs and its link with the PLOs and the verification of result.
4. Review the students' feedback in the students' evaluation survey.
5. Ensure that the action plan for improvement is prepared properly.
6. Then in the next semester, the plan for improvement should be reflected in the course specification

Indirectly by course evaluation surveys conducted for all students at the end of each semester.

4. Arrangements Used to Ensure the Consistency between Main Campus and Branches (including male and female sections)

Not Applicable

5. Arrangements to Apply the Institutional Regulations Governing the Educational and Research Partnerships (if any).

Not Applicable

6. Assessment Plan for Program Learning Outcomes (PLOs), and Mechanisms of Using its Results in the Development Processes

Two complete cycles of the assessment of the program learning outcomes in five domains was completed in 2017-2018 and 2018-2019. A new plan was prepared for the three domains program learning outcomes to be assessed in the coming for 3-4 years starting from 2019 onwards. According to NCAAA guidelines, the assessment of PLOs should take a cycle of 3 to 4 years and no need to assess all PLOs yearly.

Quality Assurance procedures for assessing learning outcomes:

- Course reports are prepared to evaluate the course LOs with the strengths and weak points and action plan for improvement in the next semester.
- Students' evaluation survey is conducted to evaluate all courses and instructors.

- Course reports are discussed and approved by the department heads.
- Then PLOs are evaluated according to the plan of PLOs assessment (PLOs assessment subcommittee) by direct assessment depending on the results of master courses (according to the previously determined plan) and indirect assessment depending on PLOs stakeholders' survey (exit students, alumni and employers) of the importance and achievement in each learning outcome.
- According to this assessment an action plan for improvement of teaching or assessment strategies is developed.

Link required

7. Program Evaluation Matrix

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
Teaching methods	<ul style="list-style-type: none"> - Appropriateness in each domain - Students 	<ul style="list-style-type: none"> - Direct in which PAC review their alignment with teaching methods in program specification - Indirect through course evaluation survey 	<ul style="list-style-type: none"> - Before beginning of the semester - End of semester
Assessment methods	<ul style="list-style-type: none"> - Appropriateness in each domain. - Specification of assessment method (blue print). - Quality of exam paper - Students' achievement and degree of exam difficulty - Students 	<ul style="list-style-type: none"> - Direct in which PAC review their alignment with assessment methods in program specification - Direct: Report of exam review committee. - Direct: Students' grade distribution (bill-curve). - Item analysis - Indirect through course evaluation 	<ul style="list-style-type: none"> - Before beginning of the semester - End of semester - End of semester - End of semester

Evaluation Areas/Aspects	Evaluation Sources/References	Evaluation Methods	Evaluation Time
		survey	
Learning outcomes	- Students' achievement	- Direct by assessing students-based achievement and average achievement of the students in course reports (attachment 1 and 2, respectively).	- End of year
Learning outcomes	- Exit Students - Faculty - Employer	Indirect through: - Importance of program Learning Outcome survey	- End of year
Learning resources	- Students - Faculty members - Auxiliary sta	Indirect: - Students' experience survey - Program Evaluation survey - Faculty satisfaction survey - Auxiliary satisfaction survey	- End of year
Patient Satisfaction	- Patients	- Indirect: Patient satisfaction Survey	- End of year
New program learning outcomes	- Exit students - Faculty members - Alumni - Advisory committee	Indirect through: - Program Learning Outcome survey	- End of year
Program evaluation	- Degree of achievement of the program mission - Students' achievement	- Direct: Results of KPIs. - Direct: PLOs achievement	- End of year - End of year
Program evaluation	- Students - Faculty members - Auxiliary staff - Alumni - Employers	- Indirect through: - Students' experience survey - Program Evaluation survey - Faculty satisfaction survey - Auxiliary Staff Satisfaction Survey - Alumni survey - Employer survey	- End of year

Evaluation Areas/Aspects (e.g., leadership, effectiveness of teaching & assessment, learning resources, partnerships, etc.)

Evaluation Sources (students, graduates, alumni, faculty, program leaders, administrative staff, employers, independent reviewers, and others (specify))

Evaluation Methods (e.g., Surveys, interviews, visits, etc.)

Evaluation Time (e.g., beginning of semesters, end of academic year, etc.)

8. Program KPIs*

The period to achieve the target (2020-2021) year.

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
1.	KPI-P-01/ JCD1	Percentage of achieved indicators of the program operational plan objectives	75%	It will be calculated by dividing the number of achieved KPIs by the total number of KPIs and multiplying by 100.	End of the academic year
2.	JUSP3/ JCD2.2	Faculty overall satisfaction with their job	4.7 out of 5	From the faculty satisfaction survey it will be calculated by summing the scores provided by the faculty respondents and dividing it by the total number of faculty who completed the surveys.	End of the academic year
3.	JCD7.8	Proportion of courses in which student evaluations were conducted during the year.	100%	It will be calculated by summing up the courses evaluated (course evaluation survey) by the students and then dividing by the total number of courses in that year and multiplying by 100.	End of the academic year
4.	KPI-P-02/ JCD6.22	Students' Evaluation of quality of learning experience in the .program	4.5 out of 5	From the Program evaluation survey, the average rating of the question number 22 will be calculated by summing the scores provided by the exit student respondents and dividing by the total number of the exit students who participated in the	End of the academic year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
5.	KPI-P-03/ JCD5.2	Students' evaluation of the quality of the courses	4 out of 5	surveys. It will be calculated by summing up the overall rating of all of the courses from the 2 nd to 6 th year (item number 25 in the courses evaluation surveys) in both sections and then calculating the average rating.	End of the each semester
6.	KPI-P-04/ JCD6.17	Completion rate	90 %	It will be calculated by the number of students who complete the program in minimum required time, divided by the total number of students who entered the program in the concerned year and then multiplying by 100.	End of the academic year
7.	KPI-P-05/ JCD6.1	First-year students retention rate	100 %	It will be calculated by the number of students who continue in the program the next year to the total number of first-year students in the same year, and multiplying by 100.	End of the academic year
8.	KPI-P-06/ JCD2	Students' performance in the professional and/or national examinations	79 %	It will be calculated from the available data to the public on the SCFHS website.	End of the academic year
9.	KPI-P-07/ JCD10.3	Graduates' employability and enrolment in postgraduate programs	55%	It will be calculated by the number of students who were either employed or enrolled in further studies of the	One year after graduation

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				previous batch and dividing by the total number of students who responded to the direct contact with the group leaders.	
10	KPI-P-08/JCD3	Average number of students in the class	Theory: 42 per class Practical : 21 per class	It will be calculated for theoretical classes as the number of students in the college and dividing by the total number of batches (10 batches) in the college, while the actual benchmark for practical classes will be quantified by calculating the number of students in the college and dividing by the total number of groups (20 groups) in the college.	Beginning of the academic year
11	JCD6.11	Students overall rating of the assessment methods	4.2 out of 5	It will be calculated from conducted surveys (PES) by summing the student's scores and dividing by the total number of students who completed surveys.	End of the academic year
12	JCD6.24	Percentage of PLO achievement annually	85%	It will be calculated by summing the students' achievements in specific assessment methods in master courses (according to the PLO assessment plan) for each learning outcome, dividing by the total number	End of each semester

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				of master courses aligned with each PLO, and multiplying by 100. The average result from the PLOs will be calculated by summing the results of the PLOs assessed in that year and dividing by the total number of PLOs assessed in the same year.	
13.	JCD7.23	Students overall rating of faculty members	80%	Vice Deanship of Development. Will calculate it by summing the evaluations of all of the faculty members and dividing by the total number of faculty members evaluated and multiplying by 100.	End of the academic year
14.	KPI-P-09/ JCD4	Employers' evaluation of the program graduates proficiency	4.2 out of 5	From employers survey it will be calculated by dividing the average result from the entire survey by the total number of employers surveyed	End of the academic year
15.	KPI-P-10/ JCD7.13	Students' satisfaction with the offered services	3.9 out of 5	From the Program evaluation survey of the exit students it will be calculated by summing the students' rating of each question related to the adequacy and quality of the provided services this year dividing by the total number of students who	End of the academic year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				completed survey and then the average of the results of all of the questions was calculated by summing the rating of all of the questions and dividing by the total number of questions.	
16.	JCD12.5	Percentage of students actively engaged in community service activities.	87%	Vice Deanship of clinical affairs and community service unit will calculate it by summing the total number of students actively engaged in community service activities in the previous year and dividing by the total number of students.	End of the academic year
17.	KPI-P-11/ JCD6.2	Ratio of students to teaching staff.	4.3:1	Vice Deanship of Academic Affairs will calculate the ratio of students to teaching staff by calculating the number of students and dividing by the total number of full-time equivalent teaching staff members.	Beginning of the academic year
18.	KPI-P-12/ JCD6.10	Percentage of teaching staff distribution	Gender: Female:28%, Male:72% Sections: Same faculties for both sections. Depart	For gender distribution it will be calculated by dividing the number of teaching staff of each gender by the total number of teaching staff and multiplying by 100. For departmental distribution it will	Beginning of the academic year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
			ment: MDS: 30% PDS: 25% RDS: 22% SDS: 22% Academic ranking: professor s:11%, associate professor s: 11%, assistant professor s:61%, lecturers: 10%, and demonstrators:7%	be calculated by summing the total number of teaching staff per department, dividing by the total number of teaching staff members and multiplying by 100. For academic ranking distribution , it will be the number of the teaching staff according to the designated rank dividing by the total number of teaching staff members and multiplying by 100.	
19.	KPI-P-13/ JCD9.2	Proportion of teaching staff leaving the program	1.5%	It will be calculated by dividing the number of full-time equivalent teaching staff leaving the college in the concerned year for reasons other than age-based retirement divided by the total number of full-time equivalent teaching staff.	End of the academic year
20.	KPI-P-14/ JCD11.7	Percentage of publications of faculty members	38%	Vice Deanship of Postgraduate Studies and Scientific Research will calculate it by summing the number of teaching personnel with at least one refereed	End of the academic year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
				publication from the previous year and dividing by the total number of teaching staff.	
21	KPI-P-15/ JCD11.4	Rate of published research per faculty member	1.9	Vice Deanship of Postgraduate Studies and Scientific Research will calculate it by summing the total refereed publications of all of the teaching staff and dividing by the total number of teaching staff.	End of the academic year
22	KPI-P-16/ JCD11.6	Citations rate in refereed journals per faculty member	18.5	Vice Deanship of Postgraduate Studies and Scientific Research will calculate it by summing the total number of citations from the entire teaching staff and dividing by the total number of teaching staff	End of the academic year
23	JCD12.4	Percentage of full time teaching and other staff actively engaged in community service activities.	98.2%	Vice Deanship of Clinical Affairs and Community Service Unit will calculate this by summing all of the teaching and other staff involved in the college's clinics and in the outreach programs and then dividing by the total number of teaching and other staff.	End of the academic year
24	JCD6.3	Proportion of teaching staff with verified professional	92%	From Dean's office this will be calculated by	End of the academic year

No	KPIs Code	KPIs	Target	Measurement Methods	Measurement Time
		license		summing the total number of faculty members who have the license and dividing by the total number of faculty members.	
25.	KPI-P-17/ JCD7.14	Satisfaction of beneficiaries with the learning resources	3.9 out of 5	From the faculty evaluation survey and program evaluation survey, the values will be calculated by summing all of the questions related to the learning resources of each respondent and dividing by the total number of respondents who complete the survey.	End of the academic year
26.	JCD12.6	The satisfaction of beneficiaries with the quality of community services	4.4 out of 5	The total score of the average of all of the questions for all of the respondents will be divided by the total number of patients who complete the patients' survey.	Throughout the academic year

* including KPIs required by NCAAA

I. Specification Approval Data

Council / Committee	Program Assessment Committee - Quality Assurance and Academic Accreditation Unit / Vice Deanship of Development
Reference No.	2020-2021 / 1-2
Date	20/08/2020

Attachment 1: Alignment between program goals, objectives and KPIs

Program Goals	Program Objectives	KPIs
1. Provide the highest standards of education and training for Bachelors of Dental Surgery (BDS) program.	Highly competitive graduates	<ul style="list-style-type: none"> - Ratio of students to teaching staff. - Completion rate - First-year students retention rate - Students' performance in the professional and/or national examinations - Graduates' employability and enrolment in postgraduate programs - Employers' evaluation of the program graduates proficiency - Average number of students in the class - Percentage of PLO achievement annually.
	Skillful professionals	<ul style="list-style-type: none"> - Percentage of teaching staff distribution. - Proportion of teaching staff with verified professional license. - Students overall rating of faculty members.
	Optimal infrastructures	<ul style="list-style-type: none"> - Satisfaction of beneficiaries with the learning resources. - Students' satisfaction with the offered services.
	Apply effective quality system and spread the culture of quality	<ul style="list-style-type: none"> - Percentage of achieved indicators of the program operational plan objectives - Proportion of teaching staff leaving the program - Students' Evaluation of quality of learning experience in the program. - Students' evaluation of the quality of the courses. - Proportion of courses in which student evaluations were conducted during the year. - Students overall rating of the assessment methods. - Faculty overall satisfaction with their job
	Enhance the culture of	<ul style="list-style-type: none"> - Percentage of publications of

2. Create and support a research-conducive environment and provide a range of outstanding community services.	scientific research and evidence-based practice	faculty members - Rate of published research per faculty member - Citations rate in refereed journals per faculty member
	Providing and maintaining a high level of community service standard	- Percentage of students actively engaged in community service activities. - Proportion of full time teaching and other staff actively engaged in community service activities. - The satisfaction of beneficiaries with the quality of community services.