



Program Report

2014-2015

Quality Assurance Unit



Program report on Dentistry Program

Academic year: 2014/2015

A. Basic information	
1. Program name	Bachelor Degree of Dental Medicine and Surgery (B.Sc. Dental Medicine & Surgery - BDS) بكالوريوس طب و جراحة الفم و الأسنان
2. Specialty	Dentistry
3. Number of school years	Five years / 10 semesters /+ 1 Internship year عام الامتياز التدريبي
4. Number of credit hours / Number of courses	Didactic <input type="text" value="106"/> Practical & Tutorial <input type="text" value="216"/> Total <input type="text" value="322"/> Total CH <input type="text" value="209"/> No. of Dental & Medical Courses <input type="text" value="78"/> University compulsory course <input type="text" value="7"/>
5. Basis of formation of examiners committees	Members of the committee were selected and approved in the departmental councils meeting on the following basis: 1. All staff members contributing in teaching the course EXCEPT: - Staff members with relatives up to the 4 th degree
6. System of external examiners	<input checked="" type="checkbox"/> Available for Final year <input type="checkbox"/> Not available
B. Statistics:	
1. Number of students enrolled in the program	<ul style="list-style-type: none"> Total Students enrolled in the program = 1664 students Total students enrolled in the regular courses = 1406 students Students enrolled in open courses = 258 students, i.e. 15.5 %; this % represents the students enrolled in the open courses during the fall, spring and summer semesters. Final year students on 2014/2015 = 80 students
2. Success rate of the program (%)	<p>Success rate of Students without conditional pass = 1597 students = 96 %</p> <p>No. of students with Conditional pass = 4 % = 67 students)</p> <p>Success rate of final year students = 72 students = 90.00 %</p> <p>Students with Conditional pass = 7 students = 9 %.</p>



3. Program enrollment trend (compared to the numbers enrolled in the program in the last 3 years)	Year	Students joining the Program
	2011 / 2012	1313
	2012 / 2013	1512
	2013 / 2014	1526
	2014 / 2015	1664
<input checked="" type="checkbox"/> increasing <input type="checkbox"/> constant <input type="checkbox"/> decreasing		
4. Final examination results	<i>Below</i>	
• Distribution of the passing grades among entire program (%)	Excellent 483 St.	29 %
	Very Good 499 St	30 %
	Good 366 St	22 %
	Satisfactory 266 St	16 %
	<i>Fail = 50 students = 3 %</i>	
• Distribution of the passing grades among fifth year students only (%)	Excellent 10 St.	12.5 %
	Very Good 26 St	32.5 %
	Good 25 St	31.25 %
	Satisfactory 16 St	20.00 %
	<i>Fail 3 St = 3.75 %</i>	
8. Academic standards: <i>Refer to program specs (attached)</i>		
• Knowledge & Understanding	Refer to program specs (attached)	
• Intellectual Skills	Refer to program specs (attached)	
• Professional Skills	Refer to program specs (attached)	



<ul style="list-style-type: none"> • General Skills 	<p>Refer to program specs (attached)</p>
<ul style="list-style-type: none"> • Student Support Systems (those with limited skills as well as the outstanding ones) 	<p>Students with limited skills:</p> <ol style="list-style-type: none"> Academic Advisor role for such students discusses with them the priorities in courses & advises for less academic load in the semesters with heavy subjects after examining well the student's portfolio. Office hours support. Providing extra tutorial classes & revisions for the students in need through allowing them to attend with other groups several times. <p>Students with outstanding performance:</p> <ol style="list-style-type: none"> Financial incentive as follows: 25% discount from faculty fees on the year of distinction for the first ranked student; 10% discount for the second ranked student; ad 5% discount for the 3rd ranked student. Moral incentives by course directors in form of symbolic gifts e.g. nice books, etc. and announcing their names and achievements in classes among their peers. Moral incentives by faculty administration through distribution of Certificate Awards of Merit at the final celebration assembly. Allowing outstanding students in research activities in Students conference to present their research work in front of administrative representative as a form of recognition.
<ul style="list-style-type: none"> • Reference measurement standards of the program 	<ul style="list-style-type: none"> • NARS
<ul style="list-style-type: none"> • Program handbook 	<input checked="" type="checkbox"/> Available <input type="checkbox"/> Not available
<ul style="list-style-type: none"> • Periodic Review System of the Program 	<input type="checkbox"/> Available <input type="checkbox"/> Not available <input checked="" type="checkbox"/> Annual <input type="checkbox"/> More than annual



<ul style="list-style-type: none"> Compatibility of the academic structure of the program with the intended learning outcomes 	<p>Refer to program matrix (attached)</p>		
<ul style="list-style-type: none"> Administrative and Regulatory constraints 	<ul style="list-style-type: none"> Flexibility in registration of students extended through the first 2 weeks of each semester. Administrative constraints are confined for students passing announced times of registration, and those missing final exams without legitimate excuse. 		
<p>9. Student assessment to assess the achievement of the intended learning outcomes</p>	<p>The following criteria are applied in assessment process:</p> <ol style="list-style-type: none"> Exams should cover all ILOs of curriculum contents Exams should be appropriate to the educational level Exams should include different assessment methods Continuous assessment is applied throughout the semester in form of quizzes & practical evaluation A blueprint of exam outline is prepared before final exams and a matrix is prepared for each course to ensure and record fulfilment of ILOs by exam questions. 		
<p>a. Assessment tools</p>	<p>Method of assessment</p> <ol style="list-style-type: none"> Continuous assessment (quizzes & practical requirements) Written exam (Midterm – Final) Practical exam (Lab & Clinical exams) Students assignments (oral presentations, case presentations, & research projects) Oral exam (final year) 		
<p>b. Assessment Schedule</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Week</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Continuous assessment is carried out throughout the entire semester: <ul style="list-style-type: none"> ○ a) Practical Requirement logbook checked weekly ○ b) Quiz : 6th week Written Exams : <ul style="list-style-type: none"> ○ Midterm exam : 8th week ○ Final exam : starting 15th week Practical Exams (Lab & Clinical) : <ul style="list-style-type: none"> ○ Start 13th week ○ Completed end of : 14th week </td> </tr> </tbody> </table>	Week	<ul style="list-style-type: none"> Continuous assessment is carried out throughout the entire semester: <ul style="list-style-type: none"> ○ a) Practical Requirement logbook checked weekly ○ b) Quiz : 6th week Written Exams : <ul style="list-style-type: none"> ○ Midterm exam : 8th week ○ Final exam : starting 15th week Practical Exams (Lab & Clinical) : <ul style="list-style-type: none"> ○ Start 13th week ○ Completed end of : 14th week
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	<ul style="list-style-type: none"> • Oral Exams : <ul style="list-style-type: none"> ○ Conducted on the same weeks of final exams : starting 15th week according to exam days of courses
c. External Reviewer's Comments (if present)	Not present
2. Learning resources:	
a. Ratio of faculty members to students	<ul style="list-style-type: none"> • عدد أعضاء هيئة التدريس المعينون و المعارون 15 معين + 17 معار = 32 Staff • عدد أعضاء هيئة التدريس المنتدبون الخارجيين لمدة يوم و يومين 13 + 15 = 28 staff • عدد أعضاء هيئة التدريس المنتدبون الداخليين لمدة يوم و يومين 1 + 1 = 2 staff <p>❖ Total 62 Staff → 1664 Student = 1 : 26</p> <p>* This percentage follows the NORMS of Ministry of Higher education</p> <ul style="list-style-type: none"> ❖ Students are divided in 100 student groups / lecture , 35 student / lab & clinic ❖ Staff/students ratio in lectures ~ 3.7 % ~ 3 staff members for each 100 students ❖ Staff/students ratio in clinic / lab ~ 1.3 % ~ 1 staff member for each 35 students <ul style="list-style-type: none"> • عدد أعضاء الهيئة المعاونة <p>73 اجمالي = 35 معيد + 38 مدرس مساعد → 1664 Students = 1 : 23</p> <ul style="list-style-type: none"> ❖ Students are divided in 35 students group / lab & clinic ❖ Assisting staff / students ratio in clinic / lab ~ 1:15 ~ 1 Assisting staff for each 15
b. Matching of faculty members' specializations	<input checked="" type="checkbox"/> Appropriate <input type="checkbox"/> To some extent <input type="checkbox"/> Not appropriate Why?
c. The distribution of tasks between them to program needs	<input checked="" type="checkbox"/> Appropriate <input type="checkbox"/> To some extent <input type="checkbox"/> Not appropriate Why?
d. Library	<input type="checkbox"/> Appropriate <input checked="" type="checkbox"/> To some extent <input type="checkbox"/> Not appropriate Why? <ul style="list-style-type: none"> • Currently, there are 165 textbook for different disciplines in faculty of dentistry.



	<ul style="list-style-type: none"> The library still needs further expansions and upgrading
e. Laboratories	<input checked="" type="checkbox"/> Appropriate <input type="checkbox"/> To some extent <input type="checkbox"/> Not appropriate Why?
f. Computers	<input type="checkbox"/> Appropriate <input checked="" type="checkbox"/> To some extent <input type="checkbox"/> Not appropriate Why? <p>Computers available for students are found in the library (7 computers) & are not enough to accommodate the total number of students but they are now under upgrade process to increase capacity</p>
g. The extent of cooperation with stakeholders in the provision of training opportunities for students	<ul style="list-style-type: none"> Fair <p>The faculty organized Ambulatory services once yearly to provide dental examination & care in rural areas outside Alexandria Metropolitan city. The healthcare convey includes staff members, assisting staff, nurses, students, & intern trainees.</p>
h. Further needs of the program	<ol style="list-style-type: none"> Increasing number. of academic faculty & assisting staff members. Increasing exchange programs for students and faculty members to regional and international universities. Increasing the outreach programs for serving larger scale of community . Funding research projects by allocating reasonable budget for faculty research to increase research capacity. Increasing institutional subscription in international journals. Forming a research review board for faculty research.
7. Quality and improvement administration:	
a. Follow up system of the deficiencies	<input checked="" type="checkbox"/> Effective <input type="checkbox"/> To some extent <input type="checkbox"/> Not effective Why?



<p>b. Implementation of faculty and university laws and regulations</p>	<p><input checked="" type="checkbox"/> Appropriate <input type="checkbox"/> To some extent</p> <p><input type="checkbox"/> Not appropriate Why?</p> <p>-Faculty and university laws and regulations are followed to the most possible extent and are supervised by the Dean, Vice Dean for students affairs as well as the academic departments</p> <p>- The submission of course reports to the Quality Assurance Unit after final exam results</p> <p>-Students feedback questionnaires are distributed annually by administration</p> <p>- Faculty Self-assessment reports are submitted annually</p> <p>-All university continual professional development courses are attended regularly by staff members & assisting staff</p>
<p>c. Effectiveness of the internal evaluation system in the program's development</p>	<p>Active involvement of internal audit committee throughout regular review of courses' Specs ,reports, & course files.</p>
<p>d. External evaluator's comments concerning the program's outcomes and assessment standards</p>	<p>Positive comments of the external evaluators include the following:</p> <ol style="list-style-type: none">1. The NARS parameters are applied in all specialities.2. The internal and external auditing are available and active.3. New teaching and assessment methods have been used (seminars, small group discussion, case study, simulation, role playing, and problem solving)4. On the departmental level text books are available5. Dividing students in lectures into groups.6. There is an applied and documented field training program for the interns. <p>Regarding the assessment standard the</p>



	<p>following positive comments were reported:</p> <ol style="list-style-type: none">1. There is a committee for exams' evaluation and review,2. There is a standardized design for all written exams3. -There is a Check-List for all clinical exams for objectivity.4. -There is approved and documented copies of the exams' results.5. -Results of exams are available through officially announced copies.6. --For standardization, evaluation forms for the external examiners are used.7. -There is a mechanism for reviewing the students' complaints regarding the exam results.8. Report of the exam results, success rates and students ranking order are endorsed by the faculty board. <p>Negative comments of the external evaluators include the following:</p> <ul style="list-style-type: none">- The faculty library is not fully operated.- Yearly Increase in number of enrolled students without effective increase in faculty number.
<p>12. Proposals for program development:</p>	
<p>e. Program structure and facilities</p>	<ol style="list-style-type: none">1. Improving Students Assessment Methods by providing training workshops to staff members.2. Applying the use of Check- lists for practical and clinical exams to ensure balanced & assessment and announcing these checklists for each course to students before the exams.3. Improving the provision of exams through preparing exams Blueprint for better distribution of questions over course items & Informing the



	<p>students about the distribution of marks (continous assessment, oral and written exams) prior to each course.</p> <ol style="list-style-type: none">4. Arranging pre- scheduled final revisions at the end of the academic year.5. Providing further training for staff members on the problem solving approach assessment method.6. Improving & updating the website of faculty
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Program coordinator: Prof. Dr. Yehia Ashour

Date of signature: September , 2015

نائب المدير التنفيذي لوحدة الجودة

المدير التنفيذي لوحدة الجودة

د/ هالة حسنى

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