ASSOCIATION FOR ACCREDITATION OF DENTISTRY EDUCATION PROGRAMS

Pre-Graduation Dentistry Education Program
Self Evaluation Report Preparation Guide

Association for Accreditation of Dentistry Education Programs
Address: Mevlâna Mah. Hürriyet Cad. Lotus Life Sit. No:10/4 Esenyurt, İstanbul
E-mail: iletisim@depad.org
Website: http://www.depad.org

SELF EVALUATION REPORT PREPARATION GUIDE
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ABBREVIATIONS LIST

AADEP	Association for Accreditation of Dentistry Education Programs
AADEP BOD	Association for Accreditation of Dentistry Education Programs Board of Directors
BS	Basic Standard
DS	Development Standard
DSE	Dentistry Specialty Exam (DSE)
etc.	Et cetera
NDEAB	National Dentistry Education Accreditation Board
NQF-HETR	National Qualifications Framework for Higher Education in Turkiye
P	Practice
PBL	Problem-Based Learning
R	Revision
SE	Self Evaluation
SER	Self Evaluation Report
T	Theoretical

LIST OF TABLES

Table 1: National and international exchange opportunities in the last five years (Example). 11

Table 2: Undergraduate education program table (Example)..... 34

Table 3: Educational methods used in the education program (Example)..... 35

Table 4: Commissions related to education (Example)..... 35

Table 5: Evaluation methods used to measure the achievement of course and program learning outcomes (Example)..... 36

Table 6: Method and frequency of receiving feedback in the program evaluation process (Example) 36

Table 7: Distribution of academic staff (data including the last 5 years in numbers and percentages) (Example)..... 37

Table 8: Workload of academic staff as education/research/oral-dental health services and if they are assigned in more than one program, their weekly+monthly+annual programs with their locations and covering the whole (Example)..... 37

Table 9: List of educational resources and opportunities (Example)..... 38

TABLE OF CONTENTS

LIST OF ABBREVIATIONS i

LIST OF TABLES ii

TABLE OF CONTENTS iii

1. GENERAL INFORMATION 1

1.1. Introduction 1

1.1. Objective 1

1.2. SER Preparation 1

1.3. Faculty Self Evaluation (SE) Board 1

1.4. Content 2

1.5. SER Chapters 2

1.6. SER Preparation Format 3

1.7. Delivery of SER 3

1.8. Confidentiality 4

1.9. National Dentistry Education Accreditation Operation Chart 5

2. SELF EVALUATION REPORT TEMPLATE 6

2.1. Cover 6

2.2. Contents 6

2.3. List of Tables and Figures 6

2.4. General Introduction of the Faculty and SER studies 6

2.4.1. Contact Information 6

2.4.2. Education Language of the Program 7

2.4.3. Brief History of the Program and Changes 7

2.4.4. Measures Taken to Eliminate Previous Inadequacies and Observations 7

2.4.5. Faculty Self Evaluation Board 7

2.4.6. SER Preparation Process 7

2.4.7. Self Evaluation Summary 8

2.4.8. Remarks on Meeting National Pre-Graduation Dentistry Education Standards 8

3. PRINCIPLES AND RECOMMENDATIONS FOR MEETING STANDARDS 10

4. PRE-GRADUATION DENTISTRY EDUCATION STANDARDS 12

4.1. Goals and Objectives 12
4.2. Structure and Content of the Education Program 13
4.3. Evaluation of Students 17
4.4. Students 20
4.5. Quality Improvement Processes 21
4.6. Academic and Administrative Staff 23
4.7. Educational Resources and Opportunities 26
4.7.1. Educational Infrastructure and Opportunities 27
4.7.2. Financial Opportunities 27
4.8. Management and Execution 31
LIST OF TABLES 34

1. GENERAL INFORMATION

1.1. Introduction

The Self Evaluation Report (SER) is the main document prepared by the faculty self evaluation board to be used by the National Dentistry Education Accreditation Board (NDEAB) to evaluate the conformity of the structure and processes of the education program for which accreditation is applied to the national standards. In this guide, there are rules, explanations, recommendations, and the SER template to be followed while preparing the SER.

1.1. Objective

The SER preparation process is the most important stage of the accreditation cycle. SER is the main document that will be evaluated by at least three independent referees and then by NDEAB to decide the eligibility for the evaluation visit about the program applied for accreditation. The SER preparation process can be used for certification, accountability, transparency, cooperation with stakeholders, and dissemination and internalization of the quality assurance culture, while contributing to the organization's recognition of its strengths and developmental aspects in its education program and initiating improvement processes, under the guidance of national accreditation standards.

1.2. SER Preparation

It is necessary to ensure the participation of as many components as possible in the SER preparation activities. SER preparation should not be considered as bureaucratic data management, but as a quality development process based on data interpretation. SER is prepared by the "Faculty Self Evaluation Board", which is established as a permanent board in the institution and whose minimum number and characteristics are given below, by informing other lecturers and students in the faculty and by ensuring their participation if necessary. The self-evaluation report is prepared by evaluating all the standards prepared by AADEP, which must be met in the Dentistry Education Programs covering the 5 years before the application year. Participation and transparency in the work of the Self Evaluation Board, an inclusive simplicity, impartiality and internal consistency in the SER prepared will make a very important contribution to the evaluation of the program by NDEAB during the visit evaluation process and to giving quality feedback to the organization. It is necessary that the information in different parts of the SER be consistent, have semantic integrity, and use smooth and understandable language.

1.3. Faculty Self Evaluation (SE) Board

The Faculty SE Board should be established as a permanent and continuously working board. The minimum requirement is to have at least 11 members with the characteristics described below. Except for the evaluator pool, those who are assigned to AADEP boards and commissions cannot be members of the Faculty Self Evaluation Board.

1. Dean/Deputy Deans
2. SE Coordinator (must be an experienced lecturer who has coordinated the educational processes in the faculty. Dean and Deputy Deans cannot be SE Coordinators)
3. Students - at least 3 students who can represent the pre-clinical and clinical process (preferably one of them can be a dentist who graduated from the same faculty, at most 3 years ago)
4. Lecturer- At least 4 lecturers who represent various stages of the academic career, with experience in the education planning, management, and evaluation of the faculty
5. Ph.D. student or Dentistry Specialty Exam (DSE) student

6. Administrative personnel who know the education infrastructure (faculty secretary or personnel working in student affairs)

1.4. Content

SER should be prepared according to the template given in this guide to provide the necessary information for the qualitative and quantitative evaluation of the faculty education program by NDEAB and should contain all the required information and documents.

1.5.SER Chapters

I- Cover
II- Contents
III- List of Tables and Figures
IV- General Introduction of the Faculty
V- Faculty SE Board
VI - SER Preparation Process
VII- Self Evaluation Summary
VIII- Remarks on Meeting National Pre-Graduation Dentistry Education Standards
- **1.** Goals and Objectives
- **2.** Structure and Content of the Education Program
- **3.** Evaluation of Students
- **4.** Students
- **5.** Quality Improvement Processes
- **6.** Academic and Administrative Staff
- **7.** Educational Resources and Opportunities
- **8.** Management and Execution

IX- List of Annexes
X- Tables

1.6. SER Preparation Format

While preparing the SER, the specified format must be strictly followed.

1. In the writing of SER, size 12 Times New Roman/Arial font should be used with 1.5 line spacing.

2. A4 size should be used vertically. Can be printed on both sides.

3. SER should be bound on the hardcover, and the expression "...University Faculty of Dentistry Turkish/English Education Program Self Evaluation Report (year)" should be written on the back of the binding.

4. SER should be prepared in such a way as to be limited to the number of pages that can be collected in a single volume, excluding its annexes. The links in the report should be hyperlinked in the electronic format of the report.

1.7. Delivery of SER

SER is submitted digitally with username and password until the first working day of September of the year of application, till to the end of working hours if no other method is recommended by the DEPAD-EC. Also; the prepared SER and its annexes must be delivered to the AADEP Office, whose address is given below until the deadline announced on the AADEP website (http://www.depad.org) forthe year in which the application is made.

- 4 hard copies of SER
- 1 hard copy of the annexes

- PDF electronic copy of SER and its annexes as recorded in 4 separate memory sticks

The applicant faculty is informed about the date of receipt of the SER and the status of the received SER and its Annexes. If there is a defect or format incompatibility, it is requested to be completed within 30 days.

AADEP Correspondence Address

Mevlâna Mah. Hürriyet Cad. Lotus Life Sit. No:10/4Esenyurt/İstanbul

If there is a defect or format inconsistency in the formal pre-examination of the SER of the applicant faculty, it is requested to be completed within 30 days. In case new information or documents emerge between the preparation of the SER and the institution visit, these are sent to the AADEP secretariat by e-mail. If it is decided to evaluate the Faculty Education Program with a visit after the SER evaluation, additional copies of the SER and its annexes will be requested by the faculty to be sent to the visiting team.

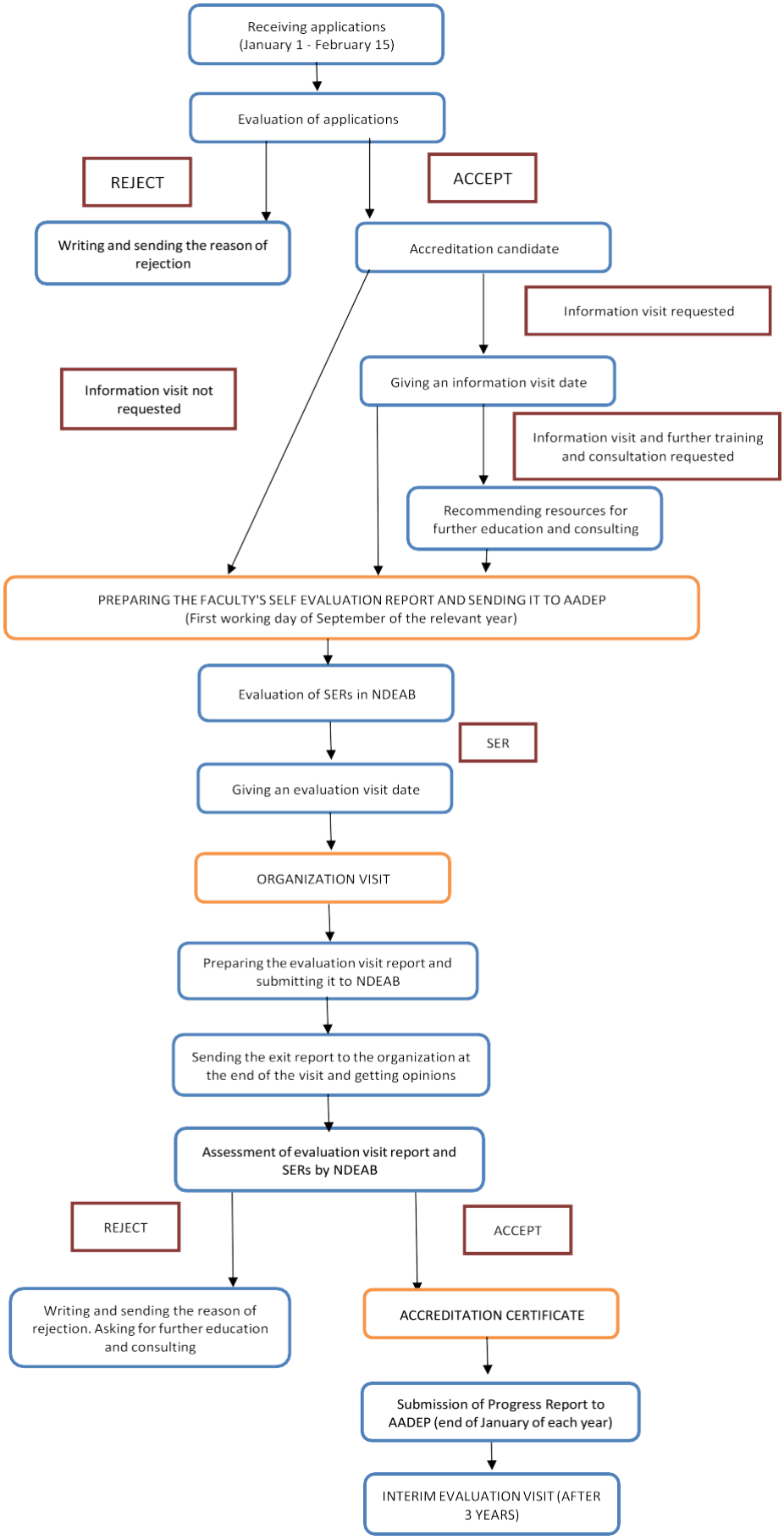
1.8. Confidentiality

The information contained in the SER is only for use by AADEP and the evaluation team in the application process. It cannot be shared with third parties without the permission of the relevant organization. However, the name of the organization can be used in AADEP training programs and publications by keeping it confidential.

A summary chart of accreditation processes is given on the next page. Detailed information can be found on the AADEP website (www.depad.org).

1.9. National Dentistry Education Accreditation Process Operation Chart

ACCREDITATION OPERATION CHART



2. SELF EVALUATION REPORT TEMPLATE

2.1. Cover

The cover must contain the following information;

- University, Name of Faculty, education program, and language applied for accreditation [eg. …. University Faculty of Dentistry Pre-Graduate Education Program (Turkish)]
- Application Year and Faculty Address

If the prepared SER is an SER that is revised in line with the AADEP BOD feedback, this should be stated next to the year on the cover (*eg. R1*) and the date and number of the AADEP BOD letter should be given as a reference (*eg. It has been revised within the framework of the AADEP BOD letter dated 01.03.2018 and numbered 18.)*

2.2. Contents

The table of contents in this manual should be prepared in a format that is aligned to both sides of the page. Page numbers should start from the table of contents.

2.3. List of Tables and Figures

All tables and figures in the report should be numbered with the number of the sub-title of the section or standard in which they appear, followed by their order in the report, and briefly named. (*For example, Table 2.1. Faculty Self Evaluation Board, Table 5.1.2. Academic Achievement Status of Students in the Last Three Years, Figure 5.1.1. Program Evaluation System Cycle*). Tables and figures should be shown in two separate lists, and page numbers should be given.

2.4. General Introduction of the Faculty and SER studies

2.4.1. Contact information

In this section, the following information should be given regarding the general characteristics of the faculty;

- Name of the university
- Rector's name-surname
- Name, address, and contact information of the faculty
- Dean's name, surname, and contact information (phone, fax number, and e-mail address)
- Self Evaluation Coordinator’s name, surname, and contact information (phone, fax number, and corporate e-mail address)

2.4.2. Education Language of the Program

The teaching language (Turkish, English, 30% English, etc.) used in the program should be specified.

2.4.3. Brief History of the Program and Changes

This section should provide a brief history of the program and describe major recent changes to the program (with emphasis on programs that have passed the NDEAB evaluation before, with emphasis on the last evaluation).

2.4.4. Measures Taken to Eliminate Previous Inadequacies and Observations

If some deficiencies and/or observations have been reported by NDEAB in the program as a result of the last evaluation (general evaluation or interim evaluation or show evidence evaluation), these should be written one by one without changing their order, as in the NDEAB evaluation report, and the measures taken to eliminate each one should be stated separately. If the program is to be evaluated by NDEAB for the first time, it is sufficient to specify only this situation in this subsection.

2.4.5. Faculty Self Evaluation Board

This section should provide a list of Faculty SE Board members. Attention should be paid to the minimum numbers and features given in the manual.
The list should include the members' name, surname, title, department, organization commission membership (eg. member of the measurement and evaluation board), membership status in the board (eg. clinical sciences-lecturer representative), and administrative role (eg. chief physician) if any.

2.4.6. SER Preparation Process

In this section, how the SER preparation process in the faculty was carried out should be summarized in the framework given below, accompanied by history. Meeting minutes should be given in the annexes.

- Establishment of the committee
- Working systematic and methods used
- Access to data sources and data reliability
- Student and lecturer participation
- Relations with AADEP
- Other contributions and supports

2.4.7. Self Evaluation Summary

In this section, your self evaluation for meeting the standards should be expressed in the form of one or two paragraphs for each of the 8 basic standards. A holistic summary of your faculty education program meeting the National Pre-Graduation Dentistry Education Standards should be provided, not exceeding three (3) pages, adding your strengths and areas for improvement in the related standard.

The Self Evaluation Summary should be prepared after the evaluation of all standards for Meeting National Pre-Graduation Dentistry Education Standards has been completed and should reflect the essence of Chapter 5.

2.4.8. Remarks on Meeting National Pre-Graduation Dentistry Education Standards

The status of meeting the basic and development standards given in the following pages should be evaluated in accordance with the explanations given in the frame below, covering the 5 years before the year of application, and the self-evaluation should be made as described and exemplified.
The evidence presented should contain sufficient information to demonstrate that the standard is met and maintained and, PDCA cycle is completed.

The following assessment scale will be used to evaluate the processes in meeting the basic standards:

1. : There is no defined and written process for meeting the standard, no documents and evidence were submitted

2. : There are defined processes for meeting the standard, but not implemented yet or implemented partially (P)* .

3. : There is a wide implementation of the processes to meet the standard in the institution, however, the results have not been checked and monitored in general and, 5-year results have not been shared (PD)**.

4. : The results of the practices covering the whole organisation are monitored and improved with the participation of relevant internal and external stakeholders (PDCA*** cycle has been completed, 5-year evidence has been presented).

5. :'Best practice'. Standard is met by innovative, pioneering, efficiency-enhancing and sustainable ways and related evidences are presented.

**** P**DCA: **Plan,** Do, Check, Act***

***** PD**CA: **Plan, Do,** Check, Act***

****** PDCA: Plan, Do, Check, Act***

Main Title: They are general titles related to the defined 8 Basic Standards, given with a single number between 1 and 8 (eg 7. EDUCATIONAL RESOURCES AND OPPORTUNITIES)

Sub-title: These are the titles under the 7. main title and grouped under the basic and development standards. It is numbered with two digits (eg. 7.1. Educational Infrastructure and Opportunities).

Basic Standard (BS): These are the standards that must be met "absolutely" by the program to be accredited. Standards other than the 7. Standard are numbered with the sequence number of the relevant standard after the BS statement. The 7. Standard is numbered with the sub-title number and the sequence number of the standard (*eg BS.7.1.1. lecture hall, classroom, seminar room, and student laboratories must be provided for educational activities to be carried out*).

Development Standard (DS): These are the standards that aim to improve the quality of the undergraduate education program and are a high-quality indicator if they are met. Standards other than the 7. Standard, are numbered with the sequence number of the relevant standard after the DS statement. The 7. Standard is numbered with the sub-title number and the sequence number of the standard (*eg DS.7.1.1. The education program should provide the opportunity for the student to come into contact with the patient from the earliest possible period*).

Explanations: These are general information about what the standards in the relevant main and sub-titles mean. Explanations on development standards are also given.

Additional documents and evidence: Examples of documents and evidence that are recommended to be used to prove the sub-titles of a standard are met. Not all listed evidence is expected to be presented. Documents to support what is written in the SER should be presented in affiliation.

Example tables: These are the examples of tables in which the faculty data on the standards are summarized and the relevant standard is expected to be presented in the explanation text in the SER. The organization can create various tables that it thinks can express itself.

Definitions: Explanatory information about the concepts in bold in the standards and explanations are given in alphabetical order at the end of this section.

3. PRINCIPLES AND RECOMMENDATIONS FOR MEETING STANDARDS

First of all, it should be stated whether the standard is met for the whole of each basic and development standard and for the main and sub-titles under it, and what these evaluations are based on should be explained in the text, supporting with tables and charts when necessary, and showing evidence. If there is no process in the faculty regarding the basic standard or development standard, information should be given that there is no study for that standard. For 3. Main Title 3.5 Basic Standard, a sample self evaluation text is provided below.

(EXAMPLE) 3.5. The Faculty of Dentistry must plan and implement measurement and evaluation methods to support learning and give feedback to the student

In our measurement and evaluation system, which was started in our faculty in 2004 and has been revised and expanded in 2010 and 2014, student feedback is still received with 1) student surveys at the end of practical and theoretical lectures and pre-clinical and clinical practice, 2) student representative's report at the end of the year. Feedback is received from instructors through year-end surveys. The success of the students is regularly monitored by the joint work of the term coordinators and student affairs, and the course/board, clinical practice, and year-end success follow-up tables are shared with the education commission and the program evaluation board. Student and instructor feedback and success follow-up tables are brought together, interpreted by

our measurement and evaluation board, turned into a report, and presented first at the faculty education commission and then at the end-of-year program evaluation workshop. The details of the system and the necessary documents and evidence examples are given under BS 3.5. As such, we think that the basic standards under this title are met in the education program of our faculty.

1. In the explanations, evaluations such as "the attached document shows that this standard is met", "there is an application for this standard", "the system in question exists in our organization", and "our education program meets the standard (annex 3.5)" are not requested. It is expected to follow a method that gives answers to questions such as "what? why? where? how? with whom? how much?" in which the structural situation and the details of the operation of the relevant process are explained.
2. Examples of tables that can be used in explanations are included in this document. Other figures, charts, and tables that summarize these tables and the data to be developed for the faculty and provide a higher perspective should be used in the text. Table 1, which has been prepared as an example for the sub-title of national and international exchange opportunities in the last five years, is given.

Table 1: National and international exchange opportunities in the last five years

Years	NUMBER OF STUDENTS		NUMBER OF LECTURERS	
	Incoming	Outgoing	Incoming	Outgoing
2017-2018	5	10	1	5
2018-2019	4	6	-	2
2019-2020	3	4	2	4
2020-2021	-	-	-	-
2021-2022	-	-	-	2

3. All kinds of written, visual and similar materials, such as minutes, and reports, which contain the date and signature desired to be submitted as a basis for the explanations, should be prepared as annexes. In the explanation of the standard, the number of the relevant standard should be taken as a basis in the representation of the annexes that constitute evidence, and a document name reflecting its content should be given to show what this annex is. For example, the representation of the 3rd annex of the BS.1.1 standard should be in the form of "Annex BS 1.1/3. Lists describing the goals and objectives of the faculty" and should be stated in parentheses in the text. If Annex BS 1.1/3, which is presented as evidence, is to be used for any standard under the main title of the structure and content of the Education Program, it should be shown with the same number and name in the text and should not be added to the annexes. In the case of using the same annexes in different sections, the display in the first use should be taken as a basis.

4. Attention should be paid to the consistency of the explanations and the information in the different parts of the report, their integrity of meaning, and the use of smooth and understandable language.

4. PRE-GRADUATION DENTISTRY EDUCATION STANDARDS

4.1. Goals and Objectives

The standards related to the goals and objectives required to graduate with the expected proficiency and expected achievements in the education program are defined as follows.

Basic Standards 1	**Organizational goals** of the faculty must have;

	BS. 1.1. Defined the mission, vision, general goals, and objectives covering the fields of education, research, and oral and dental health care. **BS. 1.2.** Determined the objectives and learning outcomes of the undergraduate education program and shared them with their stakeholders
Additional documents and examples of evidence	• Document(s) defining the mission, vision, and goals of the faculty • Link to the website where the organizational mission, vision, and goals are announced • Objectives and learning outcomes of the pre-graduate education program • Minutes of meetings held to define the objectives and learning outcomes of the pre-graduate education program • The link to the introductory book/brochure/website of the faculty where the goals and learning outcomes of the pre-graduate education program are announced

Explanations

The Faculty of Dentistry should define its educational goals and objectives in a way to train dentists who can comprehend, prevent and find solutions to the problems, taking into account the developing modern dentistry education approaches, disease diagnosis and treatment methods, changes in health care delivery, and the primary health problems of the community.

The education program should be determined and published on the basis of the NQF-HETR and the Dentistry National Core Education Program.

4.2. Structure and Content of the Education Program

Basic Standards 2	**The Faculty of Dentistry must;** **BS. 2.1.** Show the compatibility of the pre-graduation education program with DNCEP and NQF-HETR. **BS. 2.2.** Define the program goals, objectives, and outputs (qualifications, competencies, and achievements) and organize the curriculum content according to the years in a way to provide the determined goals, targets, and outputs. **BS. 2.3.** There should be a management policy to ensure education and training plan is implemented as envisaged and, reviewed at regular intervals. **BS. 2.4.** Student-centred education practices should take place at every stage of the programme.

	BS. 2.5. The education program includes courses and clinical practice environments that will provide skills such as critical thinking, problem solving, and evidence-based practice. **BS. 2.6.** The training programme should provide learning environments on management, leadership, teamwork, communication and risk management. **BS. 2.7.** The training programme should provide learning and training environments related to deontology, behaviour, ethics and communication with disadvantaged groups. **BS. 2.8.**Certain amount of independent study periods should be provided for students at each stage of the programme. **BS. 2.9.** Ensure that students do a sufficient number of clinical practices during the clinical period so that they can gain the expected competencies. **BS. 2.10.** Distance education (if provided) should be designed to be compatible with the qualification/competency outcomes of the programme and its functioning should be defined with directive; it should be carried out with appropriate hardware, infrastructure and manpower. **BS. 2.11.** Program should be designed and revised by opinions of stakeholders.

Additional documents and examples of evidence	• List of the faculty's educational program objectives • NQF-HETR and Program Qualifications Matrix • DNCEP-lecture/subject matrix • Lists that define the aims and objectives of the faculty according to years and program phases • Meeting dates, meeting minutes, participant lists and curriculum update dates of the commissions in the education administration • Distribution of theoretical and applied courses according to years/stages, explanations regarding the distribution of education methods • Documentation showing how much of the education program is planned online, how much face-to-face, and how much hybrid • Examples of educational activities for relevant standards • Evidence of studies that enable students to understand the relationship between research methods and professional practices and improve information literacy (student dissertations, student research clubs and activities, student research, presentations of students at scientific meetings) • Practice examples in which skills such as critical thinking, problem solving, and evidence-based dentistry are gained • Examples of student-centered education practices • Examples of practice in which students gain teamwork and leadership skills • Clinical notebooks showing the number and variety of clinical applications of each department • List of graduation qualifications/competencies/achievements of the faculty and comparison documents with DNCEP • Definitions regarding distance education practices in the regulation/directive • Evidence for informing and training educators on distance education • Evidence that students are informed and communicated about distance education (online adaptation training, meeting-announcement evidence, feedback, etc.) • There should be student and educator feedback examples and evaluation reports regarding the distance education process. • Program evaluation reports covering distance education and decisions and minutes on quality development.

Explanations

The correlation between the aims and objectives of the faculty and the program outputs (competencies/proficiencies/achievements) should be shown using tables according to years/program phases. The education program should be compatible with NQF-HETR and the current DNCEP. The structure of the education program and education methods should be in the education model in which a student-centered approach is adopted, and should include practices that will improve students' self-learning, reaching the best scientific evidence, and critical thinking skills. Students should be provided with the opportunity to conduct research. Theoretical and practical activities should be included in the education program that will improve students' ability to use medical evidence and experience in decision-making and problem-solving processes in complex cases they will encounter. Developments in the provision of health services, society's expectations of the dentist, and the role definitions of the dentist-patient relationship have led to the definition of new competencies in dentistry education. This list of competencies has prioritized the acquisition of professional attitudes and behaviors as well as knowledge and skills related to basic and clinical sciences in dentistry education. For this, educational activities including behavioral sciences, social sciences, human sciences in dentistry, forensic medicine and dentistry, health law, and ethics should be included in the education programs. Independent working hours should be included for students to reach their program goals, prepare for exams and assessments, and devote more time to their social and academic interests.

The Faculty of Dentistry should have facilities suitable for clinical education, educational goals and objectives, including a sufficient number of patients. Especially in cases where the number and diversity of patients are not sufficient, cooperation should be made with other institutions that will allow students to care for a sufficient number and variety of patients. The clinical practices of the students should be compatible with the professional practices in DNCEP. It should be explained which competency/proficiency/acquisitions are planned for the distance education applications in the faculty, which environments and methods are used, how the students are evaluated, and how the online exam security is ensured. In distance education and evaluation, the operation must be defined in the regulation/directive in accordance with the rules declared by CHE. Infrastructure, hardware and internet access facilities, etc., that will facilitate the use of distance education applications by students and instructors should be provided. The information technologies of the faculty should be up-to-date and technical staff should be available to provide technical support. Distance education should be in accordance with the

education program structure of the faculty and should be planned in a way that allows educator-student interaction. Student adaptation training programs and educator training programs should be organized in distance education. It should be explained and proven to what extent the students who have reached the graduation stage have reached that program output separately for each program output. Student and educator feedback on distance education activities should be received and plans should be made to improve quality. It should be shown with examples on how to establish a relationship between the documents to be presented as evidence and the program outputs.

Development Standards	**The Faculty of Dentistry must;** **DS. 2.1.** *Include non-faculty education activities in the education program at the national and/or international level.* **DS. 2.2.** *Receive feedback from all stakeholders about the educational activities carried out in the faculty and in the areas where oral and dental health services are provided. It should monitor, evaluate and demonstrate the usefulness of feedback and its impact on results. It should have a dynamic education program structure that allows for improvement based on the feedback received.*
Additional documents and examples of evidence	• Surveys showing the participation of stakeholders in the creation and/or updating of the training program, meeting dates, meeting minutes, participant lists • Curriculum update dates showing that results are reflected in the curriculum. • Documents related to activities outside the faculty • Records, brochures, website link, events related to student activities • Periodic feedback evaluation reports • Analysis of feedback evaluations by years and phases, examples of reports prepared • Student achievement analysis reports and minutes showing that these reports were discussed in education boards and commissions, examples of decisions taken • Examples of the use of program evaluation results to improve the program, minutes, and decisions regarding the process

Explanations

The Faculty of Dentistry should receive the contributions of all stakeholders in the creation and/or updating of education programs. Minutes and study reports of the activities carried out for this purpose should reveal the contributions and views of the parties.

Opportunities to participate in non-faculty activities at national and international levels should be provided within the education program.

To develop the education program and/or demonstrate its effectiveness, the training activities carried out in the faculty and in the areas where oral and dental health services are provided should

be evaluated with the feedback received from all stakeholders. (Student success, performance, and the reflection of what has been learned in medical practice.)

Findings should be reported regularly and the results should be shared with faculty management, academic staff, and students.

There should be documentation showing that the results were reflected in the education program.

4.3. Evaluation of Students

The structure, content, timing, and results of measurement and evaluation practices should be aimed at ensuring that students reach the expected achievements and learning outcomes.

Basic Standards 3	**The Faculty's institutional objectives must be;** **BS. 3.1.** Clearly defined the methods and criteria used in measurement and evaluation according to theoretical, practical, pre-clinical, and clinical practice courses. **BS. 3.2.** Defined different measurement and evaluation methods and criteria for measuring the achievement of course and program learning outcomes. **BS. 3.3.** Diversified measurement and evaluation methods and tools at every stage of the program. **BS. 3.4.** Show the compatibility of the measurement and evaluation practices with the goals and learning objectives, and evaluate their validity and reliability. **BS. 3.5.** Plan and implement measurement and evaluation methods to support learning and give feedback to the student. **BS.3.6.** In clinical practice, detailed rubrics should be prepared and the student should be able to evaluate himself/herself. **BS.3.7.** Measurement and evaluation training should be given to the instructors regularly.
Additional documents and examples of evidence	• Evidence that specification tables, evaluation matrices, and analysis of examination methods and examination questions have been reviewed and discussed with faculty and relevant committees, and that the results have been used to improve the program. • Evaluation criteria and documents used in the evaluation of clinical practice. • Education and Training and Examination directive/regulation • Website announcements • The placement of measurement and evaluation practices in the education program (Exam calendar, evaluation of questions with students after the exam, etc.) • Examples of exams for different learning areas • Documents on analyzing the validity and reliability of exam questions • Documents on sharing exam questions with students • Documentation that tests the suitability of exam questions for learning objectives

	• Documents in which the student evaluates himself/herself in clinical practice • Documents related to the educational activities of the instructors regarding measurement and evaluation, training dates, participant lists, training content, documents related to measurement and evaluation methods • Minutes of the meeting on the subject of measurement and evaluation

Explanations

Different measurement-evaluation tools and methods should be used to determine the acquisition of learning outcomes in the Faculty of Dentistry. It should ensure and demonstrate that the measurement-evaluation tools have content validity (having questions from all areas covered by the exam) and construct validity (all questions in the prepared test are related to the feature to be measured). Evaluation criteria used in clinical practice should give feedback to the student about areas that need improvement.

The Faculty of Dentistry should establish a feedback system that will enable them to improve their learning-study skills by monitoring their students' performance through measurement-evaluation results. In this context, activities such as preparing feedback environments and holding sessions where exam questions and answers are discussed should be planned.

It is necessary to have an official document such as a directive or regulation that defines the rights and responsibilities of the students, such as objecting to the exam questions and results, and the responsibilities of the faculty, explains and ensures the operation of the system, informs the lecturers and students and publishes it through the program book, website, and guides. From the first years of dentistry education to the last period, different goals should be evaluated with different methods. Instructors should receive training on measurement and evaluation at regular intervals.

Development Standards 3	***DS. 3.1.*** *The Faculty of Dentistry* must *follow new developments in measurement and evaluation and use up-to-date methods*
Additional documents and examples of evidence	• Documents on new application examples and planned studies, documents on educational activities that instructors have involved in measurement and evaluation

Explanations

The Faculty of Dentistry should develop current evaluation methods and evaluation systems in line with the developments in education methods, technologies, and requirements.

4.4. Students

Under this heading, standards regarding arrangements such as opportunities for students' academic development and provision of counseling services are defined.

Basic Standards 4	The Faculty of Dentistry must;

	BS. 4.1. Create communication environments by using different communication methods periodically with students in social, administrative and academic fields. **BS. 4.2.** Students should be encouraged to participate in social responsibility projects and their participation should be taken into consideration in determining the level of academic success.
Additional documents and examples of evidence	• Documents related to periodic meetings, e-mail groups, special days, student congresses, and festivals to establish regular communication between the faculty management and students • The student affairs office should have student communication and announcement methods and documents, an official document such as a directive or regulation that defines the responsibilities of the faculty and explains the operation of the system, inform the instructors and students, and the program book • Website information

Explanations

The Faculty of Dentistry students should be able to present their opinions, contributions, and suggestions to faculty management and academic staff at every stage of their education. For this purpose, students should be given the opportunity to use face-to-face or electronic communication methods.

Development Standards 4	***DS. 4.1.*** *The communication of students and instructors should be strengthened with their participation in social, cultural, artistic, and sports activities*. **D.S.4.2**. The training program should provide opportunities for the student to contact patients and society from the earliest possible period.
Additional documents and examples of evidence	• Documents defining social responsibility projects carried out inside and outside the faculty and their scope, showing their relationship with the program and defining evaluation criteria • Student societies within the scope of social, cultural, artistic, and sports activities, list of clubs, relevant instructions, student participation lists, event announcements, and examples • Facilities and support provided

Explanations

Students should be encouraged to take part in projects that are defined as social responsibility projects, prepared in line with the needs of society. Participation in projects should be evaluated within the scope of academic achievement. Social, cultural, artistic, and sportive opportunities should be provided within the faculty of dentistry or under the roof of the university, students should be encouraged to benefit, and their utilization rates should be monitored.

4.5. Quality Improvement Processes

The program should have defined quality assurance and quality improvement processes, including the cycle of education, training, research, planning, implementation, measurement, evaluation, and taking measures of oral and dental health services.

Basic Standards 5	The Faculty of Dentistry must**;** **BS. 5.1.** Regularly collect and evaluate data on education, research, and oral and dental health services, establish a quality assurance system for its development and use it for organizational quality culture. **BS. 5.2.** The education program should be evaluated periodically and necessary improvements should be made. **BS. 5.3.** Use program evaluation results effectively in the development and updating of the education program. **BS. 5.4.** Monitor, evaluate and improve the usefulness of measurement and evaluation practices and their effect on results. **BS. 5.5.** Define and implement processes that regularly monitor, evaluate and improve the educational performance of its academic staff.
Additional documents and examples of evidence	• Regulation, directive, and application documents related to quality assurance policies and processes • Documents showing the culture of quality • Periodic program evaluation reports • Examples of using program evaluation results to improve the program • Minutes and decisions regarding the process • Data on education, research, and oral and dental health services • Documents showing that student success and performance have been evaluated • Student and academic staff feedback forms and completed samples • Defined processes by which the educational performances of academic staff are evaluated • Lecture evaluation survey results • Lecturer evaluation survey results

Explanations

Quality development-improvement processes must be defined and implemented, and the data of the studies must be regularly reported.

In this framework, the purpose of the program evaluation and how the results will be used (to show and improve the effectiveness of the program, etc.) must be determined and followed.

As a general rule, no evaluation should be made if the results are not to be used.

The findings of the program evaluation activities for program development and improvement must be reported regularly and the results must be shared with the faculty management, academic staff, and students.

Feedback provides the recognition of strengths and areas that need improvement, gives an opportunity for improvement, and has a motivating effect on increasing students' performance. The Faculty of Dentistry should establish a feedback system that will enable students to improve their learning-study skills by monitoring their performance through measurement and evaluation results. In this context, activities such as preparing feedback environments and organizing sessions where exam questions and answers are discussed should be planned.

The Faculty of Dentistry should define and record the evaluation processes, application methods, and results obtained in relation to the educational performance of its academic staff.

Development Standards 5	***DS. 5.1.*** *External evaluation methods and processes should be used.* ***DS. 5.2.*** *All components and outcomes of the program should be*

	monitored and evaluated.
Additional documents and examples of evidence	• Documents and external evaluation reports on the use of external evaluation methods and processes • Examples of methods in which information on different components of the program is evaluated • Studies to evaluate graduates' competencies, evaluations of graduates' career distribution • Rate of graduates using an e-mail address with an institution extension, being included in domestic postgraduate education programs, being included in international postgraduate education programs, domestic employment place and rates, (public/private practice/private hospital), overseas employment location and rates, (academic environment/private practice), foreign equivalence exam results, postgraduate education programs including graduates

Explanations

The Faculty of Dentistry should receive evaluation services from national or international institutions and organizations for organizational external evaluation and should make decisions about continuing, developing, and changing the education program.

4.6. Academic and Administrative Staff

The standards for the establishment of qualified academic staff and supporting their development are defined in the faculty.

Basic Standards	**The Faculty of Dentistry must;** **BS. 6.1.** Academic staff should have the qualifications to meet education, research and oral and dental health services in terms of experience, number and distribution. **BS. 6.2.** Have a realistic and long-term staff planning to meet the development and change in its strategic planning **BS. 6.3.** Have established and published a policy that determines the research and service loads of instructors by taking into account their educational processes. **BS. 6.4.** Have determined and published criteria for the selection, appointment, and academic promotions of instructors that ensure equal opportunity, which considers academic merit and competence. **BS. 6.5.** Define the roles, authorities, and responsibilities of academic and administrative staff and announce them in writing. **BS. 6.6.** Encourage the participation of its academic staff in educational development programs and provide financial and administrative support. **BS. 6.7.** Encourage the academic staff to participate in activities for Continuous Professional Development (CPD) and provide administrative and financial support within the organizational framework. **BS.6.8.** Use the condition of participation in certain training programs as a criterion to take part in education management. **BS.6.9.** Efficacy of training the trainer programmes should be evaluated.

Additional documents and examples of evidence	• Tables describing the academic staff structure of the faculty for the last 5 years • Documents showing the academic staff's education/research/oral-dental health services and workload (if they are employed in more than one location, to cover the whole) within weekly, monthly and annual programs • Job descriptions and related guidelines • Study examples such as education, research, and service-related workload analysis, education effectiveness evaluation per person • Minutes and reports containing the evaluation results • University's selection, appointment, and promotion criteria • Minutes and reports on appointment processes • Existence of appointment-promotion commission, documents such as meeting minutes • Term/performance reports of the objectives specified in the strategic plan of the university and faculty and remedial actions in case of non-compliance • Documents describing the roles, authorities, and responsibilities of the academic and administrative staff • Documents describing the academic and administrative roles, authorities, and responsibilities of the instructors • Definition, the content of educational development programs and calendar for the last three years • Participant and educator lists • Documentation on evaluation of education and educator • CPD events organized by the faculty and the list of participants • Examples of documents, decisions, and support, supporting participation in CPD events • Administrative and economic support guidelines for CPD events

Explanations

The academic staff of the Faculty of Dentistry should be in the appropriate structure to carry out the planned education program in terms of numbers and experience. There should be basic principles and policies to be followed while assigning academic staff. The staff policy should include criteria that consider the education structure of the faculty, its load, the lecturer-student ratio, the managerial and administrative staff requirements, and the research and healthcare service load. Academic staff should be determined within the framework of these criteria and taking into account the number of current instructors, age and seniority, and meeting the needs. While planning for staff development, the Faculty of Dentistry should create strategies that will improve the quality of education, research, and health service delivery, turn them into measurable targets, and continuously monitor by determining performance indicators.

A policy should be established and published that determines the research and service loads of instructors by taking into account their educational processes.

Considering the differences in the status of each instructor as a lecturer, research assistant, and specialist, except for those specified in the Higher Education Law No. 2547, institution-specific definitions of duties and responsibilities other than those specified in the Law of Higher Education No. 2547, the roles and responsibilities specific to the organization, educational load,

coordination of education, research, healthcare service delivery, and activities should be determined separately and shared with the relevant people. Selection, appointment, and academic promotion criteria should be updated periodically within the framework of the changes made in the Higher Education Law, the decisions taken by the Interuniversity Council, the regulation and regulation of the Ministry of Health. Selection, appointment, and promotions should be carried out within the framework of organizational goals and objectives, criteria that consider appropriate academic merit and competence, and provide equal opportunity.

Educational programs should be organized in areas such as educational skills, measurement and evaluation, communication skills, and program development for the instructors to improve their educational qualifications.

The Faculty of Dentistry should encourage, support, and monitor the participation of instructors in CPD activities.

For an effective education, it is necessary to have knowledge about curriculum development, evaluation, and teaching methods as well as content knowledge. Faculty of Dentistry lecturers should have this equipment.

Faculties can carry out the training programs that the instructors need to have this equipment,

by getting support from the units within their own or other faculties in the university.

Development Standards	***DS. 6.1.*** *There should be an institutional policy that continuously supports the competence of academic and administrative staff in emergency management, patient-dentist rights, and safety.*
Additional documents and examples of evidence	• Participation certificates of educational programs • Impact and effectiveness evaluation studies (forms and reports) on educator training programs and CPD activities • Calendar of education programs • Participation documents

Explanations

For an effective education, it is necessary to have knowledge about curriculum development, evaluation, and education methods as well as field knowledge. The Faculty of Dentistry instructors should have this equipment. Faculties can carry out the education necessary for the instructors to have this equipment, with support from the units of their own or other faculties in the university.

The efficiency and effectiveness of educator training programs and CPD programs run by the faculty should be evaluated and improved.

Emergency management, patient-dentist rights, and safety should also be included in educator training programs run by the faculty.

4.7. Educational Resources and Opportunities

This title defines the standards regarding the educational infrastructure and opportunities required for the implementation of the education program in a way that achieves its aims and objectives.

7.1. Educational infrastructure and opportunities

Basic Standards	**In compliance with the structure of the education program, its features, and the number of students, the Faculty of Dentistry must;** **BS. 7.1.1.** Have provided distance education opportunities to carry out educational activities, lecture hall, classroom, seminar room, pre-clinical, simulation and basic medicine laboratories **BS. 7.1.2.** Have provided study areas (library, etc.) and social areas suitable for the number of students. **BS. 7.1.3.** Provide clinical education environments with a sufficient number and diversity of patients to ensure students' clinical competencies. **BS. 7.1.4.** Have partnered with other faculties on national/international student exchange. **BS. 7.1.5.** Have provided information to their students about national/ international student exchange. **BS. 7.1.6.** Arrangements to ensure the physical, educational and socio-cultural needs of students with disabilities must have been provided.
Additional documents and examples of evidence	• Layout plans and capacities of lecture halls, classrooms, student laboratories • Classroom, preclinical, simulation and basic medical laboratories hardware and material inventories • Technological infrastructure and hardware inventory for distance education • Documents showing that students use distance education technologies • Work areas such as libraries and social areas such as canteens/cafeteria • Layout plans, physical conditions, and number of units of clinical education environments • Documents showing that there is a sufficient number and diversity of patients in clinical training • Documents showing the agreements with other faculties within the scope of the national/ international student exchange program • Documents showing that students are informed about national/international student exchange (poster, e-mail, message, etc.) • Documents showing the regulations regarding the disabled students • Barrier-Free University Awards given by CHE or other institutions

Explanations

Learning environments should include a lecture hall, classroom, seminar room, pre-clinical, simulation and basic medicine laboratories, library, and environments related to rest-social activities. For educational activities to be carried out, the educational environment should be adequately planned and developed in a way that can be adapted to the needs that will arise over time.

The clinical education environment in the Faculty of Dentistry should have sufficient infrastructure and a sufficient number of patients to provide the achievements for the program goals and objectives. In cases where there is no adequate clinical training environment,

documents (affiliation, etc.) must be available showing that the appropriate conditions for unit-side training are provided.

There should be a library where students can access information, a canteen/cafeteria where they can benefit for resting, and social areas for student councils and clubs.

There should be technological infrastructure, equipment, and manpower support required for the distance education applications in the program.

Students should have the opportunity to study at other national/international dentistry faculties with the student exchange program. Students should be informed and encouraged to study at other national/international dentistry faculties through the student exchange program. Course materials and exam practices should be arranged in line with the needs of students with disabilities, and necessary precautions should be taken and arrangements should be made to provide education and clinical environment and a disabled-friendly faculty environment.

Development Standards	***The Faculty of Dentistry should;*** ***DS. 7.1.1.*** *Provide the opportunity for the student to come into contact with the patient from the earliest possible period of the education program.* ***DS. 7.1.2.*** *Have provided educational opportunities with pre-clinical laboratories where distance and computer-aided education and simulation systems are used, equipped Basic Medical Sciences laboratories and simulated/standardized patients besides traditional preclinical training (phantom jaw, model).* ***DS. 7.1.3.*** *Provide the necessary infrastructure and facilities for students to conduct scientific research.*
Additional documents and examples of evidence	• Documentation showing that students started the clinical education environment in the early period • Educational environment and infrastructure in which computer-aided learning and simulation system are used • Documents related to the education using computer-aided learning and simulation system • Documents regarding the application in the "List of Dentistry Applications" in Basic Sciences laboratories • Documents on the physical infrastructure and facilities of the areas where students will conduct scientific research • Documents showing that students participate in scientific research as assistant researchers • Documents and examples related to research planning, implementation, and presenting results (research programs, student congresses, student researcher clubs, etc.) • The student's ability to access areas (library, etc.) where scientific research will be performed, even outside of working hours. • Sources of student graduation theses by year

Explanations
From the early stages of the education program, the student should be provided with the opportunity to contact the patient and the community. For students to gain communication and clinical skills, a specially designed remote and computer-aided education/simulation system and standard patient education and evaluation opportunities should be provided. Students should be provided with education and evaluation opportunities in the Basic Sciences laboratories that include the basic practices in the "List of Dentistry Practices". Flexible working opportunities should be provided so that students can benefit from preclinical and basic science laboratories outside of class hours. Students should be encouraged to participate in these activities to conduct scientific research and to share research results at meetings and congresses.

7.1. Financial Opportunities

The Faculty of Dentistry should provide administrative and economic support opportunities for the meetings and congresses to be organized by their students.

Basic Standards	**The Faculty of Dentistry must;** **BS. 7.2.1.** Have financial planning and resources for the maintenance and development of educational infrastructure and opportunities.
Additional documents and examples of evidence	• Budget items for the Faculty of Dentistry budget and educational infrastructure and facilities • Other resources used for financial resource planning • Documentation on financial resource planning and use

Explanations

Planning should be made and made visible in the budget at the beginning of the fiscal year to support dentistry education, prepare new physical environments and educational conditions, provide educational equipment, consumables, and laboratory materials and information resources.

Development Standards	***DS. 7.2.1.*** *The Faculty of Dentistry should have provided financial support to students for national/international student exchange.*
Additional documents and examples of evidence	• Document showing financial support for national/international student exchange programs

Explanations

It should provide financial support for students to study at another national/international Faculty of Dentistry through a student exchange program.

4.8. Management and Execution

In this title, the standards regarding the policies and practices related to administration, and educational administration are defined.

Basic Standards	**The Faculty of Dentistry must;** **BS. 8.1.** Have defined management structure, organization chart, and relations with the university. **BS. 8.2.** Have provided participation of academic staff and students in decision-making processes in education management. **BS. 8.3.** Have created and announced education management organization charts. **BS. 8.4.** Administrative staff and board members must be graduates of the Faculty of Dentistry and have educational experience **BS.8.5.** Have the autonomy to organize the training programs in line with the institutional goals and targets it has determined, and to create and implement the relevant legislation. **BS. 8.6.** Have documented the decisions and processes related to education and established a regular recording and archive system. **BS. 8.7.** Have defined the mutual roles, responsibilities, and relations of the administrators and instructors with other units where clinical education is carried out. **BS.8.8.** Have determined strategies to ensure the continuation of education in extraordinary situations **BS.8.9.** Academic staff dealing with education management must have participated in the training of the trainers programme
Additional documents and examples of evidence	• Education management organization chart • Education boards/commissions, job descriptions, guidelines, and coordination mechanisms • Relationship of academic staff and student representatives with the administration, practices regarding their participation in the administration/meeting minutes, participant lists/ correspondence/workshop documents • Structures, employees, and job descriptions that provide administrative, technical and secretarial support to the educational organization • Dean's background information, experience in education and management, documents related to the attended educational development activities • Resume information, experience in education and administration of the vice-deans and lecturers who have the duty of education administration. • Archive and documentation system documents related to education • Documentation of training strategies for emergencies

Explanations

In relation to this standard, the location of the structures responsible for the planning and execution of education under management, job descriptions, working principles, coordination, and decision processes should be defined.

Within the administrative structure of the Faculty of Dentistry, the authorities, duties and responsibilities of those who are under management responsibility such as deans and vice deans,

education board/commission chairperson/coordinator should be determined.

The relations between the Faculty of Dentistry and the university administration should also be defined and the working principles should be specified.

The Faculty of Dentistry should specify its committees responsible for the planning and execution of education, who they consist of, and their job descriptions. Working principles and conditions of the boards (decision-making, implementation, reporting mechanisms), methods of ensuring coordination between boards should be defined. The Faculty of Dentistry should receive the contributions of all academic staff and students in educational administration. Minutes and study reports of the studies carried out for this purpose should reveal the contributions and opinions of the parties.

The organization for the management of education in the Faculty of Dentistry should be completed, there should be one or more units established for this purpose and adequately equipped administrative, technical staff, and secretaries. The duties and responsibilities of the personnel working in this unit(s) must be defined. The student affairs office should be structured in accordance with the education program structure of the faculty and the number of students.

The Faculty of Dentistry should systematically record the decisions and processes taken regarding the planning, execution, and evaluation of educational programs. Documents in print or electronic media should be accessible to the authorities at all times, and institutional memory should be provided in this way.

Disaster, epidemic disease, etc., which may prevent the execution of the training program. Strategies should be developed to be implemented in extraordinary situations, training and implementation principles, guidelines and so on. should be defined in the documents.

Development Standards	***DS. 8.1.*** *The majority of the administrative staff should be graduated from the Faculty of Dentistry and have organization, education, and management experience.*
Additional documents and examples of evidence	• Documents and minutes showing that the contributions and opinions of national institutions, professional organizations and/or non-governmental organizations regarding their functions in the field of education and health care have been received. • Documents showing comparisons with the functions of international institutions in the field of education and health care • Brief CVs of the dean, vice-deans and lecturers involved in education administration regarding educational development activities

Explanations

Contributions and opinions of the Ministry of Health, Provincial Health Directorate, professional organizations (TDA, specialist associations, etc.), society, and other relevant non-governmental organizations should be sought regarding their functions in the field of education and health services. Their functions in the field of education and health care should be compared with international institutions. There should be a condition for participation in educational development programs for administrative tasks related to education.

List of Tables

They are documents that have the quality of proof, such as minutes and reports, which contain dates and signatures that support the evaluation text that the national standards of pre-graduate dentistry education have been met. Attachments should be named as described in this guide, hyperlinked to be accessed by clicking on the electronic copy of the SER, a list should be created and this list should be placed in this section of the report.

Faculty data on standards are presented in a table/list similar to the examples given below.

and the relevant standard is expected to be presented within the SER text.

Table 2: Undergraduate education program table (Example)
(This table should include the program for each semester)

Semester…								
Lecture Code	***Lecture Name***	***Year (Fall/Spring/Annual)***	***T***	***U***	***Total Hour***	***ECTS***	***Language***	***Area (Basic Medical Sciences/Basic Dentistry Clinical Dentistry Sciences/ Competency Supplementary Courses)***

Table 3: Educational methods used in the education program (Example)

SEMESTER	***EDUCATIONAL METHODS***						
	Presentation	***Practice***	***PBL***	***Unit-side Training***	***…***	***…***	***…***
1							
2							
3							
4							
5							

Table 4: Commissions related to education (Example)

Education / Board Commission Name	*Year of Foundation*	*Directive (yes/no)*	*Number of Members*	*Student Representation*	*Meeting Frequency*	*Decision Minutes (yes/no)*

Table 5: Evaluation methods used to measure the achievement of course and program learning outcomes (Example)
Eg. Evaluation methods used in the measurement of the output of "Comments with a critical and analytical perspective by accessing current and evidence-based scientific knowledge with appropriate tools", which is among the program outputs.

Lecture Name	*EVALUATION METHODS*						
	Multiple Choice Exams	*Oral*	*Assignment*	*Presentation*	*…*	*…*	*…*
1							
2							
3							
4							
5							

Table 6: Method and frequency of receiving feedback in the program evaluation process (Example)

	METHOD	**FREQUENCY**
From Students	**1…..** **2…..** **3…..**	
From Educators	**1…..** **2…..**	

Table 7: Distribution of academic staff (data including the last 5 years in terms of numbers and percentages) (number and percentage)

DEPARTMENTS	**PROFESSOR**		**ASSOC. PROF.**		**ASST. PROF.**		**PRELECTOR**		**TOTAL**	
	NO	**%**	**NO**	**%**	**NO**	**%**	**NO**	**%**	**NO**	**%**
TOTAL										

Table 8: Workload of academic staff as education/research/oral-dental health services and if they are assigned in more than one program, their weekly+monthly+annual programs with their locations and covering the whole (Example)

WEEKLY						
Title	***INTERNAL***			***EXTERNAL***		
	Education	***Research***	***Oral-Dental Health Services***	***Education***	***Research***	***Oral-Dental Health Services***
PROFESSOR						
ASSOC PROF						
Lecturer						
Instructor						

MONTHLY						
Title	***INTERNAL***			***EXTERNAL***		
	Education	***Research***	***Oral-Dental Health Services***	***Education***	***Research***	***Oral-Dental Health Services***
PROFESSOR						
ASSOC PROF						
Lecturer						
Instructor						

YEARLY						
Title	***INTERNAL***			***EXTERNAL***		
	Education	***Research***	***Oral-Dental Health Services***	***Education***	***Research***	***Oral-Dental Health Services***
PROFESSOR						
ASSOC PROF						
Lecturer						
Instructor						

Table 9: List of Educational Resources and Opportunities (Example)

EDUCATIONAL RESOURCES AND OPPORTUNITIES	**NUMBER AND FEATURES**
Educational environments (lecture halls, classrooms, etc.)	
Library	
Computer facilities (laboratory, number, etc.)	
Laboratory facilities (purpose of use and number)	
Pre-clinic(s)	
Phantom	
Models (features and numbers)	
Cadaver	
Number of student units by departments	
Number of lecturer units by departments	
Number of periapical x-rays	
Number of panoramic x-rays	
Sterilization opportunities	
Number of auxiliary staff and cleaning staff	

Equipment and consumables provided to the student for clinical applications, etc.	