



DEPARTMENT: ACD / ACADEMIC

TITLE: Annual Program Report

CODE: ACD/AC – FO – 6.1-E

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Date: 12/3/2021

Program Information

Program Name: Diploma in Dental Surgery

Program Assessment Liaison (PAL): Quality assurance unit.

PAL Email: qualityassurance.fmd@ul.edu.lb

Academic Coordinator/ Director: Prof. Georges AOUN

Faculty Head / Dean: Prof. Toni ZEINOUN

Program Level:

Undergraduate

Master

Master

Section 1: History, Development, and Expectations of the Program

1.1 Program History, Development, Expectations

The Faculty of Dental Medicine (FDM) is a public higher education institution, part of the Lebanese University (LU). It is located in Hadat, peripheral region of Beirut, with easy access from all regions of Lebanon due to its central location.

In 1983, the FMD was an integral part of the Faculty of Medical Sciences (Medicine, Dental Surgery, and Pharmacy). In 1999, it becomes an autonomous faculty by ministerial decree (n ° 427 on 6/4/1999). The FDM offers program for Diploma in Dental Surgery, in French and English for 2nd cycle studies. It is a five-year program consisting of a first year in common core at the Faculty of Sciences followed by four additional years at the FDM. It is mainly based on:

- Theoretical courses in basic sciences and all the branches of dentistry from the 2nd to the 5th year.
- Preclinical training in the 2nd and 3rd years.
- Clinical training on patients in the clinical center in the 4th and 5th years.
- Introduction to research (end-of-cycle dissertation).

Additionally, during their clinical training, FDM students are introduced and prepared to play a role in promoting the oral health of the population.



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The educational strategy and goals of the program are delivered by eminent teachers who participated in the creation of the faculty and continue by the recruitment of teachers graduated from several local and international universities for scientific diversity.

In 2012 (Decision no: 2912), the FDM reactivated the doctoral program, motivating the teaching team to join it, thus spreading a spirit of research within the faculty.

Additionally, the FDM integrates the world of digital technology applied to dentistry into its academic and clinical curriculum.

The FDM will continue the program development in the future especially by:

- Establishing more collaborations with international academic institutions and companies from various countries
- Regularly updating the curriculum of the program based on the dentistry advancement.
- Following the development of innovation in the technology in all the dentistry branches.

1.2 Program mission

The FDM of the LU aims to prepare students in the field of dentistry through the following:

- Prepare and develop academic and clinical programs based on the science of evidence and critical thinking.
- Ensure an administrative and academic culture in accordance with quality standards.
- Promote scientific research and continuing education.
- Help raising the level of health and preventive education in the Lebanese society.

1.3 Program vision

The FDM of the LU aims to distinguish itself in the preparation of specialists (generalists) in the field of dentistry in Lebanon in accordance with the highest international standards to ensure their integration into the international recognized societies accreditation ranks.

1.4 Program objectives

Among the objectives of the faculty we can mention:

- Protect the public interest
- Improve of academic programs through an annual review based on course evaluation.
- Strength the educational environment which encourages innovation and constant improvement, through a minimum publication of 20 articles annually.
- Emphasize competence in curriculum standards: at least 80% of these skills must be achieved.



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- Encourage an environment of education and purpose that enhances critical thinking and prepares graduates to become lifelong learning enthusiasts.
- Simplification of the academic accreditation process, in particular with regard to the essential criteria for evaluating the quality of educational programs. For this, a quality estimation strategy will be established.

1.5 Connection of program mission, vision, objectives to LU mission and vision.

The entire program mission, vision, objectives of the FDM is based on the goals of the LU which is the only public institution in the country serving a large scale of the Lebanese population.

Section 2: 2020-21 Program Learning Outcomes Reported

2.1 Program Learning Outcome (PLO)

As stated on the program specifications (Annex AR1).

DOMAINS	INTENDED LEARNING OUTCOMES and COMPETENCIES
Domain 1: Professionalism	<p>Competency: 1.1. Professional attitude and behavior.</p> <p>1.1.1. Demonstrates an appropriate caring behavior towards patients 1.1.2. Displaying appropriate professional behavior towards all members of the dental team 1.1.3. Ensures that high level of clinical competence and evidence-based knowledge are maintained 1.1.4. Managing a safe work environment with regard to health, safety and clinical risk management (working posture, use of equipment, instrument handling, infection control) 1.1.5. Describe the criteria of locating and installing the dental office 1.1.6. Explain the effect of sound insulation on the dentist's health and the protective measures against it</p>
	<p>Competency: 1.2. Ethics</p> <p>1.2.1. Understands the moral and ethical responsibilities towards patient, population and community 1.2.2. Have knowledge of contemporary laws applicable to the practice of Dentistry 1.2.3. Provides human and compassionate care to all patients 1.2.4. Prioritize treatment options sensitive to each patient's individual needs, compatible with appropriate and contemporary methods of treatment 1.2.5. Respects patients, colleagues and staff without prejudice concerning gender, diversity of background, language, culture or disabilities 1.2.6. Produces and maintains an accurate patient record and record of patient treatment. 1.2.7. Recognizes patients' rights, particularly with regard to confidentiality, informed consent and patients' obligations 1.2.8. Recognizes his own limitations</p>



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<p>Domain 2: Safe and effective clinical practice</p>	<p>Competency: 2.1. Evidence-based practice</p> <p>2.1.1. Applies knowledge and understanding of the basic biological, medical, technical and clinical sciences</p> <p>2.1.2. Knows the scientific principles of sterilization, disinfection and infection control</p> <p>2.1.3. Identifies diseases such as infection, inflammation, disorders of the immune system, degeneration, metabolic disturbances and genetic disorders</p> <p>2.1.4. Know pathological features and dental relevance of common disorders of the major organ systems</p> <p>2.1.5. Have knowledge of the oral manifestations in of systemic disease</p> <p>2.1.6. Have knowledge and understanding of pharmacology and therapeutics relevant to clinical dental practice and its application</p> <p>2.1.7. Know the science of dental biomaterials and their limitations and be aware of environmental issues related to their utilization</p> <p>2.1.8. Using contemporary information technology for documentation, continuing education, communication, management of information and application related to health care</p> <p>2.1.9. Protecting confidential patient data</p> <p>2.1.10. Assessing their personal knowledge base and seek additional information to correct deficiency</p> <p>2.1.11. Recognizing their clinical limitations and knowing when to refer appropriately</p> <p>2.1.12. Describe the functioning of human body under normal conditions, and the dynamic equilibrium and regulatory mechanism of homeostasis</p> <p>2.1.13. Recognize the anatomical structures, physiological functions of body systems and their interrelationships</p> <p>2.1.14. Describe the variations of the components of the blood and their main pathologies</p> <p>2.1.15. Describe the different components of the immune system, their action and response in different physiological and pathological conditions</p> <p>2.1.16. Describe the mechanisms of development and the impact of genomic expressions on embryonic development.</p> <p>2.1.17. Describe the general properties of bacteria, viruses, parasites and fungus as well as their main related diseases</p> <p>2.1.18. Analyze the necessary psychological concepts within the framework of medical practice in order to understand the psychological functioning of patients and manage doctor-patient relationship.</p> <p>2.1.19. Evaluating published clinical and basic science research and integrate the information to improve the oral health of the patient</p> <p>Competency: 2.2. Interpersonal, communication and social skills</p> <p>2.2.1. Be competent in communicating effectively and interactively with patients, their families irrespective of age, social and cultural background</p> <p>2.2.2. Identifies patient expectations, desires and attitudes when considering treatment planning and during treatment</p> <p>2.2.3. Identifies psychological and social factors</p> <p>2.2.4. Shares information and professional knowledge with both patient and other professionals verbally and in writing</p> <p>2.2.5. Work with other members of the dental team (colleagues, laboratories...)</p>
<p>Domain 3: Patient-Centered Care</p>	<p>Competency: 3.1. Clinical information gathering</p>



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3.1.1. Obtain and record a complete history of the patient's medical, oral and dental state
 3.1.2. Identify the chief complaint of the patient
 3.1.3. Produce a patient record and maintaining an accurate record of patient treatment
 3.1.4. Initiate an appropriate written medical referral to clarify a question related to the patient's systemic condition
 3.1.5. Perform an extra oral and intra oral examination appropriate to the patient, including assessment vital signs and the recording of these findings
 3.1.6. Identify the location and extent and degree of activity of dental caries
 3.1.7. Perform a dietary analysis, identify risk factors for oral health
 3.1.8. Take radiographs of relevance to dental practice, interpret the images
 3.1.9. Recognize the clinical features of oral mucosal diseases or disorders
 3.1.10. Obtain informed consent prior to recording a history and examination
 3.1.11. Have knowledge of appropriate clinical laboratories and other diagnostic procedures and tests and understand the diagnostic reliability and the interpretation of the results
 3.1.12. Describe, establish the differential diagnosis, and manage oral mucosal lesions, dental and bone pathologies, developmental anomalies, and symptoms
 3.1.13. Recognize the diseases of the different systems as cardiac, endocrine, digestive... and their relation to oral lesions
 3.1.14. Identify the risk of an acute deterioration in medically compromised patients and manage it

Competency: 3.2. Treatment Planning

3.2.1. Be competent in decision-making, clinical reasoning and judgment to develop a differential diagnosis
 3.2.2. Obtain informed consent for all forms of treatment
 3.2.3. Recognize the presence of systemic disease and its treatment, including present medication
 3.2.4. Examining the dentition for dental caries, wear, including attrition, abrasion and erosion, and other damage to the hard tissues of the teeth.
 3.2.5. Assessing the risk to patients of dental caries, all forms of tooth wear, and other damage to the hard tissues of the teeth.
 3.2.6. Performing procedures designed to alter the color of teeth prior to undertaking any necessary restorative procedures.

Competency: 3.3. Establishing and maintaining oral health

3.3.1. Perform the clinical examination steps and identify the clinical signs alerting a malignant transformation to a bone lesion or oral mucosa
 3.3.2. Collect during the clinical intra oral and extra oral examination the necessary information for the establishment of differential and definitive diagnosis

3.3.3. Take extra oral radiographs for referred patients
 3.3.4. Interpret the intra oral and extra oral radiographs
 3.3.5. Manipulate the CBCT software and interpret CBCT examinations

3.3.6. Establish a treatment plan and discuss the treatment modalities with the patients
 3.3.7. Master direct anterior and posterior restorative techniques using the most advanced resin composites
 3.3.8. Perform pulp cupping using the most recent techniques and biomaterials
 3.3.9. Perform direct and indirect veneers, and Indirect Inlay-Onlay



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| | <p>3.3.10. Understand and treat the different causes of teeth discolorations</p> <p>3.3.11. Prepare the endodontic field and the necessary sterile instruments</p> <p>3.3.12. Place a rubber dam systematically in clinical situation and isolate an endodontic field.</p> <p>3.3.13. Achieve Cleaning and shaping using rotary NiTi instruments and irrigation regimes</p> <p>3.3.14. Perform a three-dimensional endodontic obturation: continuous wave compaction of warm gutta percha</p> <p>3.3.15. Undertake endodontic re-treatment on teeth with one or two roots</p> <p>3.3.16. Manage different clinical situations in endodontics, and set a treatment plan</p> |
| | <p>3.3.17. Choose the appropriate instruments for each extraction procedure</p> <p>3.3.18. Execute techniques to be used in local and block anesthesia</p> <p>3.3.19. Apply simple dental extraction for every tooth on phantom model</p> <p>3.3.20. Realize different suturing techniques: simple suture, X suture, continuous suture...</p> <p>3.3.21. Place an implant into the dummy model</p> <p>3.3.22. Perform an adequate local or block anesthesia</p> <p>3.3.23. Apply the different techniques of extraction and give the post-op recommendations</p> <p>3.3.24. Value the importance of multidisciplinary approach</p> |
| | <p>3.3.25. Probe a periodontal pocket and furcation.</p> <p>3.3.26. Measure the height of keratinized and attached gingiva, the gingival recession and tooth mobility</p> <p>3.3.27. Record clinical data and draw a periodontal chart</p> <p>3.3.28. Perform ultrasonic scaling</p> <p>3.3.29. Sharpen periodontal instruments.</p> <p>3.3.30. Perform manual scaling and root planning.</p> <p>3.3.31. Value the importance of oral hygiene and justify the importance of a regular professional periodontal assessment.</p> |
| | <p>3.3.32. Conduct the appropriate measures of asepsis and disinfection</p> <p>3.3.33. Organize the workplace (instruments, products and materials) according to the work to be done</p> <p>3.3.34. Excel the application of fissure sealants and PRR</p> <p>3.3.35. Perform a gel or varnish fluoride application</p> <p>3.3.36. Prescribe adequate toothbrush, toothpaste, mouthwash, dental floss and other necessary tools to maintain good oral hygiene</p> <p>3.3.37. Distinguish the role of saliva in the caries process including critical pH and Stephan's curve.</p> <p>3.3.38. Interpret the results of different types of saliva tests, including saliva flow, buffering capacity and bacterial sepsis</p> |
| | <p>3.3.39. Perform multiple teeth preparation for metal-ceramic or all-ceramic restorations and achieve interim restorations</p> <p>3.3.40. Master the fabrication of custom resin pattern on anterior and posterior teeth for cast post and cores</p> <p>3.3.41. Perform conventional and digital impressions and mount models on articulator</p> <p>3.3.42. Adjust and cement indirect metal-ceramic on all-ceramic restorations</p> <p>3.3.43. Illustrate and explain the design of the restoration(s) to the lab and fill the lab forms</p> <p>3.3.44. Perform an implant supported crown</p> <p>3.3.45. Perform teeth preparation for a metallic partial denture</p> |

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	<p>3.3.46. Perform an impression for metallic partial denture</p> <p>3.3.47. Manage complications in the prosthetic fixed restorations</p>
	<p>3.3.48. Achieve restorative and preventive treatments on deciduous and immature permanent molars</p> <p>3.3.49. Achieve a stainless-steel crown on a deciduous molar</p> <p>3.3.50. Accomplish endodontic treatments on a deciduous molar</p> <p>3.3.51. Initiate an interceptive orthodontic treatment</p> <p>3.3.52. Perform clinical and radiological examinations for children. Choose Prescribe the convenient medication for children</p> <p>3.3.53. Perform different cavity preparation and restoration</p> <p>3.3.54. Adjust and adapt a stainless-steel crown on a deciduous molar</p> <p>3.3.55. Realize a radicular treatment on a deciduous molar</p> <p>3.3.56. Apply appropriate dental extraction techniques</p>
	<p>3.3.57. Manipulate the study models for the evaluation of the three dimensions' relationship in occlusion</p> <p>3.3.58. Calculate the arch length discrepancy on the models</p> <p>3.3.59. Calculate the curve of Spee</p> <p>3.3.60. Calculate the Bolton index</p> <p>3.3.61. Perform measurement for anteroposterior and vertical dimensions' diagnosis on a lateral cephalometric x-ray.</p> <p>3.3.62. Interpret orthodontic records</p> <p>3.3.63. Formulate orthodontic problem list</p> <p>3.3.64. Identify orthodontic treatment options</p>
Domain 4: Dentistry in Society	<p>Competency: 4.2. Planning for Health and oral Health</p> <p>4.2.1. Inform patients about current concepts of prevention of oral disease</p> <p>4.2.2. Evaluate the different risk factors and the multifactorial etiology of dental caries</p> <p>4.2.3. Promote and improve the oral health of individuals, families and groups in the community</p> <p>4.2.4. Analyze the state of oral health and the treatment needs of a population</p> <p>4.2.5. Define the concept and principles of Primary Health Care (PHC)</p> <p>4.2.6. Analyze the state of oral health and the treatment needs of a population</p> <p>4.2.7. Choose the adequate toothbrush, toothpaste, mouthwash, dental floss and other necessary tools to maintain good oral hygiene</p>

2.2. Describe or attach what students do that is assessed for the PLO (i.e., the assessment measure(s))

- The information about the program's PLOs is available in the syllabus of each module and the program specifications. Undergraduate students receive the syllabus of the program with all details concerning the content of the modules, the objectives, the ILO's detailed in the course



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specifications, the methodology of teaching, the mode of assessment of the module, the attendance, and the bibliography for each given course.

- Students are also oriented by the instructors during the didactic lecture by focusing on important topics and notions that are important for their clinical experience and lifelong training.
- Students are also prepared to the clinical activity by practicing on phantom heads in the preclinical sessions. A demonstration for each preclinical act is done by the instructor in charge of the module during the session. The student performs the preclinical act and gets his work assessed at the end of the session by the instructors in charge.
- Students have the opportunity to practice on actual patients in real life settings under the supervision and the expertise of the clinical instructors by performing the clinical acts mentioned in the PLOs.

2.3 Describe how the measure is assessed and data are analyzed

The assessment for the PLO includes two kinds of strategies:

- The direct assessment of ILOs and teaching goals
- The indirect assessment of teaching goals by students

The direct assessment is conducted by the Head of Department and the instructors. The direct assessment of the theoretical PLO does include quizzes and examinations. The quizzes represent 10% of the final grade and the final theoretical examination represents 90% of the final grade. The written theoretical examination consists of series of MCQ's, open-ended questions, true or false, fill in the blanks.

The direct assessment of the clinical PLO's includes two ends of semester grades and one final clinical exam. Each notation represents 30% of the final grade; the final clinical examination represents 40% of the final grade. Each notation is done based on the clinical acts performed by the student and the clinical requirements set by each department.

The indirect assessment between 2017 and 2020 was not made on regular basis. All students were requested to evaluate a specific course chosen randomly by the administration by filling a survey concerning the effectiveness of teaching. The completed surveys were handed over to the secretary in charge of student affairs for data analysis. The results were communicated to the Dean. If the results of the survey were unsatisfactory, the Dean will call for a Council meeting to decide on the appropriate corrective actions to be taken. The Dean, along with the Head of Department, will



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discuss in private with the concerned instructor the different possibilities to improve his method.

The assessment process was made in an aleatory and sporadic way.

In 2021, the quality committee does the indirect assessment.

2.4 Results

The results of the past 4 years of all students enrolled in the program are stated below according to a table representing all the modules taught during the academic year for each level. The class average is calculated by adding all the students' grades (failed and passed) in a specific course or section and dividing the summation by the total number of students in the class.

RESULTS FOR THE THEORETICAL ASSESSMENT

2nd Year

Code	Theoretical Modules	17-18	18-19	19-20	Mean Average
BVPM 200	Bacteriology, Virology, Parasitology and Mycology	12.2	13.88	15.55	13.87
BCH 200	Biochemistry	15.9	12.9	14.75	14.51
PERIO 200	Basic Periodontology	14.13	13.07	16.33	14.51
BIST 200	Biostatistics	15.08	14.06	15.5	14.88
DBM 200	Dental Biomaterials	13.74	13.64	12.1	13.16
BIPH 200	Dental Biophysics	13.49	11.22	12.56	12.42
DOHE 200	Dental and oral histology and embryology	15.39	15.5	18.75	16.54
MORPHO 200	Dental Morphology	12.96	14.52	13.12	13.53
ENDO 200	Endodontic	14.3	14.01	15.94	14.75
ENGL200	English Language	15.11	14.1	13.93	14.38
FREN 200	French Language	13.2	12.2	14.78	13.39
FPRO 200	Fixed Prosthodontics	13.62	13.89	13.96	13.82
GSP 200	General and special Physiology	14.53	14.2	13.63	14.12
PSY 200	General Psychology	11.71	11.97	11.97	11.88
HEIM 200	Hematology	16.07	14.54	15.42	15.34
HIO 200	Histology of organs	14.45	14.4	14.26	14.37
HNA 200	Head and Neck Anatomy	16.42	15.59	16.27	16.09
HME 200	Human Morphology and Embryology	15.39	12.95	16.96	15.1
RED 200	Restorative Dentistry	13.5	11.86	13.1	12.82
RPRO 200	Removable prosthodontics	14.93	11.56	15.01	13.83
Code	Preclinical Modules	17-18	18-19	19-20	Mean average
BCH PC 200	Biochemistry Preclinical	15.77	15.45	14.92	15.38
BVPM PC 200	Bacteriology, Virology, Parasitology and Mycology	-	14.3	15.68	14.99
MORPHO PC 200	Dental Morphology Preclinical	12.56	12.55	12.92	12.67



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FPRO PC 200	Fixed Prosthodontics Preclinical	12.2	12.43	12.8	12.47
CHEM PC 200	General Chemistry Preclinical	14.76	15.18	14.6	14.84
HIO PC 200	Histology of organs	16.55	17.13	16.8	16.82
RPRO PC 200	Removable prosthodontics Preclinical	12.6	12.9	12.9	12.8
RED PC 200	Restorative Dentistry preclinical	12.52	12.47	12.59	12.52

3rd Year

Code	Theoretical Modules	17-18	18-19	19-20	Mean Average
CBACT 300	Clinical Bacteriology	15.36	17.06	16.04	16.15
DIAG 300	Clinical Diagnosis and Treatment Planning	14.81	15.2	16.08	15.36
RADIO 300	DentoMaxilloFacial Radiology and Imaging	13.2	13.3	15.75	14.08
DMP 300	Dental Materials in Prosthodontics	12.9	12.8	13.37	13.02
DPAT 300	Dental Pathology	13.13	15.64	16.08	14.95
OCCL 300	Dental Occlusion	14.65	14.35	15.5	14.83
ENDO 300	Endodontics	13.65	13.56	12.26	13.15
ERGO 300	Ergonomy and Posture in Dental Practice	13.85	14.68	14.33	14.28
FPRO 300	Fixed Prosthodontics	13.52	12.4	13.54	13.15
PHARM 300	General and Special Pharmacology	14.17	15.03	15.62	14.94
GSAP 300	General and Special Anatomy Pathology	15.65	13.4	13.08	14.04
IT 300	Information Technology	15.02	16.4	16.7	16.04
INM 300	Internal Medicine	14.47	14.8	13.3	14.19
NUTRI 300	Nutrition in Dentistry	14.11	15.3	14.48	14.63
OMFTA 300	Oral and Maxillofacial Topographical Anatomy	16.02	16.4	16.53	16.31
SURG 300	Oral Surgery	12.3	14.4	14.22	13.64
MPAT 300	Oral Mucosal Pathology	13.34	15.6	14.9	14.61
PERIO 300	Preventive and Clinical Periodontology	14.34	14.8	13.2	14.11
RPRO 300	Removable prosthodontics	14.3	13.6	15.52	14.47
RED 300	Restorative and Esthetic Dentistry	12.5	14.02	13.82	13.44
Code	Preclinical Modules	17-18	18-19	19-20	Mean average
CBACT PC 300	Clinical Bacteriology Preclinical	15.07	15.98	16.58	15.87
RADIO PC 300	DentoMaxilloFacial Radiology and Imaging Preclinical	13.08	13.34	12.8	13.07
OCCL PC 300	Dental Occlusion Preclinical	12.45	12.4	12.63	12.49
ENDO PC 300	Endodontics Preclinical	12.62	12.2	12.38	12.4
ERGO PC 300	Ergonomy and Posture in Dental Practice Preclinical	12.77	12.54	13.5	12.93
FPRO PC 300	Fixed Prosthodontics Preclinical	13.03	12.2	12.59	12.6
IT PC 300	Information Technology Preclinical	16.43	16.57	17.84	16.94



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SURG PC 300	Oral Surgery Preclinical	13.48	13.67	13.76	13.63
PERIO PC 300	Preventive and Clinical Periodontology Preclinical	13.05	13.76	13.93	13.58
RPRO PC 300	Removable prosthodontics Preclinical	12.76		12.94	12.85
RED PC 300	Restorative and Esthetic Dentistry Preclinical	12.55	12.87	12.9	12.77
TCLIN 300	Transition to Clinical Practice	12.9	12.94	13.97	13.27

4th Year

Code	Theoretical Modules	17-18	18-19	19-20	Mean Average
New module	Medical precautions and medications prescription	-	15.11	16.97	16.04
New module	Digital dentistry and impression	-	14.07	14.8	14.43
RADIO 400	DentoMaxilloFacial Radiology and Imaging	12.7	12.7	13.98	13.12
DIAG 400	Differential Diagnosis and Symptomatology	13.65	12.36	17.18	14.39
ENDO 400	Endodontics	13.81	12.4	12.46	12.89
FAID 400	First Aid	18.68	16.9	14.97	16.85
FPRO 400	Fixed Prosthodontics	13.48	11.75	12.76	12.66
JAW PATH 400	Jaw Pathology	13.97	13.34	16.73	14.68
SURG 400	Oral Surgery	14.74	14.2	14.55	14.49
ORTH 400	Orthodontics and Dentofacial Orthopedics	13.88	14.5	13.84	14.07
PEDO 400	Pediatric Dentistry	15.83	15.6	13.2	14.87
PERIO 400	Periodontal Therapeutic	13.43	13.3	15.98	14.23
PCDH 400	Public and Community Dental Health	15.73	15.3	15.58	15.53
RPRO 400	Removable prosthodontics	14	13.6	11.92	13.17
RED 400	Restorative and Esthetic Dentistry	13.88	12.44	14.2	13.5
Code	Preclinical Modules	17-18	18-19	19-20	Mean average
DSOF PC 400	Dental Softwares Preclinical	15.72	16.03	17.7	16.48
SURG PC 400	Oral Surgery Preclinical	14.03	13.55	13.52	13.7
ORTH PC 400	Orthodontics and Dentofacial Orthopedics Preclinical	12.76	12.6	12.53	12.63
PEDO PC 400	Pediatric Dentistry Preclinical	13.32	13.1	13.98	13.46
RPRO PC 400	Removable prosthodontics Preclinical	14.13	14.04	13.83	14
Code	Clinical Modules	17-18	18-19	19-20	Mean average
RADIO CLIN 400	DentoMaxilloFacial Radiology and Imaging Clinical	13.52	13.57	12.6	13.23
ENDO CLIN 400	Endodontics Clinical	13.13	12.64	12.51	12.76
FPRO CLIN 400	Fixed Prosthodontics Clinical	13.27	13.07	13.11	13.15
DIAG CLIN 400	Oral Diagnosis Clinical	12.64	12.5	12.43	12.52
SURG CLIN 400	Oral Surgery Clinical	14.06	13.82	13.73	13.87



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PERIO CLIN 400	Periodontology Clinical	13.42	13.5	13.88	13.6
PCDH CLIN 400	Public and Community Dental Health Clinical	13.05	12.7	13.4	13.05
RPRO CLIN 400	Removable prosthodontics Clinical	13.34	13.57	13.76	13.55
RED CLIN 400	Restorative and Esthetic Dentistry Clinical	13.47	12.9	12.9	13.09

5TH Year

Code	Theoretical Modules	17-18	18-19	19-20	Mean average
DEON 500	Dental Deontology	15.39	13.23	13.73	14.11
RADIO 500	DentoMaxilloFacial Radiology and Imaging	13.2	15.12	15.17	14.49
FPRO 500	Fixed Prosthodontics	14.98	15.7	14.2	15.28
ANES 500	General Anesthesia	16.52	16.71	15.49	16.24
GSURG 500	General Surgery	13.27	14.72	13.69	13.89
HNP 500	Head and Neck Pathology	13.6	14.3	14.86	14.25
HURI 500	Human Rights	15.5	15.9	17.6	16.33
IMPL 500	Implant Dentistry	13.88	13.84	14.83	14.18
DENTM 500	Managing and installing a dental office	13.72	14.27	16.84	14.94
MFOS 500	Maxillofacial and Orthognathic Surgery	14.92	16.04	16.56	15.84
MFP 500	Maxillofacial prosthodontics	15.21	13.71	13.75	14.22
MFS 500	Medical Forensic Sciences	14.75	13.98	13.83	14.18
ORTH 500	Orthodontics and Dentofacial Orthopedics	13.65	14.62	13.81	14.02
PCDH 500	Public and Community Dental Health	15.61	13.97	14.46	14.68
Code	Preclinical Modules	17-18	18-19	19-20	Mean average
IMPL PC 500	Implant Dentistry Preclinical	13.83	14	14.03	13.95
MFS PC 500	Medical Forensic Sciences Preclinical	14.71	-	-	
Code	Clinical Modules	17-18	18-19	19-20	Mean average
RADIO CLIN 500	DentoMaxilloFacial Radiology and Imaging Clinical	13.56	13.72	13.11	13.46
ENDO CLIN 500	Endodontics Clinical	13.35	12.42	12.63	12.8
FPRO CLIN 500	Fixed Prosthodontics Clinical	13.43	13.39	13.3	13.37
ORTH CLIN 500	Orthodontics and Dentofacial Orthopedics Clinical	13.3	13.66	13.3	13.43
DIAG CLIN 500	Oral Diagnosis Clinical	12.95	12.9	12.7	12.85
SURG CLIN 500	Oral Surgery Clinical	14.02	14.2	13.91	14.04
PEDO CLIN 500	Pediatric Dentistry Clinical	13.69	13.92	13.2	13.6
PERIO CLIN 500	Periodontology Clinical	13.69	13.58	13.75	13.67
PCDH CLIN 500	Public and Community Dental Health Clinical	13.37	12.88	13.71	13.32
RPRO CLIN 500	Removable prosthodontics Clinical	13.99	13.6	14.41	14
RED CLIN 500	Restorative and Esthetic Dentistry Clinical	13.66	13.65	13.46	13.57

2.5 Interpretations of results

2.5.1 RESULTS OF THE THEORETICAL EXAMINATIONS

The tables below represent the percentages of all courses where students scored less than 10/20 for the theoretical examinations and less than 12/20 for the preclinical and clinical training. The tables are done for each academic year and for all levels.

Year 2017-2018

For the 2nd year, the percentage of students who scored below 10/20 is listed in the table. The total number of students assessed is 65.

Code	Modules	Percentage of grades below 10/20	Lowest grade
BIST 200	Biostatistics	9.2%	8/20
RED 200	Restorative Dentistry	7.6%	1.76/20
BVPM 200	Bacteriology, Virology, Parasitology and Mycology	36.9%	7.5/20
MORPHO 200	Dental Morphology	10.7%	1.5/20
HME 200	Human Morphology and Embryology	16.9%	8/20
PSY 200	General Psychology	13.8%	7.5/20

For the 3rd year, the percentage of students who scored below 10/20 is listed in the table. The total number of students assessed is 90.

Code	Modules	Percentage of grades below 10/20	Lowest grade
SURG 300	Oral Surgery	13.3%	7.25/20
MPAT 300	Oral Mucosal Pathology	14.4%	5.72/20
DPAT 300	Dental Pathology	11.11%	8.3/20

For the 4th year, there are no major problems in the assessment of the results for the theoretical examinations.

For the 5th year, the percentage of students who scored below 10/20 is listed in the table. The total number of students assessed is 67.

Code	Modules	Percentage of grades below 10/20	Lowest grade
GSURG 500	General Surgery	13.4%	8/20



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IMPL 500	Implant Dentistry	8%	8.66/20
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Year 2018-2019

For the 2nd year, the percentage of students who scored below 10/20 is listed in the table. The total number of students assessed is 66.

Code	Modules	Percentage of grades below 10/20	Lowest grade
BCH 200	Biochemistry	13.63%	8.25/20
BIPH 200	Dental Biophysics	18.18%	8/20
BIST 200	Biostatistics	16.66%	8/20
RED 200	Restorative Dentistry	10.6%	8/20
FREN 200	French Language	18.18%	3.85/20
PSY 200	General Psychology	16.66%	4/20

For the 3rd year, the percentage of students who scored below 10/20 is listed in the table. The total number of students assessed is 70.

Code	Modules	Percentage of grades below 10/20	Lowest grade
DMP 300	Dental Materials in Prosthodontics	11.42%	6.75/20

For the 4th year, the percentage of students who scored below 10/20 is listed in the table. The total number of students assessed is 85.

Code	Modules	Percentage of grades below 10/20	Lowest grade
DIAG 400	Differential Diagnosis and Symptomatology	15.29%	8.18/20
FPRO 400	Fixed Prosthodontics	22.35%	8/20

For the 5th year, the percentage of students who scored below 10/20 is listed in the table. The total number of students assessed is 75.

Code	Modules	Percentage of grades below 10/20	Lowest grade
DENTM 500	Managing and installing a dental office	4%	9.25/20
PCDH 500	Public and Community Dental Health	8%	7.75/20
MFS 500	Medical Forensic Sciences	6.6%	8.5/20

Year 2019-2020



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For the 2nd year, the percentage of students who scored below 10/20 is listed in the table. The total number of students assessed is 63.

Code	Modules	Percentage of grades below 10/20	Lowest grade
DBM 200	Dental Biomaterials	15.87%	6/20
BIPH 200	Dental Biophysics	11.11%	8/20

For the 3rd year, the percentage of students who scored below 10/20 is listed in the table. The total number of students assessed is 65.

Code	Modules	Percentage of grades below 10/20	Lowest grade
ENDO 300	Endodontics	10.76%	9.2/20

For the 4th year, the percentage of students who scored below 10/20 is listed in the table. The total number of students assessed is 70.

Code	Modules	Percentage of grades below 10/20	Lowest grade
RPRO 400	Removable prosthodontics	14.28%	8.42/20
FPRO 400	Fixed Prosthodontics	12.85%	8/20

For the 5th year, there are no major problems in the assessment of the results for the theoretical examinations.

2.5.2 RESULTS OF THE CLINICAL ACTIVITIES

Year 2017-2018:

In the 5th year, all clinical grades in all departments were above 12/20 except for the Oral Diagnostic department where 10.44% of the students had grades below 12/20; the lowest grade was 10.1/20.

In the 4th year, all the clinical grades were above 12/20 except for the Oral Diagnostic department where 21.6% of the students had grades below 12/20; the lowest grade was 9.91/20.

Year 2018-2019:

In the 5th year, all clinical grades were above 12/20 except for the endodontic department where 32% of the students had an average below 12/20, the lowest grade was 10.25/20.

In the 4th year, all clinical grades were above 12/20 except for: the restorative department where 15.3% of the students had an average below 12/20, the lowest grade was 10.43/20, in the oral diagnostic



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department where 29.5% of the students had an average below 12/20, the lowest grade was 10.45/20, and in SDP where 11.76% of the students had an average below 12/20, the lowest grade was 11.15/20.

Year 2019-2020:

In the 5th year, all clinical grades in all departments were above 12/20.

In the 4th year, all the clinical grades were above 12/20 except for the Oral Diagnostic department where 21.12% of the students had grades below 12/20; the lowest grade was 10.9/20.

The students from the 4th year in 2018-2019 and 5th year from the academic year 2019-2020 are considered the fresh graduate students.

For the academic year 2019-2020, clinical sessions have been suspended and we ended up finishing the scholastic year with a substantial degree of cut down on student clinical exposure by approximately 60% of their final years of training. This is mainly due to the unstable political, social and economic situation in Lebanon and because of the Covid-19 pandemic.

The class of 2019-2020 have graduated with a minimum requirements requested for 5th year students. The students attended clinics for a short period of time, not enough to get all clinical competencies required for a fresh graduate.

2.5.3 RESULTS OF THE PRECLINICAL ACTIVITIES

Year 2017-2018

In the 2nd year, all preclinical grades were above 12/20 except for the fixed prosthodontics module where 26.47% of the students had grades below 12/20, the lowest grade was 1.43/20; and the dental morphology module where 11.76% of the students had grades below 12/20, the lowest grade was 11.34/20.

In the 3rd year, all preclinical grades were above 12/20 except for the modules listed below in the table.

Code	Modules	Percentage of grades below 12/20	Lowest grade
RED PC 300	Restorative Dentistry	13.33%	11.66/20
ERGO PC 300	Ergonomy and posture in dental practice	15.55%	10/20
OCCL PC 300	Dental occlusion	18.88%	10.49/20
RPRO PC 300	Removable prosthodontics	13.33%	11.5/20



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In the 4th year, all preclinical grades were above 12/20 except for the orthodontic module where 17.56% of the students had grades below 12/20, the lowest grade was 9.6/20.

Year 2018-2019

In the 2nd year, all preclinical grades were above 12/20 except for the modules listed below in the table.

Code	Modules	Percentage of grades below 12/20	Lowest grade
RED PC 200	Restorative Dentistry	10.44%	11.6/20
CBIO PC 200	Cell biology	19.4%	11/20
MORPHO PC 200	Dental Morphology	16.41%	11.3/20
FPRO PC 200	Fixed prosthodontics	20.89%	10.97/20

In the 3rd year, all preclinical grades were above 12/20 except for the modules listed below in the table.

Code	Modules	Percentage of grades below 12/20	Lowest grade
ENDO PC 300	Endodontics	10.44%	11.6/20
ERGO PC 300	Ergonomy and posture in dental practice	21.73%	10/20
OCCL PC 300	Dental occlusion	18.84%	11/20
FPRO PC 300	Fixed prosthodontics	36.23%	10.86/20

In the 4th year, all preclinical grades were above 12/20 except for the orthodontic module where 16.47% of the students had grades below 12/20, the lowest grade was 11/20.

Year 2019-2020

In the 2nd year, all preclinical grades were above 12/20 except for the restorative dentistry module (RED PC 200) module where 15.87% of the students had grades below 12/20, the lowest grade was 11.28/20.

In the 3rd year, all preclinical grades were above 12/20 except for the modules listed below in the table.

Code	Modules	Percentage of grades below 12/20	Lowest grade
ENDO PC 300	Endodontics	16.92%	11.6/20
FPRO PC 300	Fixed prosthodontics	18.46%	10.96/20



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In the 4th year, all preclinical grades were above 12/20 except for the orthodontic module where 17.14% of the students had grades below 12/20, the lowest grade was 10/20.

2.6 Recommendations for improvement as informed by the assessment data

One of the biggest challenges has been to stop direct patient care, which is a key component of the dental curriculum. One cannot deny that didactic and clinical skills are two different outcomes of education.

Recommendations issued from the assessment:

- Analyze the results of the assessment evaluation, identify the gap in the direct assessment (ex; perform scale of evaluation, type of questions, weight affected for every questions).
- Use the indirect assessment result to ameliorate the methods of learning and their outcomes
- Extend program dates, particularly regarding clinical hours, rather than reducing the clinical graduation requirements.
- Bridge the gap of clinical training in order to find modified or alternative methods to ensure that students receive the necessary clinical experience.

General Recommendations for improvement:

- Rethink and remodel the infrastructure and manage occupational hazards, focusing on the safety of our students, staff, and patients.
- As this situation could last, we should find alternatives to keep training our students until dental practice can resume
- Consider measures to create a safe and effective learning environment for students under all circumstances.

Section 3: 2020-21 Assessment Processes and Summary

The assessments of the theoretical examinations, preclinical and clinical training are not available yet for the year 2020-2021 due to the Covid-19 pandemic.

3.1 Description of the Faculty and/or Staff Assessment Review Process for 2020-2021

To evaluate the faculty satisfaction, perception and feedback, the Quality Assurance unit at the FDM of the LU conducted a survey in March 2021.



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The survey addressed the faculty job experience at the faculty, their relationship with colleagues and administration and their research integration into teaching. More specifically, the purpose of the survey was to assess the perception of the faculty members on the following areas:

- Job satisfaction (6 questions)
- Training and development (3 questions)
- Supervision of scientific theses (2 questions) and financial support for scientific research (1 question)
- Relationship with others: colleagues at work (3 questions), direct responsible (2 questions), and administration (4 questions)
- Efficiency of department council (2 questions) and interdepartmental communication (1 question)
- Teaching burdens (4 questions)
- Research integration into teaching (15 questions)
- Library services (2 questions)
- Safety and health (4 questions)
- General assessment (2 questions)

Faculty members were asked to indicate their level of agreement with each statement using a 5-point scale (1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree). They were also given a Not Applicable option, but these responses were not included in the calculation of score means.

Frequency and percent distribution across response options were computed for all questions and summarized in tables.

The survey was administered online through a Google Forms link, after an online meeting with the dean and quality assurance committee chair to explain the purpose of the survey and the way to fill it.

All reports concerning the survey's results about instructor's satisfaction are available in Annex AR2.

3.2 Input/Involvement of Students, Other Stakeholders, and External Sources in Assessment Activities for 2020-21 Assessment:

The Quality Assurance unit at the FDM of the LU launched surveys to investigate the student satisfaction and dissatisfaction with its undergraduate program. The purpose was to clearly understand the students' perceptions and quality of education at both the didactic and clinical training levels.



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All students enrolled in the FDM were invited to participate in this online survey and respondents were ensured confidentiality. The survey was developed in English for the students enrolled in the English section and French for those in the French section.

The participants were asked to rate each statement on a 5-point Likert scale ranging from 1 (poor) to 5 (Excellent). The average score for each question and subsequently section was computed.

Till that day, patient's satisfaction surveys could not be performed due to the closure of the clinics in the FDM of the LU.

3.3 Overall Assessment Summary for 2020-21 PLOs Reported and Action Plan Moving Forward

The grades of the theoretical examinations, preclinical and clinical training are not yet available for the year 2020-2021 due to the Covid-19 pandemic since that according to the faculty policy all theoretical exams should be done in person on campus.

Based on the satisfaction surveys filled by the 5th year student's related to the clinical training, the results of the overall assessment summary show that all 11 training courses had an acceptable total score (>3) (Annex: AR3). Nevertheless, some low scores mainly in 4 courses need to be revisited. Even though the average evaluation of all instructors in each course was good, the individual scores of instructors that were low should be reviewed and discussed with the instructor, head of department and dean.

A thorough investigation of meeting the scientific and professional expectations of students is needed, since 4 out of the 11 courses scored less than 3.

The results of the of the overall assessment summary from the quality committee related to didactic courses for 5th year students (Annex: AR4) appear to be also well given, and perceived by the students. The satisfaction survey identified the need for improvements in the distance learning experience where the lowest satisfaction scores were found. More specifically, instructors can be advised to trigger the participation of students, and engage in interactive discussions. In addition, the platform offered by the university might not be fully explored and should be made friendlier user for the students.

Some courses would benefit from some revision of the lectures to make them more interactive, and the distribution of the syllabi at the beginning of the courses should be advised to instructors where lacking.



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The results of the overall assessment summary from the quality committee related to didactic courses for 4th year students (Annex: AR5) appear to be also well given, and perceived by the students. This survey identified the need for improvements in the distance learning experience where the lowest satisfaction scores were found. The distribution of syllabi at the beginning of the courses should be advised to instructors where lacking.

The results of the overall assessment summary related to didactic courses of the 3rd year undergraduate curriculum (Annex: AR6) appear to be well perceived by the students who are satisfied with most of the points that they were asked about. This survey identified the need for improvements in the distance learning experience where the lowest satisfaction scores were found. More specifically, instructors can be advised to trigger the participation of students, and engage in interactive discussions. In addition, the platform offered by the university might not be fully explored and should be made more friendly-used by the students.

Section 4: Faculty/Staff/Student Accomplishments

- The program of the FDM of the LU is provided in 2 languages: French and English by teachers graduated from different national and international universities (European, American, and North African), which enriches the teaching program by bringing together knowledge from different dental schools in the world.
- High-end equipment and materials and products necessary for the conduct of the teaching are provided by the faculty. The current strategic development takes into account the evolution of digital technology in dentistry (computers for students, microscopes, laser, and intraoral camera).
- Continuing education program is carried out annually for a large number of departments with the intervention of foreign speakers.
- Every 2 years, a congress is organized by the FDM, bringing together more than 1200 registered with the participation of a large number of foreign speakers.
- Research at the FDM of the LU was always an interesting chapter for faculty members. The bulk of the research work at the Faculty of Dental Medicine since 2014 was performed within the Doctorate program (DSO) frame with a main impact on the faculty members that aside their academic promotion will be able to supervise and transfer the research expertise and spirit to both students and colleagues.



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Since 2014 till present (April 2021) 22 doctorate thesis were defended and till 2020, **193 papers** were published in PUBMED indexed journals.

- Graduated students from the FDM were integrated in different research and professional institutions in Europe, Canada, and USA.

Section 5: Alumni Information

The Faculty of Dental Medicine at the Lebanese University ran a survey in March 2021 to solicit information from its alumni. Alumni data can be used to establish how well the Faculty is meeting the standards set in its mission statement and provide context to its plans for strategic improvement.

An online survey was developed and administered to the Lebanese University Faculty of Dental Medicine graduates of the last 5 years (2015-2020). The survey questions focused on the alumni perspectives and satisfaction with their education and career outcomes, in addition to collecting information on their current status. More specifically, the questions fell into the following categories:

- 1- Post-graduate studies
- 2- Employment status
- 3- Continuing education and memberships
- 4- Alumni satisfaction
- 5- Self-perceived competency and integration into practice
- 6- Challenges at graduation

The survey was answered by 167 alumnus (117 females and 50 males). The response rate and distribution per year of graduation are summarized in Table 1. The average response rate for all 5 years was 36.67%.

Table 1. Distribution of respondents and response rate per year of graduation

Graduation year	Total	Respondents	Rate
2015	80	23	28.75
2016	87	17	19.54
2017	70	29	41.43
2018	67	36	53.73
2019	76	11	14.47
2020	82	51	62.20
TOTAL	462	167	36.69

1- Post-graduate studies

Among the respondents, 41 (24.6%) reported currently undergoing their master studies, and 33 (19.8%) had already graduated. The specialties distribution is listed in Table 2.

Table 2. Distribution per specialty of post-graduate studies (n=74)

Specialty	n
Oral and Maxillofacial Radiology	1
Dental Management	2
Public Health	2
Endodontics and Restorative Dentistry	9
Oral and Maxillofacial Surgery	11
Orthodontics	11
Periodontology	12
Pediatric Dentistry and Dental Public Health	12
Prosthodontics	14

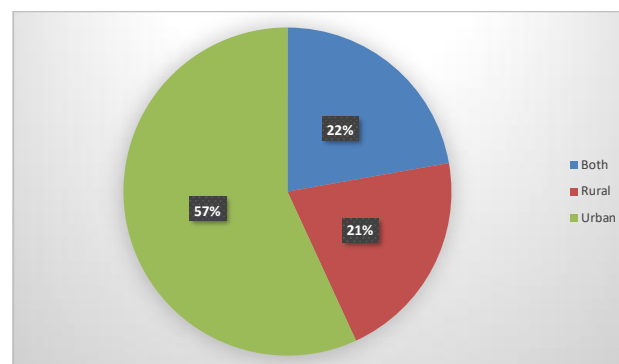
2- Employment status

14 (8.4%) of respondents reported not undergoing any current dental practice, 71.3% are operating as a general practitioners and 20.4% as specialists.

Among those currently working, the majority (84.4%) are working in Lebanon, and the remaining either in Canada (5), France (2), Russia (2), Spain (2) and USA (1).

The distribution of work per rural and urban areas is illustrated in Figure 1.

Figure 1. Distribution of current work location (n=153)



Only 6 alumni members are affiliated with armed forces, and 9 with a dental faculty (staff or research assistant). Around 36% are interested in Syndicate activities, but only one respondent is actually involved.

When asked if alumni are holding positions not related to dentistry, 15 of them confirmed. Examples of such positions included anatomy teaching, clinical researcher, piano teacher and political sciences...

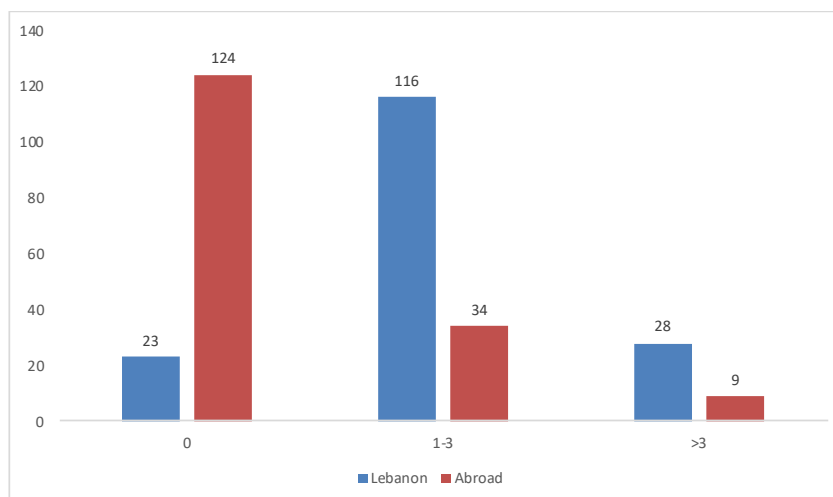
Six respondents (3.6%) are actively implicated in health prevention policies such as raising awareness in schools and through NGOs, whereas 13 (7.8%) reported having participated in epidemiological research on oral health.

3- Continuing education and memberships

The number of scientific events attended by respondents per year in Lebanon and abroad is illustrated in Figure 2. Around 10% have participated as speakers at dental meetings.

13 respondents have memberships in international scientific societies, and 18 in local ones. Around 10% are affiliated with political or regional associations, and only 7 have been part of scientific committees.

Figure 2. Number of scientific events attended in Lebanon and abroad



4- Alumni satisfaction

The survey evaluated the alumni satisfaction involved assessing overall experience, satisfaction with the degree obtained, quality of education, teaching methods and with how the university prepared them for employment and for the job market.

As reported in Table 3, 83.8% of overall sample agreed/strongly agreed with the statement “I am proud of my Faculty of Dentistry degree”, and this question rated the highest in the satisfaction category (4.18 out of 5).

The lowest score (3.56) was obtained to the satisfaction with the teaching methods and tools, with 18% strongly disagreeing or disagreeing, 21.6% neutral and only 60.5% either agreeing or strongly agreeing.

The majority of alumni were satisfied with the competence of faculty members and the level of education (scores of 3.97 and 3.8 respectively).

Table 3. Alumni satisfaction

Question	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Score
	n	%	n	%	n	%	n	%	n	%	Average
I am proud of my Faculty of Dentistry degree	2	1.2	2	1.2	23	13.8	77	46.1	63	37.7	4.18
I feel that the Faculty of Dentistry shaped my career	4	2.4	9	5.4	27	16.2	88	52.7	39	23.4	3.89
I am satisfied with the level of education I received	4	2.4	18	10.8	25	15.0	81	48.5	39	23.4	3.80
I am satisfied with the competence of the faculty members who trained me	2	1.2	5	3.0	34	20.4	81	48.5	45	26.9	3.97
I am satisfied with the teaching methods and tools adopted at the faculty	9	5.4	21	12.6	36	21.6	70	41.9	31	18.6	3.56
The material taught is relevant to the work needs	3	1.8	11	6.6	34	20.4	92	55.1	27	16.2	3.77
I would recommend this faculty to others	4	2.4	13	7.8	37	22.2	74	44.3	39	23.4	3.78
AVERAGE	28		79		216		563	337	283		3.9

5- Self-perceived competency and integration into practice (Table 4)

With respect to self-perceived competency, all 5 questions were rated at least 4 out of 5 except for the acquisition of clinical skill required in general dentistry (score 3.83), where 9% disagreed or strongly disagreed and 17.4% were neutral.

The majority of alumni agreed with the fact that they possess the communication and decision-making skills, and the fundamental understanding of managing common conditions. Similarly, more than 90% of them reported that they can work collaboratively in a group (score 4.25 out of 5).

Table 4. Self-perceived competency

Question	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Score
	n	%	n	%	n	%	n	%	n	%	
I am confident that I have acquired the clinical skills required in general dentistry	5	3.0	10	6.0	29	17.4	88	52.7	35	21.0	3.83
I have the communication skills necessary to interact with patients	1	0.6	5	3.0	15	9.0	96	57.5	50	29.9	4.13
I have basic skills in clinical decision-making	2	1.2	8	4.8	21	12.6	93	55.7	43	25.7	4.00
I have a fundamental understanding of managing common conditions	1	0.6	7	4.2	20	12.0	102	61.1	37	22.2	4.00
I can work collaboratively in a group	0	0	2	1.2	9	5.4	102	61.1	54	32.3	4.25
AVERAGE	37		111		310		1044	625	502		4.0

6- Challenges at graduation

Alumni were asked if they faced difficulties getting admitted to a graduate program and in establishing their own private practice. Results are displayed in Figure 3 and show a similar distribution of replies for both questions.

If we exclude the “Not applicable” reply, around 30% were neutral, and 40% agreed or strongly agreed that they faced difficulties.

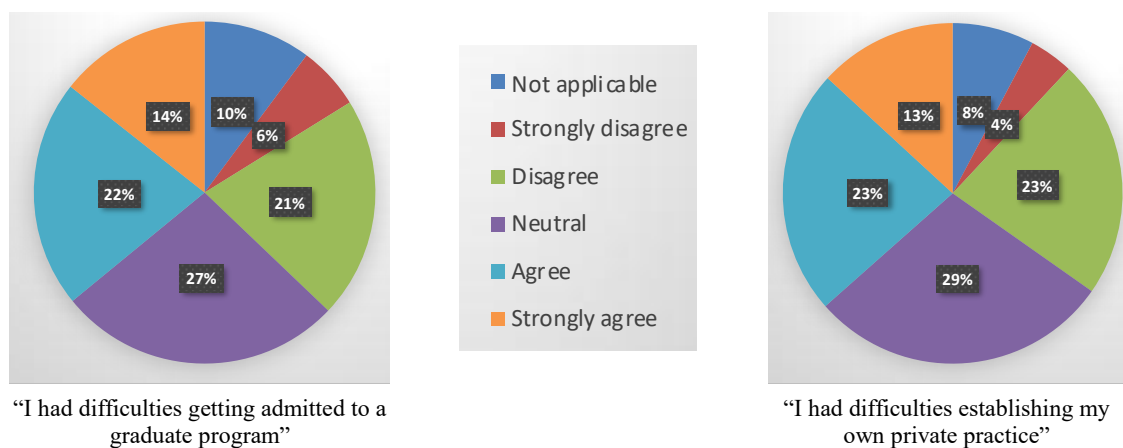


Figure 3. Distribution of responses to difficulties at graduation questions

Key findings and recommendations

The report reveals that Alumni of the Faculty of Dental Medicine at the Lebanese University (Annex : AR7) are satisfied with their quality of education and the majority is proud of the Diploma in Dentistry



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Surgery. Respondents also reported favorably on the skills they acquired for clinical work, decision-making and teamwork.

Around 44% of the respondents have continued their studies, and only 8.4% are not working, which denotes a good integration in the job market.

Most of the alumni work in Lebanon and in urban areas. A very small percentage (around 9%) hold positions not related to dentistry. Many of them attend scientific meetings.

Respondents also expressed finding some difficulties in getting accepted in post-graduate programs or in establishing their own practice, therefore, the University may target to help its students to get more prepared to post-graduate entrance exams and to try to get them job offers in Lebanon or abroad.

Section 6: Resource Allocation Request

The LU is the only public university in the country, and by governmental regulations students are free of any tuition except for the social insurance payment (around 350.000 LL) per academic year. Therefore, the FDM main budget is solely dependent on the allocated budget from the University that lot of time is very limited compared to the need of different departments.

The FDM rely on different sources that can help meeting departmental and enrollment management goals such as:

- The FDM International Convention that is held every 2 years and generate income out of participants (more than 1500) and exhibitors.
- Grants from research projects submitted to the Research Office at the University or other local, regional and international academic and support institutions as ERASMUS, CNRS, etc...
- Companies support: The FDM encompass faculty members that are opinion leaders to international dental companies that facilitate the support of different companies to the FDM department at educational level by organizing hands-on courses and lectures with renowned speakers which help in knowledge transfer. On the other hand, companies provide materials and equipment to the FDM that help in training and treating patients at clinical level.

Annex	Document
Annex 1	Program specifications
Annex 2	Report related to instructor's satisfaction
Annex 3	Report related to clinical training
Annex 4	Report related to didactic courses for 5 th year students
Annex 5	Report related to didactic courses for 4 th year students



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Annex 6	Report related to didactic courses for 3 rd year students
Annex 7	Alumni report