



جامعة الملك سعود بن عبدالعزيز للعلوم الصحية
King Saud bin Abdulaziz University for Health Sciences

VERSION 2.1

Doctor of Dental Medicine (D.M.D.) Program's

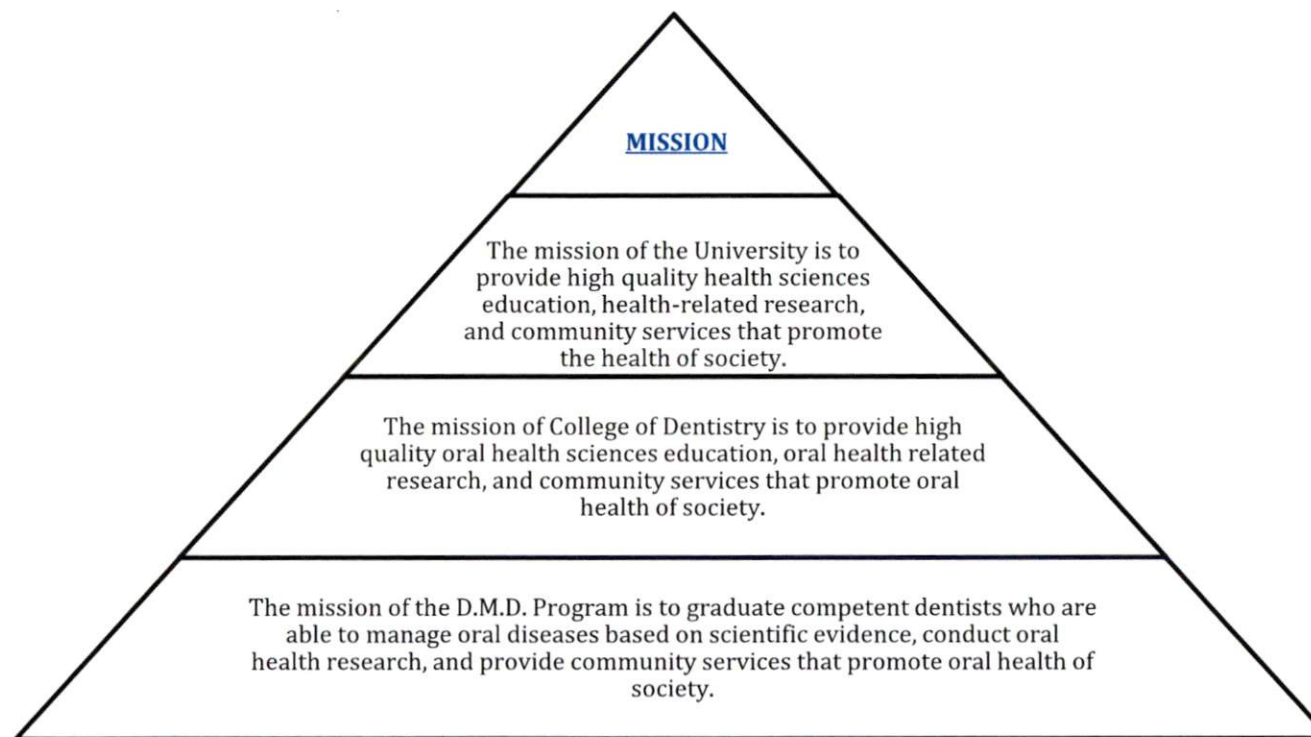
Strategic Plan and Progress Report September 2019

**College of Dentistry
KSAU-HS**



جامعة الملك سعود بن عبدالعزيز
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VISION OF COLLEGE OF DENTISTRY

To achieve global recognition in oral health education with a commitment to excellence in research, patient care, and community service

College of Dentistry (COD) STRATEGIC PLAN GOALS ALIGNMENT WITH AAFAQ AND VISION 2030 KINGDOM'S GOALS			
COD GOALS	UNIVERSITY GOALS	AAFAQ GOALS	VISION 2030 KINGDOM'S GOALS
1. Promote College of Dentistry as an internationally acclaimed College by continuously enhancing academic programs that produce competent oral health care professionals.	1. Bring KSAU-HS national and international recognition by continuously enhancing academic programs that produce competent health care professionals and engaged citizens.	<p>Track 1: Access Goal 1: Avail access for qualified students to enroll in University Education. Goal 2: Improve the distribution of students' enrollment across disciplines to meet the future national need. Goal 3: Increase the University efficiency system.</p> <p>Track 2: Human Resources Goal 7: Foster a culture of students' competitiveness and skills development.</p> <p>Track 7: Information Technology Goal 18: Align and integrate IT structures, systems, and applications for higher education.</p>	<p>1. Close the gap between the outputs of higher education and the requirements of the job market. 4. Have at least five Saudi universities among the top 200 universities in international rankings. 5. Help our students achieve results above international averages in global education indicators.</p>
2. Aspire to be recognized as the National Oral Health Research Center.	2. Strengthen health sciences research and scholarly activities that are nationally relevant and internationally competitive.	<p>Track 4: Research and innovation Goal 10: Increase the number of researches, in accordance with the best international rates. Goal 11: Enhance the research expenditure at par with best international practices.</p>	2. Help guide students to make careful career decisions.

		Goal 12: Enhance capacity, productivity and quality of research innovation. Goal 13: Improve research management and coordination, and anvil the necessary conducive environment.	
3. Improve the oral health of the community through community service programs.	3. Create and facilitate University-wide involvement in services that promote community health and engage in social responsibility.	Track 8: Infrastructure Goal 20: Sustain, maintain infrastructure and provide a conducive environment for learning and research.	
4. Create patient-centered clinical practice that enhances the experience of the patient, student, faculty, and staff.	3. Create and facilitate University-wide involvement in services that promote community health and engage in social responsibility.		
5. Enhance the internal quality assurance system in the College to ensure the sustainability of quality assurance processes and achieve the requirements of accreditation in a timely manner.	4. Enhance the internal quality assurance system to ensure the sustainability of quality assurance processes and achieve the required accreditation in a timely manner.	Track 1: Access Goal 3: Increase the University efficiency system.	4. Have at least five Saudi universities among the top 200 universities in international rankings.
6. Attract, recruit, and retain highly qualified faculty and staff at the College of Dentistry, and provide opportunities for professional development.	5. Attract, recruit, and retain highly qualified faculty and other personnel, and provide opportunities for professional enhancement.	Track 2: Human Resources Goal 4: Improve student-to-faculty ratio to be in line with international best practices. Goal 5: Increase the percentage of faculty holding doctoral degrees, develop, and retain them. Goal 6: Enhance staff qualification, skills, and performance.	3. Train students and facilitating their transition between different educational pathways.

7. Consolidate the integration of Dental Services-KAMC, College of Dentistry-KSAU-HS, and KAIMRC to reach the status of a unified oral health system.	6. Consolidate the integrations of Medical Cities, the University, and the Research Center to reach the status of a unified health system.	Track 5: Governance Goal 14: Improve flexibility and responsiveness, assign clear responsibilities, and maintain institutional accountability.	
8. Develop and maintain additional sustainable financial resources for College of Dentistry.	7. Fortify the financial foundation of the University.	Track 6: Financing Goal 16: Sustain and diversify resources of funds for higher education.	4. Have at least five Saudi universities among the top 200 universities in international rankings.
9. Improve the administrative efficiency of the College and its related Departments.	8. Foster administrative performance that facilitates timely decision-making and efficiency at all levels of the institution.	Track 5: Governance Goal 14: Improve flexibility and responsiveness, assign clear responsibilities, and maintain institutional accountability. Goal 15: Promote excellence in leadership, cooperation, and transparency within the higher education system.	
10. Enrich the quality of campus life and sense of community amongst members of the college.	9. Enrich the quality of campus life and sense of community.	Track 7: information Technology Goal 17: Avail low-cost access to broadband network Goal 19: Produce and disseminate e-contents for the higher education community and Society at large.	2. Help guide students to make careful career decisions.

STRATEGIC GOALS AND ACHIEVEMENT REPORT OF THE D.M.D. PROGRAM

1. To graduate competent dentists with abilities to treat patients based on the best available scientific evidence, multidisciplinary approach, implement technological advances and utilize best clinical techniques in diagnosis and management of oral diseases.
2. To graduate dentists who are inquisitive, learners for life, have the foundation to appraise and conduct scientific research and able to pursue postgraduate training.
3. To graduate dentists that put patients and communities first.

CORE VALUES

- | | |
|----------------------|--|
| 1. Ethical Behavior: | honesty, respect, fairness and compassion |
| 2. Teamwork: | collaboration and cooperation |
| 3. Accountability: | exceeding the standards of accountability |
| 4. Transparency: | acting with clarity |
| 5. Excellence: | commitment to quality performance, innovation and creativity |



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PROGRAM GRADUATE ATTRIBUTES

1. In-depth knowledge
2. Critical thinking and problem solving
3. Proficiency in research
4. Life-long learning
5. Efficient team work
6. Uphold highest standard of ethics
7. Effective communication
8. Safe patient care and competency in discipline-related skills.
9. Technology-oriented.

DMD PROGRAM GOALS, OBJECTIVES AND INITIATIVES

Goal 1: To graduate competent dentists with abilities to treat patients based on the best available scientific evidence, multidisciplinary approach, implement technological advances and utilize best clinical techniques in diagnosis and management of oral diseases.

Objective 1: Prepare graduates with the knowledge and skills for a rapidly evolving health care system within the approved graduate attributes and program values.

Initiatives	Owner	Performance Indicator			
		Measurement	Target	Time	Actual (2017-2018)
1. Implement Program Learning Outcomes that match the needs of the practice of Dentistry in Saudi Arabia.	Dean	(KPI#9): Percentage of graduates, seeking licensure that will pass the Saudi Dental Licensing Exam (S.D.L.E.) within the first year following graduation.	100%	annual	100%
		Mean scores of D4 students in the Progress Test.	80%	Annual	62%

1) KPI#9

Analysis (list strengths and recommendations):

- A DMD program unique KPI, not shared by benchmark programs. The SDLE is the official national licensing exam for dentists who will practice in Saudi Arabia. It is managed by the Saudi Commission for Health Specialties (SCFHS) and is done as an online assessment test. The Blueprint of the SDLE focus on cognitive skills and case scenarios. It is currently an MCQ test but expected to include OSCE component on the medium term (2-3 years).

Strengths:

- The data received from SCFHS does not discriminate, currently, between male and female graduates. However, it is expected to do so in the short term
- The program graduates have consistently passed the exam from the first attempt.

Recommendations:

- Continue the process of blueprinting Progress test to Match SDLE blueprint

Comments and analysis: Passing the S.D.L.E. is mandatory for acquiring dental licensure in the kingdom. The DMD program graduates have consistently scored among the top scores in S.D.L.E. for the past three cycles. These results are consistent throughout the graduated batches. The progress test blueprint is based on the program PLOs and mapped CLOs. Thus, the link between student performance at their senior year with their performance at S.D.L.E. will need to be measured once number of graduates is increased to be able to reliably use statistical tools.

Strengths: Graduate performance is S.D.L.E. reflects the alignment of the program output with the needs of the licensure in Saudi Arabia

Weaknesses: The S.D.L.E. results are released in (total scores). Descriptive data of the areas of strengths and weakness of the applicant is not provided. Therefore, its usefulness as a KPI need to be further enhanced through communication with the exam owner (Saudi Commission for Health Specialties) to provide further analytical data.

Goal 1: To graduate competent dentists with abilities to treat patients based on best available scientific evidence, multidisciplinary approach, implement technological advances and utilize best clinical techniques in diagnosis and management of oral diseases.

Objective 2: Aim for excellence in learning through regular improvement of teaching, resources and satisfaction with campus life.

Initiatives	Owner	Performance Indicator			
		Measurement	Target	Time	Actual (2017/2018)
1. Recruit and retain high caliber faculty members.	Dean	(KPI#19): Proportion of faculty members who leave the program for reasons other than retirement or age.	10%	Annual	17.9% (17/18)
		(KPI#17) Average rating of adequacy of facilities in Teaching Staff Satisfaction survey.	4.0	Annual	2.6 (17/18)
2. Provide adequate support for the learning process by having an adequate number of faculty members in the program	Associate Dean for Academic and Student Affairs	(KPI#3) ratio of students to teaching staff in the professional stage of the program	5:1	Annual	7.6: 1 (combined)

KPI#19

Analysis (list strengths and recommendations):

The retention of the COD to non-Saudi faculty members is less than desired yet could be partially justified. All the members who left by end of 2017/2018 were non-Saudi and this is attributed to their desire returning back to their jobs at their home countries after the sabbatical period. Other reasons mentioned in the exit survey were finding better salary scales and promotion prospective. The feeling of job insecurity among some is influenced by the fact that all contracts are renewable on an annual base. Factors related to heavy workload are not to be ignored, since the program is still young and its cadre is not fully established, FT faculty members are receiving full load. An action plan was taken by appointing teaching assistants (TAs) and supporting them in scholarships to pursue postgraduate degrees and come back to stabilize faculty members stability through Saudization in the college.

Recently, one returning scholar resigned because she wanted to join her husband who works 400 km away from Riyadh.

KPI#17

Analysis (list strengths and recommendations):

"These data were derived from employees' satisfaction survey which is sent to the faculty members from the DQM. The following questions were analyzed;

Q.22 (Sufficient catering services are provided at university campus)

Q.23 (I am satisfied with the catering services provided at the university campus)

Q.24 (The university has satisfactory recreation centers)

It is rather difficult to consider this as a program KPI alone, since most of the resources are managed by the University or controlled by it at institutional level.

Apparently, low satisfaction rates related mainly to the catering services and the recreational centers within the university campus were observed. The results are lower than our external benchmarks and in this area, major improvement is required. Action plans were taken at university level. Since 2017, a new catering contract, supermarkets, and vending machines were made besides opening recreation center for the faculty and students. However, the catering issue has resurfaced as the catering contract has expired again. As a contingency plan, the tram is available to take all and any stakeholder to the cafeterias available in the hospital, which are about 5 minutes ride. Food delivery services are allowed in campus.

Regarding the resources needed for educational activities, a MOU was signed with Dental Department at KAMC to share resources and maximize cost effective management of materials needed to run dental labs and clinics. This process helped the COD provide resources in a faster rhythm than before and get the learning benefit of the experience available in KAMC for resource acquisition.

KPI#3

Analysis (list strengths and recommendations):

This KPI is based on the ratio of students to full-time faculty equivalent members (i.e. full-time faculty members and Joint appointed (JAA) faculty members) in each year. It is noteworthy that male and female students are taught separately by the same faculty members to guarantee fairness and good practices. Currently, the level of provision of full-time equivalent members is adequate but less than target and external benchmark KPI values. Nevertheless, a call for recruiting more full-time faculty members should be made since the number of students is notably increasing in the coming years. JAA faculty members are available as an excellent resource for teaching. They are credentialed faculty members who are originally dental specialists and consultants at King Abdulaziz Medical City. They have the same credentialing process of full-time (FT) faculty members and sign a one-year renewable contract with the University. According to the university Strategic goals, the ratio of JAA faculty members teaching load should be maintained around 25%. In the past 2 years, the JAA contributed to 27% and 29% of the academic teaching load of the DMD program and these were equivalent to loads of 10 and 11 full-time faculty members, respectively.

Despite the return of multiple scholars of the College, the number of FT faculty have not increased due to departure of FT non-Saudi faculty members at a relatively higher rate (18% at 2017/2018). Due to increased number of students, the need for JAA service as a contingency plan was implemented and extra sessions were added for JAA specially in certain specialty areas that have clear deficiency in FT faculty members, like Oral Surgery, Oral Medicine and Prosthodontics courses.

Advantages of JAA include their valuable clinical experience and cost-effective hiring. In addition, the recruitment of FT faculty members became more challenging and the process takes months to be completed.

The reason why DMD program benchmark is similar in M and F sections is because the students are taught as one program, one course, one course coordinator; this the resources and the faculty member count is distributed among sessions rather than cross genders. This is one of the strengths of the program administrative strategy.

<p>Strengths:</p> <ul style="list-style-type: none"> • JAA faculty members are a risk management resource. • The scholars sent in scholarships by the university are gradually returning as full-time faculty members
<p>Weaknesses:</p> <ul style="list-style-type: none"> • Challenges faced by recruitment department of the university for the recruitment process of full-time faculty members. • Increased number of students in the near future will put more pressure on the faculty to student ratio
<p>Recommendations:</p> <ul style="list-style-type: none"> • Focus group formation: on improving the work environment and contract conditions in the facility that are mentioned in faculty and employee surveys and exit surveys of leaving faculty • Consider organizing team building activities to further improve the campus environment. • Sustain recruitment policy of full time faculty members • Provide recruitment of teaching assistants from the distinguished graduates of the DMD program • Uphold JAA credentialing for risk management • Monitor the quality of recreation services and catering services with consideration to the feedback of Faculty staff • Implement APR action plans and focus group interview with the teaching staff for further improvement • Maintain and increase JAA retention for risk management • Recruit more full-time faculty members is required since the number of students is notably increasing in the coming years in order to maintain the target ratio • Keep credentialing for new JAA to participate in teaching

Goal 1: To graduate competent dentists with abilities to treat patients based on best available scientific evidence, multidisciplinary approach, implement technological advances and utilize best clinical techniques in diagnosis and management of oral diseases.

Objective 3: Foster a program-wide climate of professional development that values students' learning experience.

Initiatives	Owner	Performance Indicator			
		Measurement	Target	Time	Actual (2017-18)
1. Support the teaching staff professional and academic development.	Faculty enhancement and professional development unit	(KPI#20) Percentage of teaching staff participating in professional development activities during the past year	100%	Annual	100%
2. Faculty enhancement and professional development unit offer, throughout the academic year, workshops and orientation programs for new hired and other faculty members focused	Faculty enhancement and professional development unit	Percentage of faculty members who attend workshops focused on teaching, assessment and faculty development each year.	100%	Annual	100%
		Percentage of faculty members who attend at least one national or international scientific meeting.	100%	Annual	100%

on devolvement of teaching skills.					
3. Encourage faculty members to acquire master's in medical education of KSAU-HS	Associate Dean for Academic and Students affairs	Proportion of teaching staff whom acquired or are studying for master's or higher degree in medical education.	20%	annual	9% (7 out of 80) FT: 2 out of 24. JAA: 5 out of 56.
<p>KPI#20</p> <p>Analysis (list strengths and recommendations):</p> <p>The University, KAMC, and KAIMRC offer many seminars, workshops, conferences and other CE activities to its stakeholders, throughout the calendar year. All teaching staff members were given opportunity and encouraged to participate in local/international workshops and conferences that would advance their professional development. Furthermore, the COD conducted multiple activities through its faculty enhancement and professional development unit that are listed in standard 9 and 4.8. All faculty members who are assistant professor and higher, whether FT or JAA, receives an annual 15,000 riyals sponsorship to attend or present in an international congress within academic, research or professional interests of the faculty member. The SCFHS and Saudi Dental Society (SDS), alongside the dental professional societies in the kingdom and the Saudi Society of Dental Education conduct many workshops with nominal fees for dentists and faculty members.</p> <p>Future actions will be performed to preserve the this KPI /attendance of teaching members and maximum utilization of the activities such as measuring the impact of professional development activities by asking the teaching staff to self-report professional development in the annual portfolio.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Opportunity to participate in local/international workshops and conferences is given to all teaching members. • 100% participation of teaching members in professional development activities 					

Strengths: <ul style="list-style-type: none"> • All full time faculty members and JAA attended continuous education workshops and faculty enhancement sessions. • The university policies provide support for annual attendance of international conference attendance and or presentation.
Weaknesses: <ul style="list-style-type: none"> • Faculty enhancement unit need to redefine its charges and responsibilities to reduce conflict of CE activities scheduling with teaching sessions of faculty members. • Only 9% of faculty members have medical education degree.
Recommendations: <ul style="list-style-type: none"> • Continue organizing workshops and conferences for faculty members to strengthen their knowledge and skills. • Provide further opportunities to faculty to attend international conferences and workshops. • Create a faculty portfolio on-line system to document faculty professional and development workshop attendance. • Measure the impact of professional development activities by asking the teaching staff to fill a designated form within 2 weeks after the activity. • Include the schedule of workshops in the academic calendar.

Goal 1: To graduate competent dentists with abilities to treat patients based on the best available scientific evidence, multidisciplinary approach, implement technological advances and utilize best clinical techniques in diagnosis and management of oral diseases.

Objective 4: Expand the use of digital technologies in dental education and patient care.

Initiatives	Owner	Performance Indicator			
		Measurement	Target	Time	Actual (2017-18)
1. Increase the utilization of Information technology, digital dentistry and information management.	Associate dean for academic and students affairs	Develop competencies that focus on the use of digital technologies.	Implementation of two competencies	2019/2020	2
		Incorporation of CLOs that focus on information technology, digital dentistry and information management in dentistry in the professional stage courses.	20 courses out of 67 courses	5-year-cycle of the curriculum	21 courses

		(KPI#15): Average time spent by each student surfing electronic online educational services provided by the COD like Blackboard, Mediasite®.	60 hours per academic year	Annual	52
<p>Analysis: The merge of Digital Technology in Clinical and Academic training of the students is highly encouraged by the leadership of the university and the college. As explained in KPI #13, the role of the library and librarian is evolving due to dependable and reliable online resources that are available to stakeholders any time of the day. In order to provide data that justifies the cost of investing on the digital technology, the program launched this KPI. It also serves as a tool to assess students e-learning, indirectly. Female students consistently accessed the online line resources more frequently than male students, this is one of the possible reasons why they scored consistently better in Assessment. The DMD program has designed multiple policies that depends on the use of online resources, this includes the plagiarism prevention software insertion into the blackboard and the mandatory submission of all written assignments (specially for research) through it. The implemented peer review policy depends on the Mediasite online application.</p>					



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No of courses	Course Code
3	ENGL 101
	ENGL 103
	ENGL 112
2	COMP 201
	EDUC 201
3	ORAD 311
	DMA1 321
	QMIG 301
5	ORID 431
	PLDD 431
	INI 4101
	ORAD 412
	PROD 411
6	PFDD 512
	AUXD515
	FNDD 512
	PFRD 513
	IMPI 501
	PHRM 513
7	ORTD 613
	PEDD 613
	AUXD 616
	PERD 614
	PROD 615
	AUXD 612
	FNDD 613
26 All	TOTAL
21 Profess	



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Strengths:

- Presence of these educational services in the DMD program
- All educational tools and facilities are available in the college campus and digital ones are accessible off-campus.
- All lectures are available (recorded) online.

Weaknesses:

- The male students are less likely to access online resources than female students.

Recommendations:

- All written assignments must be submitted through Blackboard and **checked with anti-plagiarism application** whenever required.
- Conduct training for students and faculty on the available resources and their features.
- Faculty members need to maximize the utilization of Blackboard to upload learning materials on Blackboard.
- Plan to integrate lab recorded procedures with Blackboard.
- Integrate Dental journals and research paper with Blackboard.

Goal 2: To graduate dentists who are inquisitive, learners for life, have the foundation to appraise and conduct scientific research and able to pursue postgraduate training.

Objective 1: Encourage critical thinking, cognitive skills and evidence-based judgment.

Initiatives	Owner	Performance Indicator			
		Measurement	Target	Time	Actual (2017-18)
1. Enrich analytical competencies in the curriculum and build graduate attributes focused on cognitive and competency skills.	Curriculum committee chairman	Proportion of courses in D3 and D4 than contain competencies in their assessment tools	19/32 (59%)	annual	Accomplished 59%

2. Design CLOs within courses that allow student case discussions, analysis of treatment options and critical feedback of treatment outcomes.	Curriculum committee chairman	Number of courses that contain treatment plan presentation, discussions and feedback in D2, D3 and D4.	one course each year	annual	accomplished
Comments and analysis: The curriculum is enriched with CLOs and assessment tools that embrace critical thinking and life-learning graduate attributes. In addition to competencies and presentations of clinical cases, learning and assessment tools include PBLs and OSPE. The next curriculum review will focus on integrating more critical thinking CLOs and assessment tools into the curriculum plan.					
Strengths: <ul style="list-style-type: none"> critical thinking focused CLOs and assessment strategies are available and implemented 					
Weaknesses: <ul style="list-style-type: none"> More number of complex competencies need to be designed. 					
Recommendations: <ul style="list-style-type: none"> Integrating complex level competencies in the blueprints of the new curriculum plan expected to be launched in 2020. 					

Goal 2: To graduate dentists who are inquisitive, learners for life, have the foundation to appraise and conduct scientific research and able to pursue postgraduate training.

Objective 2: Enhance research conduction by students.

Initiatives	Owner	Performance Indicator			
		Measurement	Target	Time	Actual (2017-18)
1. Encourage students to participate in KAIMRC or other research summer schools.	Research committee chairman	Proportion of students who participate in KAIMRC summer school	10%	Annual	9 students out of 532 (1.7%)
2. Facilitate research projects by students within the curriculum.	Research course director	Proportion of D4 students who completed a research project.	100%	Annual	100%
3. Enrich culture of research among students and faculty in the program	Research committee chairman	Establish College of Dentistry Annual Research Day and research awards.	Annual research day	Annual	Done twice so far
4. Encourage faculty members to incorporate students in their projects.	Research committee chairman	KPI#25: number of papers, scientific posters and reports presented at academic conferences during the past year by students	30	Annual	36

The students' participation in academic conferences and research day activities is important to fulfill the program goals and graduate attributes. The students present their work at national, regional, and international research activities. This create opportunity to engage with peers, researchers and scientists nationally and internationally. the KPI actual benchmark of the last year exceeded the target KPI which is due to the increased number of students and their interest in research activities. This is as a fulfillment of one initiative of the research strategy of utilizing the research courses of the program to produce collaborative research projects that include students and faculty members, and thus build the research portfolio of the student, faculty member and the program.

The Student Research Board of the University is active in planning and organizing University events that promote student research and publications. The COD Research Day is an important annual event, in which all student oral and poster presentations are reviewed by panels and awards are distributed for the most distinguished work.

The gender difference between the students could not show a (pattern) yet. D4 students have a dedicated research course to conduct research and report its findings as a manuscript, poster or journal publication. The D3 students participation depends on their personal interest in research more than as a requirement for a course work. For example, D3 male students did not participate in the last year while significant presentations were done by D3 female students. Awareness about conference participation should be stressed out.

Strengths:

Recommendations:

- Ensure that the COD portfolio includes up-to-date list of students' participation
- Create incentives for students to motivate them to present in national and international conferences
- Provide conducive environment to conduct productive research for publication in impact factor journal
- Establish programs to involve COD students and internees in research activities undertaken by faculty members
- Motivate students to participate in conferences

Comments and analysis:

Strengths:

- The program PLOs and CLOs support research by dental students.
- Available resources in the university support research by students.
- Opportunity to present reports in local/international workshops and conferences is given to students.



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Weaknesses:

- The expensive rates for registering in the KAIMRC Research Summer school limits participation of students.

Recommendation:

- Requesting reduction of fees of summer school at KAIMRC.

Goal 3: To graduate dentists that put patients and communities first.

Objective 1: Emphasize patient-centered clinical practice.

Initiatives	Owner	Performance Indicator			
		Measurement	Target	Time	Actual (2017-18)
1. Establish a culture of safety and patient advocacy	Associate Dean for Clinical Affairs	Percentage of incident reports to number of treated patients visits.	Less than 1% of patient visits.	annual	0.02%
2. Obtain consent of the individual treatment plan for patients.	Associate Dean for Clinical Affairs	Percentage of consented and signed individual treatment plans.	100%	2020	No data is available
3. Perform comprehensive dental care on patients from the community, indiscriminately.	Associate Dean for Clinical Affairs	KPI#28: number of patients treated annually by students at COD clinics	25000		16837
KPI#28: This KPI is important for fiscal planning, resource allocation and recruitment of faculty members (standards 7, 8 and 9). All dental services provided are free of charge and it serves the program goals and PLOs. The students receive credit, assessment grades and clinical competency examinations on diverse list of dental procedures, therefore, it is important to keep this system of free care to attract the required diverse group of ages, medical history, social and economic diversity.					

The number of treated patients is increasing with the increased number of students which necessitates an increase in the KPI target to become 25000

The number of incidents is low. All took place in the first floor clinics.

Summary of incident distribution:

Incidents	AY 17/18
Number of incident reports in Male-students (ground floor) clinics	0
Number of incident reports in Female-students (first floor) clinics	3
TOTAL incidents	3
Number of	16837

treated patients visits	
% of incident reports to number of patients	0.02%
Strengths: <ul style="list-style-type: none"> The clinical set-up and patient flow allows learning of clinical CLOs of the curriculum. This KPI is utilized for fiscal planning (resources, manpower...) 	
Weaknesses: <ul style="list-style-type: none"> Significant rate of NO-SHOW of patients to their scheduled appointments. 	
Recommendations: <ul style="list-style-type: none"> Orientation Day sessions need to include patient safety and incident prevention training. Clinical schedules are prepared carefully to fulfill the curriculum (Default) credit hours. Special booking will be kept an option to compensate for unexpected/unplanned circumstances. Create a contingency plan to compensate for missed sessions due to unexpected factors/events that may affect treatment sessions like patients not coming to their scheduled appointments or serious weather conditions. Use the switch-board database from the dental chairs (Planmeca) to get more accurate data on clinical performance. Increase the supporting staff (dental assistants). Implement the pre-booking system and appointment reminder system. Enhance the clinical employee's performance to a higher level. 	

Goal 3: To graduate dentists that put patients and communities first.

Objective 2: Engage students in community service and reward civic service.

Initiatives	Owner	Performance Indicator			
		Measurement	Target	Time	Actual (2017-18)
1. Implement community service activities within the curriculum	Public Health and Community Service Unit	KPI#26: the percentage of teaching staff actively engaged in community service activities	50%	Annual	25%
		KPI#27: the number of community service programs and activities conducted each academic year that involve teaching staff and students	50	Annual	42
KPI#26: The program goals alignment with the mission of the states that the graduates will put patients and communities first. Therefore, the program takes pride in its community services and has established a unit dedicated for that. A specific course (currently named Special Topics) is designed to prepare the community services plan for dental students on a yearly basis and encourage students to participate in these activities to enhance their knowledge and practical experience. The Dental School Program is managed by the Head of the Public Health and Community Service Unit. Which conducts regular visits, with the students, to school children in the local community. Students clubs and Deanship of Student Affairs carries multiple events per year for Community service. However, it is noticeable that the actual benchmark is lower than the target and the internal and external benchmark (ALJOUF) but higher than KAU. This is due to the design of					

the community service programs were only group of faculty members are assigned to organize these activities. The motivation to encourage faculty members to participate annually in community service is minimal.

It is with mentioning that the DMD program is providing free of cost dental treatment to diverse population including, National Guard families, university staff who do not have dental insurance and needy and low socioeconomic people from all ages. We have not included those faculty supervising this clinical service in this calculation of the KPI. If we do, then the KPI actual benchmark will jump to 90% or more.

In the last year, only seven faculty members are actively engaged in community service activities. A recommendation to engage more faculty members, to participate in community service programs as part of courses requirements and for their portfolio. Also, more community service programs should be organized for local Population.

KPI#27:

The number of community service activities did not reach the target yet. Organizing Community Services Programs as part of the course requirements of students is such a great contribution on having a large number of community service programs of the college.

The students are active in community services initiatives, whether as part of the DMD curriculum requirements, through university and student clubs, school program and NGOs. The students of the DMD program volunteer for multiple community service activities and it is challenging to maintain records of all activities without a self-reporting mechanism. If such mechanism is created, the reporting is expected to be higher.

It is highly recommended to add more community service programs as long as the course requirements and availability of students will allow.

Strengths:

- In the DMD program, there are assigned courses designed to deliver CLOs related to community services.
- The COD is providing free of cost dental treatment to needy and low socioeconomic class and university staff who do not have dental insurance.

Weaknesses:

- The name of course (Special Topics) does not accurately reflect its content and this needs to be taken into consideration during the upcoming curriculum review (expected in Academic year 2019/2020).



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- The Community Service activities need to be under one umbrella, since it is scattered at the level of the college of dentistry under the course (special topics), the School program, Student Clubs and personal initiatives.

Recommendations:

- Organize more community service programs for Saudi Population.
- Encourage all faculty members to participate in community service programs as part of the course requirements.
- Identify social and health issues related to dentistry that require community directed activities.
- To have an annual plan for community service activities for both faculty staff and students.
- establish a Community Service Unit that improve collaboration and improve efficiency of community service activities in DMD program and COD.
- Launch an online self-reporting platform for request to conduct and for completion of community services

Goal 3: To graduate dentists that put patients and communities first.

Objective 3: Empower the program graduates with the principles of practice in the private sector in Saudi Arabia.

Initiatives	Owner	Performance Indicator			
		Measurement	Target	Time	Actual (2017-18)
1. Emphasize Practice Management and professionalism PLOs and CLOs due to their importance for graduate attributes in the job market .	Curriculum Committee Chairman	Mean score of Students' performance in Practice Management courses.	70%	Annual	78.5%
		KPI#8: the mean evaluation scores of program graduates during their internship at other institutions and hospitals.	4.0	Annual	4.3
		Employer satisfaction with graduates of the program in alumni survey results.	4.0	Annual	not available due to low sample size.
KPI#8 Analysis: After completion of the DMD program or a Medical Program (from any Saudi University) the graduate is mandated to spend one extra year (12 months) of training in recognized centers, to be able to apply for a DENTAL LISCENCE TO PRACTICE IN SAUDI ARABIA. This field					



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experience is supported and sponsored by the Saudi Government, where each intern is paid a monthly stipend. Half of this internship is spent in centers, other than the college where he/she acquired their dental degree.

This KPI was designed by the program IQAS (quality unit). Benchmark programs had no matching KPI.

The Internship Unit within the College of Dentistry have signed multiple agreements (MOU agreements) for collaboration with other training centers to create training positions for the D.M.D. program graduates in recognized institutions and training centers (King Abdulaziz Dental center (KADC), Primary Healthcare Centers in the Ministry of National Guard Health Affairs (MNGHA), King Saud University hospital, King Saud University (KSU) Dental Hospital, and Princess Noura Bint Abdulrahman University. These institutions are staffed with trained preceptors, with approved assessment and appraisal forms, sent to them by Internship Unit.

and have policies and procedures that address risk management protocols. The results from external centers show satisfactory values that reflect efficiency of the Program's learning outcomes. It is important to expand the training centers to include private sector centers since the future employment opportunities are in the private sector. In 2019/2020 official agreement is expected to include Suleiman AL Habib Hospitals.

Strengths:

- The graduates show good training at other institutions

Weaknesses:

- Low response rate from Employers to Employer survey.


Recommendations:

- Review the evaluation results as soon as they are available
- Interns' evaluation needs to be obtained periodically at the end of each rotation.
- Build collaborative MOU agreements with privately owned practices



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