



Annual Program Report

Program Name:	Bachelor of Medicine, Bachelor of Surgery (MBBS)
Qualification Level:	Bachelors
Department:	NA
College:	College of Medicine
Institution:	Imam Mohammad Ibn Saudi Islamic University
Academic Year:	2019/2020
Main Location:	College of Medicine, Imam Mohammad Ibn Saud Islamic University, Riyadh
Branches offering the Program:	NA

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A. Implementation of Previous Action Plan

Considering the recommendations of previous year annual report, list the planned actions and their status.

Planned Actions	Responsibility of Action	Planned Completion Date	Level of Completion		If Not Completed	
			Completed	Not Completed	Reasons	Proposed Actions
Communicate with external referees to evaluate the program.	Standing curriculum committee.	2020/2021		X	An alternate plan was developed during the second semester of 2019/2020 that was more suitable for the program needs and the college resources.	A standing committee for curriculum was established (Annex 1). A curriculum review project was initiated and completed (April-August 2020); the aim of which was to collect, review, and fill the gaps in learning outcomes where they existed for each course.
To benchmark with one or more of the equivalent colleges.	Vice Dean for Quality & Development and Central Quality & accreditation Unit	End of academic year		X	In process	Communication with other colleges.
A fully-functional research center is a necessity in order to achieve such a goal.	Vice Dean for Postgraduate and Scientific Research	Long term	X		The research center at the College of Medicine has a state of the art advanced research tools. The lack is in researchers and research assistants, as well as clinical data (e.g. tissue specimens). To fill this gap, a collaboration agreement was made with the Prince Sultan Humanitarian City, where the college of medicine will provide the space and resources while the city will provide research data (patient samples and cases as well as research assistants and researchers) (Annex 2).	
To improve the ratio of staff: students especially for the pre-clinical phase.	College administration	End of academic year	X		-	We employed 4 faculty in the female side and...
Supporting the IT services in the college.	College administration	End of academic year		X	-	IT Unit to be established (find letter).

A significant work is urgently needed to increase the ratio of administrative and support staff.	College administration	End of academic year	X		-	A number of administrative staff were recruited to serve the mention department and numbers.
To increase the space available for both students and staff.	College administration	End of academic year		X	In process	Hired building
With such a low number of faculty members, especially in the pre-clinical phase, it is urgently needed to recruit teaching assistants, and qualified technicians.	College administration	End of academic year	X		In process	Letter sent to the university

B. Program Statistics

1. Students Statistics (in the year concerned)

No.	Item	Results
1	Number of students who started the program	189
2	Number of students who graduated	75
3	Number of students who completed major tracks within the program (if applicable)	
	a. NA	NA
	b. NA	NA
	c. NA	NA
4	a. Number of students who completed the program in the minimal time	122
5	a. Percentage of students who completed the program in the minimal time (Completion rate)	70.8%
6	Number of students who completed an intermediate award specified as an early exit point (if any)	NA
7	Percentage of students who completed an intermediate award specified as an early exit point (if any)	NA
Comment on any special or unusual factors that might have affected the completion rates:		

2. Cohort Analysis of Current Graduate Batch

Student Categories		Total cohort enrollment	Withdrawn	Retained till year end	Not passed	Passed	Passing rate
Years							
Four Years Ago	M	127	4	123	15	108	87.8%
	F	35	0	35	0	35	100%
	Total	162	4	158	15	143	90.5%
Three Years Ago	M	108	0	108	1	107	99.1%
	F	35	0	35	0	35	100%
	Total	143	0	143	1	142	99.3%
	M	107	1	106	3	103	97.2%

Two Years ago	F	35	1	34	0	34	100%
	Total	142	2	140	3	137	97.9%
One year ago	M	103	0	103	0	103	100%
	F	34	0	34	0	34	100%
	Total	137	0	137	0	137	100%
Current Year	M	103	0	103	13	90	87.4%
	F	34	1	33	1	32	97%
	Total	137	1	136	14	122	89.7%

Comments on the results:

The cohort analysis of the current graduate batch reveals several key considerations. First, of the 127 male students and 35 female students (Total 162) who enrolled in 2015/2016 after successful completion of the Preparatory year, 90 male students and 32 female students graduated successfully in 2019/2020 with a success rate of 75%. There were 7 students who withdrew from the program. Moreover, there were 14 students who did not finish the program.

Second, the succession rate amongst male students in the first year is 87.7%. This finding eludes to a multitude of reasons that may be the cause of students lower the expected pass rate. First, entry criteria into the College of Medicine may not be appropriate for the demands of the MBBS program. Although the admission criteria is considered competitive to other Colleges, this may be reviewed at the College Board. Second, the first year of the MBBS program, students experience a steep learning curve, one they have not experienced before, both in content (basic sciences and clinical sciences) and process (e.g. problem-based learning).

Second, there is a discrepancy between male and female students overall, with female students performing better than male students. This trend is often cited in the literature worldwide. However, a closer look must be taken to determine if there are any special conditions that make this so. Perhaps the small cohort number influences the quality of education.

* add more rows for further years (if needed)

** attach separate cohort analysis report for each branch

3. Analysis of Program Statistics

(including strengths, areas for improvement, and priorities for improvement)

Strengths :

- The number of the cohort is appropriate for the capacity of the College of Medicine.
- A large number of students are retained and finish the MBBS program in the minimal time.

Areas for Improvement:
<ul style="list-style-type: none"> ○ Although female students perform better than male students in terms of passing rate, this may be intrinsic to the students themselves and not as a result of teaching quality. As a result,
Priorities for Improvement:
<ul style="list-style-type: none"> ○ Communicating to counseling unit and specific faculty counselors the condition of their students lack of achievement for those students. The Unit is well-equipped to deal with the lack of achievement and its causes.

C. Program Learning Outcomes Assessment

1. Program Learning Outcomes Assessment Results.

#	Program Learning Outcomes	Assessment Methods	Performance Target	Results
1.0	Knowledge:			
1.1	Describe the normal structure and function of all body systems including the human life cycle, the biochemical, molecular and cellular mechanisms that are essential for maintaining body homeostasis and the role and impact of nutrition in health and disease. (SaudiMEDS-1.1, 1.2, 1.3, 1.7)	Assessment during learning, Written exams (MCQs), Spotter and practical examinations	70%	79%
1.2	Discuss the etiology, epidemiology, pathophysiology and pathogenesis of different body disorders with emphasis on the symptoms and signs and investigations, management, complications and prognosis (SaudiMEDS-1.4, 1.5, 1.8, 1.9).	Assessment during learning, written exams (MCQs)	70%	81%
1.3	Discuss the basic knowledge of the pharmacological principles of drugs relevant to clinical practice. (SaudiMEDS-1.6).	Written exams (MCQs) OSPE	70%	80%
1.4	Recognize the basic principles of evidence-based health care and the principles and roles of complementary and alternative medicine (SaudiMEDS-1.11, 2.1).	Written exams (MCQs)	70%	76%
1.5	Recognize the national health care systems including their organization, policies, procedures and the roles and services that are provided by societies and agencies and cooperate with them, where applicable. (SaudiMEDS-8.1, 8.2)	Written exams (MCQs)	70%	85%
1.6	Describe the principles of epidemiology of common diseases	Written exams (MCQs)	70%	73%

	within a defined population and a systematic approach to screening to reduce the incidence and prevalence of those diseases. (SaudiMEDS-9.1).			
1.7	Recognize the importance of psychosocial, spiritual, religious, the principles of spiritual & Prophetic Medicine and cultural factors in patient management. (SaudiMEDS-6.1, 1.10).	Written exams (MCQs)	70%	72%
2.0	Cognitive Skills			
2.1	Formulate and prioritize a differential diagnosis and the need for multiple therapeutic modalities to address patient conditions (SaudiMEDS-4.1, 6.4, 6.6).	Assessment during learning and seminars PBL assessment Written examination OSCE OSPE	70%	72%
2.2	Analyze critically clinical data obtained through history, physical examination, diagnostic investigations and constructing appropriate evidence-based management strategies. (SaudiMEDS2.2, 3.4, 6.2,7.4)	Assessment during learning and seminars PBL assessment Written examination OSCE OSPE	70%	74%
2.3	Apply principles of research methodology including appropriate statistical techniques, critical appraisal and demonstrate the ability to write a manuscript according to publication standards. (SaudiMEDS- 16.2, 16.3, 16.4, 16.5)	Assessment of research proposals	70%	84%
2.4	Identify global health issues with particular attention to Hajj and Umrah, and the role of international health organizations (including guidelines on management of pandemics) (SaudiMEDS-9.6)	Assessment during learning and seminars PBL assessment Written examination OSCE OSPE	70%	85%
3.0	Interpersonal Skills & Responsibility			
3.1	Recognize the roles of various healthcare professionals involved in patient care and collaborate with them, advocate the rationale and importance of teamwork, and reflection & learning from errors. (SaudiMEDS-7.3, 11.1, 11.3)	Assessment during seminars and clinical sessions PBL assessment OSCE	70%	84%
3.2	Demonstrate appropriate leadership and management skills and the ability to prevent and resolve inter-professional team conflicts. (SaudiMEDS- 11.4, 15.3)	Assessment during seminars and clinical sessions PBL assessment OSCE	70%	83%

3.3	Make decisions in partnership with the patients, placing the patient's interests the priority, upholding honesty, respect and integrity in all interactions with patients, families and colleagues and respecting patient decisions and confidentiality (SaudiMEDS-10.1, 10.2, 11.2, 13.1, 13.3)	Assessment during seminars and clinical sessions PBL assessment OSCE	70%	89%
3.4	Demonstrate self-regulation, adherence to medical professionalism, commitment to lifelong learning, time management, responsibility and recognizing ethical and governance issues involved in medical research. (SaudiMEDS- 13.4, 14.2, 15.1, 15.2, 15.4, 16.1)	Assessment during seminars and clinical sessions PBL assessment OSCE	70%	89%
4.0	Communication, Information Technology, Numerical			
4.1	Demonstrate effective counseling skills including the ability to break bad news sensitively and effectively and apply the principles governing ethical decision making to the major ethical dilemmas in medicine. (SaudiMEDS- 6.8, 10.2, 10.3. 14.1).	Assessment during the clinical sessions and seminars OSCE	70%	87%
4.2	Communicate effectively and professionally with their peers and with the patients and their families regardless of their age, gender, social, cultural, religious, or ethnic backgrounds including obtaining an informed consent when applicable. (SaudiMEDS- 10.1,14.4).	Assessment during the clinical sessions and seminars and PBL OSCE	70%	91%
4.3	Perform written communications, including core writing skills (patient records, referrals, medical reports..etc) (SaudiMEDS- 10.4).	Assessment during the clinical sessions and seminars and PBL OSCE	70%	87%
4.4	Use of technology and other information systems effectively, including storing and retrieving information and use the information appropriately and ethically in relation to patient care and health promotion. (SaudiMEDS- 12.1,12.2)	Assessment during learning and presentations, and PBL	70%	91%
5.0	Psychomotor			
5.1	Perform a comprehensive medical interview, history taking, a complete physical examination and essential clinical procedures competently. (SaudiMEDS- 3.1, 3.2, 3.3)	OSCE OSPE	70%	87%
5.2	Manage appropriately patients with medical emergencies, acute and chronic medical conditions. (SaudiMEDS- 5.2, 6.3)	Assessment during learning, OSCE	70%	84%

5.3	Use measures of patient safety including safe prescription, safe surgical and procedural interventions, and the applications of the essential principles of infection prevention and control. (SaudiMEDS- 6.5, 7.1, 7.5)	Assessment during learning, OSCE	70%	91%
5.4	Apply the principles & strategies of prevention for societal problems e.g. tobacco, alcohol, road traffic accidents illicit drugs, violence & abuse, and control of communicable and non-communicable diseases (SaudiMEDS- 9.3, 9.7)	OSCE OSPE Clinical Setting evaluation	70%	86%
5.5	Commit to provide healthcare for members of traditionally underserved populations (rural communities, people with disabilities, minorities and others). (SaudiMEDS-8.3)	OSCE Clinical Setting evaluation	70%	83%

* Include the results of measured learning outcomes during the year of the report according to the program plan for measuring learning outcomes

** Attach a separate report on the program learning outcomes assessment results for male and female sections and for each branch (if any)

2. Analysis of Program Learning Outcomes Assessment

(including strengths, Areas for Improvement:, and priorities for improvement)

Strengths :

- **The Set target:** The set target for 2019-2020 -70%- was exceeded in all program learning outcomes.
- **Mapping was performed:** The method of measurement is enhanced. In 2019/2020, assessment items were mapped to the CLOs of each course.

Areas for Improvement:

Areas for improvement are on three plains:

- **The number of PLOs must be revisited and shortlisted.** Doing so will increase the precision by which outcomes are planned and measured.
- **The accuracy by which PLOs are measured:** better items must be developed to align with certain learning outcomes.
- **The measurements themselves:** Some CLOs were not assessed enough those in the interpersonal domain, while others were over assessed, those in the knowledge domain.
- **The complex nature of CLO measurement:** Some assessment items measure several CLOs at one time. A better method must be devised to allow complex measurements.

Priorities for Improvement:

- The number of PLOs must be shortlisted to abide by national and international standards.
- Alignment of assessment items with PLOs, must be revisited.

D. Summary of Course Reports

1. Teaching of Planned Courses / Units

List the courses / units that were planned and not taught during the academic year, indicating the reasons and compensating actions.

Course	Units/Topics	Reasons	Compensating Actions
Not applicable, all courses were taught according to plan.			

2. Courses with Variations

List courses with marked variations in results that are stated in the course reports, including: (completion rate, grade distribution, student results, etc.), and giving reasons for these variations and actions taken for improvement.

Course Name & Code	variation	Reasons for variation	Actions taken
First semester			
HUMN 111 Growth, development and aging	Right shift in grades (Female students: A+ 8 - A 23 - B+ 28)	This course is the first course students become involved with in medical school that has a block structure. Thus, they are learning both content and process. This creates a steep learning curve. That may be a reason faculty teaching this course simplify the material and assessment items.	After discussion with the relevant department the course content (Embryology of Systems) can be increased and assessment items can be made more challenging for the students.
PATH 111 Principles of disease	High failure rate for male students (7% F) and low grades for a significant portion of the batch (25% D and D+)	This course is high in basic science content and might be overwhelming for students in their first year.	Review duration of course. Content may be rearranged or minimized.
Second semester			
INTG320 Integrated Multi-System	Right shift in grades (Male: 89% of students scored A and A+ Female: 54% A and A+)	This third year course is unique, in that it consolidates students' knowledge from previous years and prepares them for the clinical portion of their education. Reasons for variation could be 1) simplicity of material, which is difficult to develop because it depends on more than one specialist faculty members. 2) Questions are too simple or overused.	After discussion with the relevant department the questions must be reviewed and new more advanced items are to be developed. Tool of assessment need to be adjusted based on situation.

3. Result Analysis of Course Reports

(including strengths, Areas for Improvement:, and priorities for improvement)

Strengths :
<ul style="list-style-type: none"> We were able to conduct all exams preclinical and clinical on time as planned. The ability to compensate for exams for student with issues. Software used was efficient and results were automated and analysis provided and delivered.

<ul style="list-style-type: none"> • Collaboration with other departments and the assessment Unit despite the COVID-19 crisis. Items were reviewed and peer feedback was given, and quality check was implemented.
Areas for Improvement: <ul style="list-style-type: none"> • Technical issues in conducting online exams. • Some method of assessment are not properly conducted for certain courses. • Continuous assessment was only 5% for preclinical years. • The variety of assessment methods in some courses was not sufficient.
Priorities for Improvement: <ul style="list-style-type: none"> • IT infrastructure to reach goal of e-assessment. • Training faculty for item writing, conducting online exams.

E. Program Activities

1. Student Counseling and Support

Activities Implemented	Brief Description *
Students in difficulty counseling sessions	<p>Given the importance of academic advising and counseling, the recently established Academic Advising Unit conducted 35 counseling sessions with students who were in difficulty, Students were first allocated to specific faculty members than they were</p> <p>Facilitator: Dr Saleh Alghamdi (Head of Unit) Audience: College of Medicine faculty Place: Counseling offices</p>
Comment on Student Counseling and Support **	
<p>The Academic Advising Unit worked on listing the names of students who were failing and those with low grades. Those students were distributed to a number of faculty members and helping them correct their academic path and providing guidance services for the student to overcome the problems and obstacles that affect his/her educational journey. Such activities were found to be beneficial to the students, as they provided psychosocial support, as well as provided better decision-making in regards to their studies.</p> <p>Eleven students did not respond to the invitations sent by the Unit. Despite frequent contact with them by phone and through the unit's e-mail, students did not respond.</p>	

* including action time, number of participants, results and any other statistics.

** including performance evaluation on these activities

2. Professional Development Activities for Faculty and Other Staff

Activities Implemented	Brief Description *
Academic Advising and Counseling	<p>Given the importance of academic advising and counseling, the recently established Academic Advising Unit conducted a 3 hour workshop for the 170 faculty members at the College of Medicine. The activity highlighted the definition of academic advising and outline counseling activities and procedures (Annex X).</p> <p>Facilitator: Dr Saleh Alghamdi</p>

	<p>Audience: College of Medicine faculty Date: January 22, 2020 Place: ZOOM</p>
How to prepare course specifications and reports?	<p>As part of the fundamentals of clinical research course, a lecture was given on the importance of research presentation skills. Facilitator: Dr Said Esawy Audience: College of Medicine faculty Date: January 22, 2020 Place: Central Quality and Accreditation Unit.</p>
How to prepare a course report?	<p>In preparation for institutional accreditation, a workshop was done to support faculty members in Quality assurance related work. Facilitator: Dr Said Esawy Audience: College of Medicine faculty Date: March 22, 2020 Place: ZOOM</p>
Strategic Plan of the University	<p>As part of the University's activities, a lecture was given on the importance of strategic planning and the University's new strategic plan. The 2 hour lecture was followed by a discussion about the direction and ambition of the University. Nearly 50 faculty members from different departments and heads of departments attended this lecture. Facilitator: Dr Audience: College of Medicine faculty Date: January 22, 2020 Place: FR-65 College of Medicine</p>
Assessment principles and guidelines	<p>Assessment drives learning, and from there the assessment and examination Unit, held a 2 hour workshop on the different processes and procedures that must be conducted to assure a high-standard of assessment for around 120 faculty from the 19 departments, as well as the Dean and Vice-Deans. Facilitator: Dr Hassan Darami Audience: College of Medicine faculty Date: January 22, 2020 Place: FR-65 College of Medicine</p>
MBBS Curriculum design and development	<p>As part of the curriculum review project (one of the standing curriculum committee's initiatives), the Department of Medical Education conducted a series of 3 workshop, one a week in the month of April 2020. The purpose of these workshops were to orient faculty members to curriculum review and development. The attendance ranged from 90-120 participants. Facilitator: Dr Lulu Alwazzan Audience: College of Medicine faculty Date: February , 2020 Place: ZOOM</p>
Learning outcomes: its definition, purpose and construction	<p>As part of the curriculum review project (one of the standing curriculum committee's initiatives), the Department of Medical Education conducted a series of 3 workshop, one a week in the month of April 2020. The purpose of these workshops were to orient faculty members to curriculum review and development. The attendance ranged from 90-120 participants. Facilitator: Dr Lulu Alwazzan Audience: College of Medicine faculty Date: April 9th, 16th, and 23rd 2020 Place: ZOOM</p>
Course appraisal: purpose and content	
Curriculum mapping: finding alignment	
The use of Exam-view for administering exams.	<p>Digitizing exams is an ambition of the college, several 1 hour workshops were held to give faculty members the knowledge, skills necessary to conduct exams online over 100 faculty members attended. Facilitator: Dr Ahmed Alkersi Audience: College of Medicine faculty Date: May, 2020 Place: ZOOM</p>
Comment on Professional Development Activities for Faculty and Other Staff**	

Although a number of faculty development activities were held during the year 2019/2020 covering several key areas in professional development, many more must take place. Professional development is a continuous process and one must actively engage in it. Areas that need more attention include assessment, e-learning, and outcome-based education.

To enhance faculty development further special attention must be paid to the processes, procedures, and appropriate assessment modalities for such educational activities. In terms of processes, eliciting actual need and perceived need amongst faculty is necessary. Such information can be found in post faculty development surveys which should be mandatory in future years. In addition to the perceptions of faculty, the Department of Medical Education must inform the process with Evidence-Based Medical Education (BEME); that is faculty development activities must be informed by what is most contemporary in the field of medical education and well as what is proven beneficial after research and trial in both national and international settings.

In terms of procedure, the method by which faculty development is managed has a great deal of influence on the success of such educational activities. The aforementioned activities targeted all faculty members at the College of Medicine. Moving forward, faculty development must be tailored to the needs of special groups within the college. For example, newly joining faculty have needs to understand the curriculum and the method of teaching that is unique to the MBBS curriculum.

Finally, in continuous professional development assessment of activities is not as straightforward as it is for the program of study at hand. Such activities are best assessed by individual reflection and improvement of one's daily educational tasks and activities. This is difficult to track and monitor from an administer point of view. One way to address this is to encourage faculty to participate in written reflection or to demonstrate their improvement by showcasing teaching material that has changed overtime and as a result of engaging with faculty development activities. Such evidence can be collated into a personal portfolio that is kept for each faculty member. The number of completed portfolios and the content within them are both key performance indicators that the College of Medicine can use to measure progress and development the faculty level.

* including action time, number of participants, results and any other statistics.

** including performance evaluation on these activities

3. Research and Innovation

Activities Implemented	Brief Description *
Research groups	An initiative started by the students' Research Unit that aims to initiate research groups, linking faculty members to medical students based on research interest.
How to choose a research question?	As part of the fundamentals of clinical research course, a lecture was given on the importance of research presentation skills. Facilitator: Dr Azzam Alotaibi Audience: College of Medicine students Date: July 18, 2020 Place: Zoom
How to conduct an effective literature review?	As part of the fundamentals of clinical research course, a lecture was given on the importance of research presentation skills. Facilitator: Dr Niels Roschow Audience: College of Medicine students Date: July 19, 2020 Place: Zoom
Tips for proposal writing	As part of the fundamentals of clinical research course, a lecture was given on the importance of research presentation skills. Facilitator: Dr Niels Roschow Audience: College of Medicine students Date: July 19, 2020 Place: Zoom
Types of research studies, How to choose the appropriate study design for your project?	As part of the fundamentals of clinical research course, a lecture was given on the importance of research presentation skills. Facilitator: Prof. Mostafa Abolfotouh Audience: College of Medicine students Date: July 20, 2020

	Place: Zoom
Journal selection, how to avoid predatory journals.	As part of the fundamentals of clinical research course, a lecture was given on the importance of research presentation skills. Facilitator: Ms Amal Alghammas Audience: College of Medicine students Date: July 25, 2020 Place: Zoom
Ethical aspects in clinical research	As part of the fundamentals of clinical research course, a lecture was given on the importance of research presentation skills. Facilitator: Prof. Abdulaziz Alkabba Audience: College of Medicine students Date: July 22, 2020 Place: Zoom
Basics of biostatistics in clinical research	As part of the fundamentals of clinical research course, a lecture was given on the importance of research presentation skills. Facilitator: Prof. Zidan Abdou Audience: College of Medicine students Date: July 23, 2020 Place: Zoom
Principles of manuscript writing	As part of the fundamentals of clinical research course, a lecture was given on the importance of research presentation skills. Facilitator: Ms Amal Alghammas Audience: College of Medicine students Date: July 25, 2020 Place: Zoom
How to present your research effectively?	As part of the fundamentals of clinical research course, a lecture was given on the importance of research presentation skills. Facilitator: Dr Mahmoud Abdulrahman Audience: College of Medicine students Date: Sunday, July 26, 2020 Place: Zoom
Comment on Research and Innovation**	
<p>After establishment of the Student Research Unit, both students' and faculty members' engagement in research increased. Through the Unit and its activities students are linked to faculty members based on research interest. Several research groups were initiated and research projects are ongoing.</p> <p>Research activities are mostly student led and they target students primarily. More focus must be drawn to the development of faculty members' research capacities. Given the presence of the medical research center, establishing a Unit for research training specifically catering to faculty members may be beneficial. It may increase research output</p>	

* including action time, number of participants, results and any other statistics.

** including performance evaluation on these activities

4. Community Partnership

Activities Implemented	Brief Description*
How to deal with stubborn children?	Facilitator: Dr Nader Alruhaili Audience: General public Date: May 06, 2020 Place: Zoom
Anxiety lecture	Facilitator: Dr Saleh Alghamdi Audience: General public Date: May 11, 2020 Place: Zoom
How to maintain health and family health during COVID-19 pandemic.	Contribution to Ministry of Health Conference on COVID-19 entitled: How to maintain health and family health during COVID-19 pandemic. Facilitator: Dr Khalid Albulkarim

	<p>Audience: General public Date: June 16, 2020 Place: Zoom</p>
Care initiative	<p>A community medical service initiative was started: virtual clinic were conducted. <i>74 medical consultants</i> <i>470 volunteer hours</i> <i>285 virtual clinics</i> <i>Below are examples of the clinics conducted.</i> <i>During 36 hours</i></p>
Care initiative	<p>A community medical service initiative was started: virtual clinic were conducted. Facilitator: Dr Samer Alzahrani Audience: Public Date: June 19, 2020 Place: Zoom</p>
Care initiative	<p>A community medical service initiative was started: virtual clinic were conducted. Facilitator: Dr Omair Alshehrani Audience: Public Date: June 16, 2020 Place: Zoom</p>
Care initiative	<p>A community medical service initiative was started: virtual clinic were conducted. Facilitator: Dr Khalid Alhussaini Audience: Public Date: June 18, 2020 Place: Zoom</p>
Care initiative	<p>A community medical service initiative was started: virtual clinic were conducted. Facilitator: Dr Abdulaziz Almodaigmig Audience: Public Date: June 18, 2020 Place: Zoom</p>
Care initiative	<p>A community medical service initiative was started: virtual clinic were conducted. Facilitator: Dr Hassan Alshehri Audience: Public Date: June 19, 2020 Place: Zoom</p>
Care initiative	<p>A community medical service initiative was started: virtual clinics were conducted. Facilitator: Dr Yousef Khoja Audience: Public Date: June 19, 2020 Place: Zoom</p>
Care initiative	<p>A community medical service initiative was started: virtual clinics were conducted. Facilitator: Dr Khalid Alqumaizi Audience: Public Date: June 20, 2020 Place: Zoom</p>
Care initiative	<p>A community medical service initiative was started: virtual clinics were conducted. Facilitator: Dr Abdullah Alzayed Audience: Public Date: June 20, 2020 Place: Zoom</p>
Care initiative	<p>A community medical service initiative was started: virtual clinics were conducted.</p>

	<p>Facilitator: Dr Reem Alhuthail Audience: Public Date: June 20, 2020 Place: Zoom</p>
Steps towards health	<p>As part of a community partnership series with the Deanship for Female affairs, a lecture was given. Facilitator: Dr Um Alkhair Alshaik Audience: University students Date: June 27, 2020 Place: Zoom</p>
Steps towards health	<p>As part of a community partnership series with the Deanship for Female affairs, a lecture was given. Facilitator: Dr Latifah Alotay Audience: University students Date: June 28, 2020 Place: Zoom</p>
Steps towards health	<p>As part of a community partnership series with the Deanship for Female affairs, a lecture was given. Facilitator: Dr Reem Alhuthail Audience: University students Date: July 4, 2020 Place: Zoom</p>
Steps towards health	<p>As part of a community partnership series with the Deanship for Female affairs, a lecture was given. Facilitator: Dr Reem Alhuthail Audience: University students Date: July 17, 2020 Place: Zoom</p>
Comment on Community Partnership**	
The volume and quality of community partnerships and activities helps the college meet its mission. The number	

* including action time, number of participants, results and any other statistics.

** including performance evaluation on these activities

5. Analysis of Program Activities

(including strengths, Areas for Improvement, and priorities for improvement)

<p>Strengths :</p> <ol style="list-style-type: none"> 1. The program activities align with the college's mission and vision, the University mission and vision, as well as the goals and aspirations of Saudi Vision 2030. 2. One of the main strengths of program activities 2019/2020 was that initiative was taken at different levels: at the individual faculty level, departmental, unit, and administrative level. 3. Programs targeted diverse audiences: University student body, College of Medicine students, faculty members, as well as the wider society.
<p>Areas for Improvement:</p> <ol style="list-style-type: none"> 1. Increasing the number of program activities; whether faculty development, community services, or research and innovation. 2. Diversifying the topics addressed in faculty development activities by inviting external speakers with niche expertise. 3. Engaging faculty members in research projects and grant submissions.

Priorities for Improvement:

1. Increasing research output through research workshops and activities for faculty members.
2. Encouraging departments to take an active role in the design and development of community services and activities.
3. Launching the community service unit and establishing its activities.

F. Program Evaluation

1. Evaluation of Courses

Course Code	Course Title	Student Evaluation (Yes-No)	Other Evaluations (specify)	Developmental Recommendations
CUL112	Islamic studies 2	Yes		-
QUR121	Quran	Yes		-
HUMN111	Growth, Development, & Aging	4.22 ****		-
PATH111	Principles of Disease I	4.11 ****		-
PATH121	Molecular Basis of Disease	4.10 ****		-
HUMN112	The Human Body-I	4.11 ****		-
STUD112	Learning Skills II	4.15 ****		-
CUL112	Islamic Studies 2	Yes		-
QUR122	Quran	Yes		-
PATH123	Principles of Disease-II	4.2 ****		-
HUMN123	The Human Body II	4.32 ****		-
IMAM121	History of Medicine	Yes		-
ECH211	Epidemiology & Community Health	4.32 ****		-
ARB 203	Arabic grammar	Yes		-
IMAM212	Jurisprudence	Yes		-
QUR213	Quran	Yes		-
THER210	Fundamentals of Pharmacotherapy	4.42 ****		-
IMU210	Host Defense	3.62 ****		-
HUMN214	Neural and Behavioral sciences	3.72 ****		-
COMH222	Research Methodology I	3.43 ***		Need to diversify assessment methods.
ARB254	Arabic language	Yes		-
QUR223	Quran	Yes		-
MUSK220	Musculoskeletal System	3.68 ****		-
CARD220	Cardiovascular System	3.18 ***		Improve the level of the questions.
RESP220	Respiratory System	4.24 ****		-
COMH313	Research Methodology II	3.25 ***		Enhancements of the curriculum.
QUR314	Quran	Yes		-
HST102	History of the Kingdom of Saudi Arabia	Yes		-

COMH325	Evidence Based Medicine	3.81 ****		-
GITS310	Gastrointestinal System	3.71 ****		-
ENDO310	Endocrine and Metabolism	4.1 ****		-
UROG310	Urogenital System	3.86 ****		-
IMAM313	Complementary Medicine	3.84 ****		-
HST101	Biography of the Prophet Mohammed	Yes		-
IMAM324	Medical Ethics	3.96 ****		-
HAEM320	Hematopoietic system	3.86 ****		-
CNSS320	Nervous system & Special Senses	3.68 ****		-
INTG320	Integrated Multi -system	3.87 ****		-
BCS321	Basic Clinical Skills	3.83 ****		-
MED441	Internal Medicine I	4.5 ****		-
RAD412	Radiology	4.43 ****		-
SURG413	Surgery I	2.67 ***		Office hours can be clarified at the beginning of class.
ORTHO 414	Orthopedics	3.65 ****		-
PED416	Pediatrics	4.48 ****		-
FOM417	Forensic Medicine	3.64 ****		-
FMED511	Family Medicine	3.85 ****		-
OBY515	Obstetrics and Gynecology	3.32 ***		Need for organization during COVID-19 with regards to exams.
ENT506	Ear, Nose, & Throat	4.17 ****		-
IMED512	Internal Medicine II	3.75 ****		-
PSCH514	Psychiatry	3.76 ****		-
SURG512	Surgery II	3.10 ***		-
OPHT511	Ophthalmology	3.74 ****		-
DER511	Dermatology	3.44 ***		-
EEMM516	Emergency Medicine	3.72 ****		-

Summary of the Course Evaluations (2019/2020):

First Year (1st Semester)

Growth and Development (HUMN 11) (Average 4.22/5= *****) -----	
<ul style="list-style-type: none"> - The average of Males was 4.3/5 (****) and the Females was 4.07 (****) - All the students are satisfied with all the items of the course evaluation. - The number of Male students responded in group A were 56 students and achieved 4.38/5 (****) and in the Male group B , the number responded were 55 and achieved 4.22/5 (****) while the Female group students responded were 77 and achieved 4.07/5 (****). 	
Strengths	<p>Male and Female Students are highly satisfied with the course as a whole especially for the following points:</p> <ul style="list-style-type: none"> ● The course plan (objectives - requirements - references) has been clarified since the beginning of the semester ● A performance evaluation mechanism was explained in the course ● The course plan was properly implemented ● The relationship of the course with the whole courses of the program. ● The tasks required from me were linked to the course objectives. ● The scientific material presented in a clear and coherent way ● Learning resources (books - electronic means - library - devices) were available. ● Attendance of students was strictly controlled from the faculty side. ● The faculty were cooperative, respectful and helps us in improving our knowledge and skills
Criticisms	Nothing
Suggestions for Improvement	<ul style="list-style-type: none"> ● Faculty ability to control the lecture (Male B) ● Abiding of the faculty with the lecture times and the office hours (Females). ● Versifying the examinations and making it comprehensive (Females)

Principles of Disease I (POD I) (PATH 111) (Average 4.11/5= *****) -----	
<ul style="list-style-type: none"> - The average of Males was 4.15/5 (****) and the Females was 4.03 (****) - All the students are satisfied with all the items of the course evaluation. - The number of Male students responded in group A were 63 students and achieved 4.27/5 (****) and in the Male group B, the number responded were 58 and achieved 4.03/5 (****) while the Female group students responded were 78 and achieved 4.03/5 (****). 	
Strengths	<ul style="list-style-type: none"> ● Male group A are satisfied with all the items of the evaluation and achieved 4 stars in all the items. ● All the 3 groups are satisfied with the course plan (objectives - requirements - references) that has been clarified since the beginning of the semester.
Criticisms	<ul style="list-style-type: none"> ● Nothing
Suggestions for Improvement	<p>(Male B)</p> <ul style="list-style-type: none"> - Directing the students to proper learning resources - The faculty requested students to Apply on real samples. - Faculty helped students to improve their skills of critical thinking. - Versifying the examinations and making it comprehensive. <p>Females:</p> <ul style="list-style-type: none"> - Course plan to be conducted properly.

	<ul style="list-style-type: none"> - Learning Resources to be available. - Faculty abide with the office hours. - Faculty should help students and solve their academic problems. - Requesting students to present assignments in front of their peers. - Not willing to study again with the same faculty.
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Human Body I (HUMN 112) (Average 3.62/5= *****)

- The average of Males was 3.65/5 (****) and the Females was 3.58 (****)
- Students of group Male A are satisfied with most of the items of the course evaluation.
- The number of Male students responded in group A were 59 students and achieved 3.88/5 (****) and in the Male group B, the number responded were 53 and achieved 3.41/5 (***) while the Female group students responded were 77 and achieved 3.58/5 (****).
- Group Male B and Females students are less satisfied with most of the items compared to Male A.

Strengths	<p>Male and Female Students are highly satisfied with the course as a whole especially for the following points:</p> <ul style="list-style-type: none"> ● The course plan (objectives - requirements - references) has been clarified since the beginning of the semester. ● Mechanism of assessment of my performance is clarified. ● The relationship of the course with the whole courses of the program. ● The scientific material presented in a clear and coherent way ● Learning resources (books - electronic means - library - devices) were available in the opinion of Male group.
Criticisms	<ul style="list-style-type: none"> ● The faculty does not use different tools of A-V tools (Male B). ● Faculty not abiding with the lecture time.(Male B & Females) ● Examinations are not diversitised and not comprehensive (Females). ● The faculty does not discuss the exam results with students.(B&F)
Suggestions for Improvement	<ul style="list-style-type: none"> - Conduction of course plan properly (Male A) - Learning resources availability in female group. - The Instructors are committed to office hours. - Faculty communication with students electronically. - The faculty follows any update in the course. - Discussion of the exam results and marking maneuver with students. - The Faculty should abide with the lecture time.

Learning skills II (SKL 112) (Average 4.15/5= *****)

- The average of Males was 4.21/5 (****) and the Females was 4.04 (****)
- All the students are satisfied with all the items of the course evaluation.
- The number of Male students responded in group A were 55 students and achieved 4.21/5 (****) and in the Male group B, the number responded were 54 and achieved 4.21/5 (****) while the Female group students responded were 77 and achieved 4.04/5 (****).

Strengths	<ul style="list-style-type: none"> ● Male group A are satisfied with all the items of the evaluation and achieved 4 stars in all the items. ● All the 3 groups are satisfied with the course plan (objectives - requirements - references) that has been clarified since the beginning of the semester.
Criticisms	<ul style="list-style-type: none"> ● Nothing
Suggestions for Improvement	<p><u>(Male B)</u></p> <ul style="list-style-type: none"> - Implementation of the course plan properly.

	<ul style="list-style-type: none"> - The faculty could not control the class. - The faculty requested students to Apply on real samples. - Faculty helped students to improve their skills of critical thinking. - The faculty is able to communicate the knowledges. <p>Females:</p> <ul style="list-style-type: none"> - Course plan to be conducted properly. - Learning Resources to be available. - Faculty abide with the office hours. - Faculty should help students and solve their academic problems. - Requesting students to present assignments in front of their peers.
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1st Year (2nd Semester)

<p>Principles of Disease II (PATH 122) (Average 4.2/5= *****)</p> <p>-----</p> <ul style="list-style-type: none"> - The average of Males was 3.8/5 (****) and the Females was 4.65 (*****) - The number of Male students responded were 70 students and achieved 3.8/5 (****) and in the Female group students responded were 46 and achieved 4.65/5 (****). - Female group are satisfied with all the items of the survey. 	
Strengths	<ul style="list-style-type: none"> - Practical sessions were complementary to the course - The teaching staff are punctual In terms of the educational activities dates and times - The practical/clinical instructor interaction and Supervision is satisfactory - The learning resources were available , appropriate and useful - The course objectives are clear to the student from the start of the course. - The conduct of the course was consistent with the course outline. - The learning sources have been clarified at the beginning of the course - I was told about the requirements and the assessment methods for this course. - Female group are satisfied with all the items of the survey.
Criticisms	<ul style="list-style-type: none"> - Nothing from the male group
Suggestions for Improvement	<ul style="list-style-type: none"> - The exam questions to be written in clear and easy language - The time and difficulty of the exam to be noticed. - Exam questions to be matched with the course objectives - Online Learning and assessment should be considered. - Frequency of practical / clinical sessions to be re-organized - Availability of the teaching staff outside lecture times for questions and discussions.

<p>Epidemiology & Community Health (EHS 211) (Average 4.32/5= *****)</p> <p>-----</p> <ul style="list-style-type: none"> - All Male students are satisfied with all the items of the course evaluation. - Male group A achieved 4.74/5 (*****) and Female group achieved 3.9/5 (****) with low satisfaction of some of the items of the course evaluation that needs investigation for the low satisfaction of this group. - The reliability index of the data presented in this evaluation report is considered unsatisfactory. - The overall average satisfaction rate of the course achieved the required (****). 	
Strengths	<ul style="list-style-type: none"> ● Male group students are satisfied with all the items of the evaluation and achieved 5 stars in most of the items.
Criticisms	<ul style="list-style-type: none"> - Mechanism of performance assessment. - Clarification of course plan since the beginning of the semester. - Implementation of the course plan. - Clarification of the course relation with the other courses.

	<ul style="list-style-type: none"> - Commitment of the instructors to the lecture times; starting and ending. - Faculty communication with students. - Instructors diversities in teaching methods. - The faculty does not help in improving the skills of critical thinking and self-learning of students
Suggestions for Improvement	<ul style="list-style-type: none"> - Tackling the areas of low satisfaction in the female group evaluation after communication with them to clarify the causes of low satisfaction and setting plan for improving the areas of low satisfaction.

Molecular Basis of Diseases (MBOD) (Path 121) (Average 4.10/5= ***)**

- The average of Males was 3.95/5 (****) and the Females was 4.25 (****)
- All the students are satisfied with all the items of the course evaluation.
- The number of Male students responded were 24 students and achieved 3.95/5 (****) and in the Female group were 59 achieved 4.25/5 (****).
- The reliability index for the responses is excellent in the female group and good in the Male group.

Strengths	<p><u>Males group :</u></p> <ul style="list-style-type: none"> - The exam questions were written in clear and easy language - Online Learning and assessment was successful - The learning sources have been clarified at the beginning of the course - I was told about the requirements and the assessment methods for this course. - The conduct of the course was consistent with the course outline. - The course objectives are clear to the student from the start of the course. <p><u>Females group:</u></p> <ul style="list-style-type: none"> - All the responses in Female group achieved 4 stars and considered as strengths
Criticisms	<ul style="list-style-type: none"> - Nothing recorded
Suggestions for Improvement	<ul style="list-style-type: none"> - Requesting the male instructors to be available for students outside lecture times for questions and discussions - Frequency of practical / clinical sessions to be reformed to be appropriate

Human Body II (HB 123) (Average 4.32/5= ***)**

- The average of Males was 4.10/5 (****) and the Females was 4.55 (*****)
- All the students in both groups are highly satisfied with all the items of the course evaluation.
- The number of Male students responded were 39 students and in the Female group were 57.
- The reliability index for the responses is excellent in the female group and good in the Male group.

Strengths	<ul style="list-style-type: none"> - All the items of the survey is responded with 4 stars are all are considered strengths in both groups
Criticisms	<ul style="list-style-type: none"> - Nothing recorded
Suggestions for Improvement	<p>Keep the same good level of performance in the course and enhance all the students to share positively in the surveys</p>

Second Year (1st Semester)

<p>Fundamentals of Pharmacotherapy (THER 210) (Average 4.42/5 = *****)</p> <ul style="list-style-type: none"> - Male groups A, B and Female students are satisfied with most of the items of the course evaluation.

<ul style="list-style-type: none"> - With 62 responses from a survey population in Male A group and in Male B group responses 63 and in Female group was 78, the reliability index of the data presented in this evaluation report is considered Excellent. - Male group A achieved 4.51/5 (****) and Male group B achieved 4.48/5 (****) and Female group achieved 4.06/5 (****). - The overall average satisfaction rate of the course achieved the required 4.35/5 (****). 	
Strengths	<ul style="list-style-type: none"> • Male and Female groups are satisfied with most of the items of the evaluation and achieved 4 stars in most of the items specially related to; <ul style="list-style-type: none"> - Clarification of the course plan (objectives - requirements - references) - Explanation of the performance evaluation mechanism - The scientific material presented in a clear and coherent way - Clarification of the relationship of this course with the rest of the courses of the program - The course Instructor manage and control the lecture and committed to the lecture times - The Instructor diversifies in teaching methods and careful in controlling student attendance - The Instructor committed to office hours - The Instructor is interested in counseling students and solving their academic problems - Encouragement of students from the instructor.
Criticisms	<ul style="list-style-type: none"> - Nothing
Suggestions for Improvement	<ul style="list-style-type: none"> - Tackling the areas of low satisfaction in the Female group evaluation after communication with them to clarify the causes of low satisfaction in some areas and setting plan for improvement. - Requirements from students to be clarified and linked to the objectives since the beginning of the course. - Instructors will be advised to abide with the office hours - The Instructors are advised to discuss the results of the tests and the method of correction with students. - Instructors are advised to follow the updates in the course.

<p>Host Defense (IMUN210) (Average 3.62/5 = ****)</p>	
<ul style="list-style-type: none"> - Male group B and Females students are satisfied with some of the items of the course evaluation and achieved (3.62/5) 4 stars although most of the items achieved 3 stars - 63responses from a survey population of Male B group and responses in Female group were 76 students. The reliability index of the data presented in this evaluation report is considered Excellent. - The overall average satisfaction rate of the course achieved the required 4 stars. 	
Strengths	<p>Male group B and Females are highly satisfied with the following items of the evaluation and achieved 4 stars.</p> <ul style="list-style-type: none"> • Clarification of the course plan (objectives - requirements - references) • Learning resources are available and reachable. - Clarification of the relationship of this course with the rest of the courses of the program - The course Instructor manage and control the lecture and committed to the lecture times.

	<ul style="list-style-type: none"> - The Instructor diversifies in teaching methods and careful in controlling student attendance - The Instructor committed to the office hours - Examination are diversified to measure students' performance
Criticisms	<ul style="list-style-type: none"> • Male group B and Female group are not highly satisfied with the remaining of the items of the course evaluation and achieved (***)
Suggestions for Improvement	<ul style="list-style-type: none"> - Course committee and organizer should meet with students' groups to hear directly from them about the unsatisfactory areas to improve it. - The scientific material should be presented in clear manner. (M) - Instructors are advised to provide a variety of students' assessments (F). - Conduction of the Course plan completely (F). - More encouragement of students (F).

Neural and Behavioral sciences (HUMN214) (Average 3.72/5 = ****)	
<ul style="list-style-type: none"> - Female students are satisfied with all the items of the course evaluation and achieved 4 stars. - Male group A&B students are less satisfied with all the items of the course compared with the Female group evaluation. - 63 responses from a survey population of Male A group and in Male B group responses 72 and in Female group was 78, the reliability index of the data presented in this evaluation report is considered Excellent. - Male group A achieved 3.49/5 (***) and Male group B achieved 3.61/5 (****) and Female group achieved 4.05/5 (****). - The overall average satisfaction rate of the course achieved the required 4 stars (3.72/5). 	
Strengths	<ul style="list-style-type: none"> • Female group are highly satisfied with all the items of the evaluation and achieved 4 stars in all the items while Male A group is low satisfied with most of the items and does not achieve the required 4 stars.
Criticisms	<ul style="list-style-type: none"> • Male group A are less satisfied with all of the items of the course evaluation (***)
Suggestions for Improvement	<ul style="list-style-type: none"> - Investigation of the low satisfaction of the Male A group evaluation. - Course committee and organizer should meet with students' groups to hear directly from them about the unsatisfactory areas to improve it. - Course plan should be conducted properly. - The instructors are advised to abide with the lectures' time. - The instructors should pay attention to communicate with students and solve their problems. - The instructors should make use of the available A-V aids - Discussion of exam results with the students. - Faculty members are advised to discuss the exam results with students.

Second Year (2nd semester)
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Respiratory System (RESP 220) (Average 4.24/5 = ****)	
<ul style="list-style-type: none"> - Male and Female groups students are satisfied with all the items of the course evaluation. - With 64 responses from a survey population of Male group and in Female group responses 54, the reliability index of the data presented in this evaluation report is considered very good. - Male group achieved 4.25/5 (****) and Female group achieved 4.22/5 (****). - The overall average satisfaction rate of the course achieved the required **** (4.24/5). 	
Strengths	<ul style="list-style-type: none"> • Male groups and Female group are satisfied with all the items of the evaluation and achieved 4 stars in all the items specially related to;

	<ul style="list-style-type: none"> - Clarification of the course plan (objectives - requirements - references) - Explanation of the performance evaluation mechanism - The course plan was properly implemented - The scientific material presented in a clear and coherent way - Clarification of the relationship of this course with the rest of the courses of the program - Students are directed to the necessary learning resources - The course Instructor manage and control the lecture and committed to the lecture times - The Instructor diversifies in teaching methods and careful in controlling student attendance - The Instructor committed to office hours - The Instructor is interested in counseling students and solving their academic problems
Criticisms	<ul style="list-style-type: none"> - No criticisms for any of the items of the survey
Suggestions for Improvement	<ul style="list-style-type: none"> - Keep the same level of satisfaction in the course with follow up of any updates in educational activities

<p>Cardiovascular system (CARD 220) (Average 3.18/5 = ***)</p>	
<ul style="list-style-type: none"> - Male B group and Female students are not satisfied with ALL of the items of the course evaluation. - Male group A students are not satisfied with most of the items of the course evaluation. - With 64 responses from a survey population of Male A group and in Male B group responses were 56 and in Female group was 27, the reliability index of the data presented in this evaluation report is considered good. - Male group A achieved 3.6/5 (****) and Male group B achieved 3.18/5 (***) and Female group achieved 2.76/5 (***) - The overall satisfaction of the course was 3.18/5 (***) 	
Strengths	<p><u>Group Male A :</u></p> <ul style="list-style-type: none"> - The tasks were related to the course objectives. - The Instructor has the ability to manage and control the lecture. - The Instructor instructed students to apply realistic examples. - The Instructor continues what is new in the course. - The Instructor is able to communicate the information. - The instructor applied a variety of students' assessment methods <p><u>Females:</u></p> <ul style="list-style-type: none"> - The learning sources have been clarified at the beginning of the course - The learning resources were available, appropriate and useful - The conduct of the course was consistent with the course outline. - I was told about the requirements and the assessment methods for this course. - The course objectives are clear to the student from the start of the course.
Criticisms	<p><u>Male groups A &B:</u></p> <ul style="list-style-type: none"> - Scientific material is not presented clearly. - The course plan was not properly implemented - The Instructor did not link theoretical and applied aspects. - The Instructor not committed to office hours. - Learning resources (books - electronic means - library - devices) were available - Students are not directed to the necessary learning resources. - The course Instructor committed to the lecture times, beginning and end. - The Instructor is not interested in human relations in dealing with students and solving their academic problems.

	<ul style="list-style-type: none"> - The Instructor did not interact with students electronically. - The examinations were characterized by their number, type, and subject matter, including thoroughness, balance, and accuracy. - The Instructor motivates students to give their best. <p>Females:</p> <ul style="list-style-type: none"> - The time and difficulty of the exam was not appropriate - The exam questions were not written in clear and easy language - Frequency of practical / clinical sessions is not appropriate - Exam questions are not matched with the course objectives
Suggestions for Improvement	<p>Males:</p> <ul style="list-style-type: none"> - More interaction with the students is required. - Reforming the course plan, objectives and implementation. - Making learning resources available and adequate. - Male and Female instructors are advised to improve the areas of low satisfaction from the students especially those related to communication of information, interaction with students electronically and motivation of students. <p>Females:</p> <ul style="list-style-type: none"> - Practical sessions should be complementary to the course - The practical/clinical instructor interaction and Supervision need improvement. - The teaching staff should be available outside lecture times for questions and discussions - Online Learning and assessment need improvement. - The teaching staff are advised to be punctual in terms of the educational activities dates and times

<p>Musculoskeletal System (MUSK 220) (Average 3.68/5 = ****)</p>	
<ul style="list-style-type: none"> - Male group and Female students are highly satisfied with some of the items of the course evaluation and scored 4 stars while most of the items achieved 3 stars. - With 35 responses from a survey population of Male group and in the Female group was 23, the reliability index of the data presented in this evaluation report is considered satisfactory. - Male group achieved 4.05/5 (****) and Female group achieved 3.3/5 (***) - The overall average satisfaction rate of the course achieved the required 3.68/4 (****). 	
Strengths	<p>Males: Are highly satisfied in all the items of the survey and scored 4 stars</p> <p>Females: are highly satisfied with the following items:</p> <ul style="list-style-type: none"> ● The learning sources have been clarified at the beginning of the course ● The conduct of the course was consistent with the course outline. ● The teaching staff are punctual in terms of the educational activities dates and times ● I was told about the requirements and the assessment methods for this course.
Criticisms	<ul style="list-style-type: none"> ● Male group: No complaint are recorded in the course evaluation. ● Female group: The following items are not well satisfied: <ul style="list-style-type: none"> - The exam questions were not written in clear and easy language - The time and difficulty of the exam were not appropriate
Suggestions for Improvement	<p>Keep the good practices in the course planning and implementation in both groups with more improvement of the following items in the Female group:</p> <ul style="list-style-type: none"> - Exam questions to be matched with the course objectives - The practical/clinical instructor interaction and Supervision. - Teaching staff to be available outside lecture times for questions and discussions - The learning resources to be available and appropriate - Frequency of practical / clinical sessions

	<ul style="list-style-type: none"> - Practical sessions to be complementary to the course - Online Learning and assessment - The course objectives to be clear to the student from the start of the course.
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Third Year (1st semester)

Evidence –Based Medicine (COMH 324) (Average 3.81/5 = ****)	
<ul style="list-style-type: none"> - All Male groups A&B and Female group students are satisfied with all the items of the course evaluation to variable extent. - With 58 responses from a survey population of Male A group and in Male B group responses 57 and in Female group was 65, the reliability index of the data presented in this evaluation report is considered Excellent. - Male group A achieved 4.03/5 (****) and Male group B achieved 3.67/5 (****) and Female group achieved 3.72/5 (****). - The overall average satisfaction rate of the course achieved the required 3.81/5 (****). 	
Strengths	<ul style="list-style-type: none"> • Both Male groups A&B are satisfied with most of the items of the evaluation and achieved 4 stars.
Criticisms	<ul style="list-style-type: none"> - The instructor versifies in the teaching methods - The instructor was committed with the office hours - The instructors' communication with students electronically needs improvement. - Instructors following up of course updates. - Examinations should be comprehensive, versified and accurate. - Instructors should enhance students for more improvement.
Suggestions for Improvement	<ul style="list-style-type: none"> - Learning resources to be available and adequate. - Instructors are advised to control students' attendance. - Instructors are advised to increase their interaction with the students. - Scientific material should be presented well. - Instructors should enhance students to improve their critical thinking and self-learning.

Gastrointestinal System (GIT 310) (Average 3.71/5 = ****)	
<ul style="list-style-type: none"> - Male A&B groups are satisfied with ALL the items of the course evaluation. - Female group showed less satisfaction compared with the Male groups and scored 3 stars - With 58 responses from a survey population in Male A group and in Male B group responses was 57 responses and in Female group was 66, the reliability index of the data presented in this evaluation report is considered Excellent. - Male group A achieved 3.96/5 (****) and Male group B achieved 3.66/5 (****) and Female group achieved 3.52/5 (***) - The overall average satisfaction rate of the course achieved the required 3.71/5 (****). 	
Strengths	<ul style="list-style-type: none"> • Male students (A&B) are satisfied with Most of the items of the evaluation and achieved 4 stars. • Female students are less satisfied than males and achieved 3 stars as overall satisfaction.
Criticisms	<ul style="list-style-type: none"> - The requirements are not linked to the course objectives. - The instructor did not commit to the lecture time (start & finish) - Students are not directed well to the learning resources - The instructor is not committed to the office hours - The instructor did not versify the teaching methods - Discussion of the exam results with students and methods of marking - The instructor does not encourage students for more achievements.

Suggestions for Improvement	<ul style="list-style-type: none"> - Communication with the course instructors through the course organizer to show them the students comments and put plan for improvements to the points mentioned under criticisms which are mostly related to the instructors' behaviors especially in the Female group.
<p style="text-align: center;">Endocrine and Metabolism (ENDO 310) (Average 4.1/5 = *****)</p> <ul style="list-style-type: none"> - All Male A&B groups and Female students are satisfied with ALL the items of the course evaluation. - With 60 responses from a survey population of Male A group and in Male B group responses were 55 and in Female group was 66, the reliability index of the data presented in this evaluation report is considered Excellent. - Male group A achieved 4.12/5 (****) and Male group B achieved 4.14/5 (****) and Female group achieved 4.04/5 (****). - The overall average satisfaction rate of the course achieved the required 4.1/5 (****). 	
Strengths	<ul style="list-style-type: none"> • All the 3 groups of students (Male A&B and Female) are satisfied with ALL the items of the evaluation and achieved 4 stars in all the items.
Criticisms	<ul style="list-style-type: none"> - Use of different A-V tools - Requesting students to Apply on real situations
Suggestions for Improvement	<p>Keeping the same level of good practices in course planning and implementation with more attention to the following:</p> <ul style="list-style-type: none"> - Increase communication with students electronically. - Commitment to the office hours - Link the theoretical aspects with applied ones.

<p style="text-align: center;">Urogenital System (UROG 310) (Average 3.86/5 = *****)</p> <ul style="list-style-type: none"> - All Male A&B groups and Female students are satisfied with ALL the items of the course evaluation. - With 62 responses from a survey population of Male A group and in Male B group responses were 56 responses and in Female group was 68, the reliability index of the data presented in this evaluation report is considered Excellent. - Male group A achieved 4.02/5 (****) and Male group B achieved 3.8/5 (****) and Female group achieved 3.75/5 (****). - The overall average satisfaction rate of the course achieved the required 3.86/5 (****). 	
Strengths	<ul style="list-style-type: none"> • All the 3 groups of students (Male A&B and Female) are satisfied with ALL the items of the evaluation and achieved 4 stars in all the items with variations in some items.
Criticisms	<ul style="list-style-type: none"> - The instructor was committed with the office hours - The instructors' communication with students electronically - Examinations should be comprehensive, versified and accurate. - Instructors should revise the exams results with students.
Suggestions for Improvement	<p>Keeping the same level of good practices in course planning and implementation with more improvement to the following aspects:</p> <ul style="list-style-type: none"> - Increase communication with students electronically. - Commitment to the office hours - Instructors are advised to control students' attendance.

<p style="text-align: center;">Complementary Medicine (IMAM 313) (Average 3.84/5 = *****)</p> <ul style="list-style-type: none"> - All Male A&B groups and Female students are satisfied with ALL the items of the course evaluation. 	
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<ul style="list-style-type: none"> - With 57 responses from a survey population of Male A group and in Male B group responses 52 and in Female group was 62, the reliability index of the data presented in this evaluation report is considered Excellent. - Male group A achieved 4.01/5 (****) and Male group B achieved 3.55/5 (***) and Female group achieved 3.96/5 (****). - The overall average satisfaction rate of the course achieved the required 3.84/5 (****). 	
Strengths	<ul style="list-style-type: none"> • All the 3 groups of students (Male A&B and Female) are satisfied with ALL the items of the evaluation and achieved 4 stars in most of the items except for group B which achieved 3 stars only.
Criticisms	<ul style="list-style-type: none"> - The instructors' communication with students electronically - Examinations should be comprehensive, versified and accurate. - Instructors should revise the exams results with students. - Use of different A-V tools - Requesting students to Apply on real situations. - Link the theoretical aspects with applied ones. - Ability to communicate the knowledge. - Direction of students to learning resources.
Suggestions for Improvement	<p>Keeping the same level of good practices in course planning and implementation with more improvement to the following aspects:</p> <ul style="list-style-type: none"> - Increase communication with students electronically and solve their problems. - Use of different A-V tools - Instructors are advised to control the lecture and control students' attendance.

3rd Year (2nd Semester)

Medical Ethics (IMAM 324) (Average 3.96/5 = ****)	
<ul style="list-style-type: none"> - All Male A&B groups and Female students are satisfied with ALL the items of the course evaluation. - With 50 responses from a survey population of Male A group and in Male B group responses 45 out of 45 the reliability index of the data presented in this evaluation report is considered good. - Group A achieved 4.2/5 (****) and Group B achieved 3.98/5 (****) same as last year - The overall average satisfaction rate of the course achieved the required 3.96/5 (****) same as last year. 	
Strengths	The 2 groups of students (A&B) are satisfied with ALL the items of the evaluation and achieved 4 stars in all the items.
Criticisms	<p>Few areas need improvement:</p> <ul style="list-style-type: none"> - Examinations should be comprehensive, versified and accurate. - Commitment to the office hours - Commitment to the lecture times (Start & Finish)
Suggestions for Improvement	<ul style="list-style-type: none"> - Keeping the same level of good practices in course planning and implementation and putting plan for improving the aspects mentioned under the Criticism section.

Hematopoietic System (HAEM 320) (Average 3.86/5 = ****)	
<ul style="list-style-type: none"> - All Male groups and Female students are satisfied with most of the items of the course evaluation. 	

<ul style="list-style-type: none"> - With 12 responses from a survey population of Male group and in Female group was 48, the reliability index of the data presented in this evaluation report is considered insufficient in the male group and good in Female group. - Male group achieved 3.8/5 (****) and Female group achieved 3.92/5 (****) same as last year - The overall average satisfaction rate of the course achieved the required 3.86/5 (****) same as last year. 	
Strengths	<ul style="list-style-type: none"> • All the groups of students (Male and Female) are satisfied with most of the items of the evaluation and achieved 4 stars in most of the items.
Criticisms	<ul style="list-style-type: none"> - Frequency of practical / clinical sessions is appropriate - The practical/clinical instructor interaction and Supervision is satisfactory - The time and difficulty of the exam was appropriate - Use of different methods for students' assessments. - Directing students to learning resources. - Enhancing students for more achievements and critical thinking - Relationship with students is not appropriate - Scientific material is not clear.
Suggestions for Improvement	<ul style="list-style-type: none"> - Improve the level of good practices in course planning and implementation and set plan to solve the aspects encountered under the criticism section.

<p>Nervous System and Special Senses (CNSS 320) (Average 3.68/5 = ****)</p> <ul style="list-style-type: none"> - All the students are satisfied with most of the items of the course evaluation. - All the items of the survey achieved 3 to 4 stars. - With 32 responses from one group of the survey population (Females), the reliability index of the data presented in this evaluation report is considered good and the other Male group (8 students), the reliability was insufficient. - This student group (Females) achieved 3.85/5 (****) and the Male group achieved 3.5/5 (**). - The overall average satisfaction rate of the course achieved the required (****) (3.68/5). 	
Strengths	<ul style="list-style-type: none"> • Online Learning and assessment was successful • I can find the teaching staff outside lecture times for questions and discussions • Frequency of practical / clinical sessions is appropriate • The conduct of the course was consistent with the course outline. • The learning resources were available , appropriate and useful • The course objectives are clear to the student from the start of the course. • The learning sources have been clarified at the beginning of the course • I was told about the requirements and the assessment methods for this course. • The teaching staff are punctual In terms of the educational activities dates and times
Criticisms	<ul style="list-style-type: none"> - The time and difficulty of the exam
Suggestions for Improvement	<p>Course committee with the course organizer should meet the students to clarify their justifications for the low participation in the survey of the course to help right planning, implementation and improvement, to achieve the required satisfaction based on real reflection of most of the students.</p> <ul style="list-style-type: none"> - The exam questions to be written in clear and easy language - Exam questions to be matched with the course objectives - Practical sessions to be complementary to the course

	- The practical/clinical instructor interaction and Supervision need more improvement
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Integrated Multi-system (INTG 320) (Average 3.87/5 = *****)	
<ul style="list-style-type: none"> - All Male A&B groups and Female students are satisfied with most of the items of the course evaluation. - With 51 responses from a survey population of Male A group and in Male B group responses 48 and in Female group was 36, the reliability index of the data presented in this evaluation report is considered good. - Male group A achieved 3.94/5 (****) and Male group B achieved 3.87/5 (****) and Female group achieved 3.8/5 (****). - The overall average satisfaction rate of the course achieved the required 3.87/5 (****) same as last year. 	

Strengths	<ul style="list-style-type: none"> • All the groups of students (Male A&B and Female) are satisfied with most of the items of the evaluation and achieved 4 stars in all the items.
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Criticisms	<ul style="list-style-type: none"> - Use of different A-V tools - Learning resources availability. - Ability to communicate the knowledge. - Practical sessions were not complementary to the course - Frequency of practical / clinical sessions is not appropriate - The practical/clinical instructor interaction and Supervision is not satisfactory - Use of different methods for students' assessments - Relationship with students is not appropriate
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Suggestions for Improvement	<p>Keeping the same level of good practices in course planning and implementation with improvement of the following aspects:</p> <ul style="list-style-type: none"> - Frequency of practical / clinical sessions, and supervision - Use different methods for students' assessments - Relationship with students to be more appropriate - Learning resources to be identified and made available.
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Basic Clinical Sciences (SKL 321) (Average 3.83/5 = *****)	
<ul style="list-style-type: none"> - All Male A&B groups and Female students are satisfied with ALL the items of the course evaluation. - With 55responses from a survey population of 58 Male A group and in Male B group responses 52 out of 54, the reliability index of the data presented in this evaluation report is considered Excellent and 32 Female students. - Group A achieved 3.78/5 (****) and Group B achieved 3.85/5 (****) and Female group 3.85/5 (****). - The overall average satisfaction rate of the course achieved the required (****)(3.83/5). 	

Strengths	The 3 groups of students (A&B and F) are satisfied with ALL the items of the evaluation and achieved 4 stars in all the items.
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Criticisms	- No criticisms are encountered
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Suggestions for Improvement	- Keeping the same level of good practices in course planning and implementation and enhancing students to participate fully in the surveys.
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4th Year

Internal Medicine I (MED 441) (Average 4.5/5 = *****)	
<ul style="list-style-type: none"> - Male A group are highly satisfied with ALL the items of the course evaluation (****). - Male C group and Female B groups did not participate in the survey with a reliable number to be considered. - With 44 responses from a survey population of 68 in Male group A with a ratio of (64.7%) and in Male group C was 2 out of 50 and in Female group B was 1 only, the reliability index of the data presented in this evaluation report is considered good in group A and unreliable in groups B and C. - Male group A achieved 4.05/5 (****) the ratio of participation in other Female group (4.9/5) is not reliable and we could not consider their satisfaction of the whole course. - The overall average satisfaction rate of the course achieved the required (****) (4.5/5). 	
Strengths	<ul style="list-style-type: none"> • Male A group are highly satisfied with All the items of the evaluation survey.
Criticisms	<ul style="list-style-type: none"> - No recorded items with criticism in group Male A which responded to the survey adequately.
Suggestions for Improvement	<ul style="list-style-type: none"> - Investigating the causes of this dissatisfaction of all the items in the Male students' groups. - Course committee with the course organizer should meet the students' representative group to clarify their justifications for this dissatisfaction and low rate of participation in the survey. - Revision of the course plan, teaching strategies, assessment and quality measures and set actions for improvement.

Radiology (RAD 440) (Average 4.43/5 = *****)	
<ul style="list-style-type: none"> - There were 3 groups of students (Males A&C and Females B) evaluated the course in 2nd semester. - Male A are satisfied with ALL the items of the course evaluation (****). - Male C group is only 1 student participated in the survey (unreliable) - Female B group NO participation in reasonable number (unreliable) - With 40 responses from a survey population of 63 in Male A group with a ratio of (63.4%) and in Male C group was only 1 and Female B group was 3 out of 48 with a ratio of 4.99/5), the reliability index of the data presented in this evaluation report is considered good in group A and unreliable in groups B & C. - Male A group achieved 3.87/5 (****) and Female B group (4.99/5). We could not consider the evaluation of Male C. 	
Strengths	<ul style="list-style-type: none"> • Male group A are satisfied with all the items of the survey. • Female B group and Male A group with their low rate of participation in the survey are satisfied with ALL the items of the evaluation.
Criticisms	<ul style="list-style-type: none"> - No criticisms are recorded from the provided surveys
Suggestions for Improvement	<ul style="list-style-type: none"> - Investigating the causes of No show in the survey response from Male group C and Female group B. - Course committee and instructors are advised to communicate with students about the importance of the surveys in improvement of the courses. - Revision of the course plan, teaching strategies, assessment and quality measures and set actions for improvement.

Surgery I (SURG 440) (Average 2.67/5 = ***)	
<ul style="list-style-type: none"> - Male A group are moderately satisfied with most of the items of the course evaluation (***) - Male B group did not participate in the survey with a reliable number (**). - With 17 responses from a survey population of 66 in Male group A with a ratio of (25.8%) and in Male group B was 6 out of 59 with a ratio of (10.2%) and in Female group C was 1 only, the reliability index of the data presented in this evaluation report is considered satisfactory in group A and unreliable in groups B and C. - Male group A achieved 2.77/5 (***) and in group B 2.56/5 (**), the ratio of participation in Female group is not reliable and we could not consider their satisfaction of the whole course. - The overall average satisfaction rate of the course achieved the required 2.67/5 (***) 	
Strengths	<ul style="list-style-type: none"> • Male A group are not highly satisfied with most of the items of the evaluation survey with score of 3 stars • Male B: no satisfaction with most of the items
Criticisms	<p>Male group A scored 2 stars in some items that need improvement:</p> <ul style="list-style-type: none"> - No commitment with the lecture time (Start & finish) - No use of variety of teaching methods - The Examination numbers, variety and accuracy are not appropriate - No Enhancement of students for more improvement - Male group B are Less satisfied with most of the items of the evaluation (**) and achieved 3 stars only in some items.
Suggestions for Improvement	<ul style="list-style-type: none"> - Course committee with the course organizer should meet Male and Female students' representatives to clarify their justifications for this dissatisfaction and not responding to the surveys. - Revision of the course plan, teaching strategies, assessment and quality measures and set actions for improvement.

Orthopedics (ORTH 440) (Average 3.65/5 = ****)	
<ul style="list-style-type: none"> - There were 2 groups of students (Males and Females) evaluated the course in 2nd semester. - Male & Female students' groups are satisfied with most of the items of the course evaluation (****). - With 30 responses from a survey population of Male group A and Female group was 19, the reliability index of the data presented in this evaluation report in both Groups are considered sufficient. - Male group A achieved 3.65/5 (****) and Female group achieved 3.65/5 (****). - The overall average satisfaction rate of the course achieved the required (****). 	
Strengths	<p>Males:</p> <ul style="list-style-type: none"> - Online Learning and assessment were successful - The conduct of the course was consistent with the course outline. - The teaching staff are punctual in terms of the educational activities dates and times - I was told about the requirements and the assessment methods for this course. <p>Females:</p> <ul style="list-style-type: none"> - I can find the teaching staff outside lecture times for questions and discussions - The course objectives are clear to the student from the start of the course. - The learning resources were available, appropriate and useful - The teaching staff are punctual in terms of the educational activities dates and times - The learning sources have been clarified at the beginning of the course - I was told about the requirements and the assessment methods for this course.

Criticisms	<p>Males:</p> <ul style="list-style-type: none"> - The time and difficulty of the exam was not appropriate - I cannot find the teaching staff outside lecture times for questions and discussions - Exam questions are not matched with the course objectives - The learning sources are not clarified at the beginning of the course <p>Females:</p> <ul style="list-style-type: none"> - The practical/clinical instructor interaction and Supervision is unsatisfactory - Practical sessions were not complementary to the course - Frequency of practical / clinical sessions is not appropriate
Suggestions for Improvement	<ul style="list-style-type: none"> - Course committee with the course organizer should meet Male and Female students' representative groups to clarify their justifications for this dissatisfaction. - Revision of the course plan, teaching strategies, assessment and quality measures and set actions for improvement.

<p>Pediatrics (PAED 440) (Average 4.48/5 = ****)</p>	
<ul style="list-style-type: none"> - There were 3 groups of students (Males B&C and Females A) evaluated the course. - Male B & C students' groups participation in the survey are very limited and unreliable although the participated students are satisfied with ALL the items of the course evaluation (****). - Female group A are highly satisfied with ALL the evaluation items (****). - With 5 responses from a survey population of 73 in Male group B with a ratio of (6.8%) and in Male group C was 1 only and Female group A were 40 out of 48 (83%), the reliability index of the data presented in this evaluation report is considered Excellent for the Female group and unreliable for Male groups. - Male group B achieved 3.91/5 (****) and Male group C achieved 4.97 /5 (****) and Female group achieved 4.55/5 (****). - The overall average satisfaction rate of the course achieved the required (****) (4.48/5). 	
Strengths	<ul style="list-style-type: none"> • Male B & C groups are satisfied with ALL the items of the evaluation survey although their responses are not reliable • Female group are highly satisfied with all items having 4 stars and all the items have 4 stars.
Criticisms	<ul style="list-style-type: none"> - No items of the evaluation showed low satisfaction rate.
Suggestions for Improvement	<ul style="list-style-type: none"> - Course committee with the course organizer should meet Male students' representatives to clarify their low rate in participation in the surveys. - Revision of the course plan, teaching strategies, assessment and quality measures and set actions for improvement. - Asking the instructors to present the scientific material clearly(Male B) - Clarification of the relation of the course with other courses (Male B)

<p>Forensic Medicine (FMED 440) (Average 3.64/5 = ****)</p>	
<ul style="list-style-type: none"> - There were 3 groups of students (Males B&C and Females A) evaluated the course. - Male B & C students' groups are satisfied with most of the items of the course evaluation (****) except for some items scored 2 or 3 stars. - Female A group are satisfied with ALL of the evaluation items (****). - With 4 responses from a survey population of 64 in Male group B with a ratio of (6.3%) and in Male group C was 2 only registered and Female A group was 42 out of 48 (87.5%), the reliability index of the data presented in this evaluation report is considered Excellent for female group and insufficient in Male groups. - Male group B achieved 3.03/5 (***) and Male group C achieved 3.77 /5 (****) and Female A group achieved 4.13/5 (****). - The overall average satisfaction rate of the course achieved the required 3.64/5 (****). 	

Strengths	<ul style="list-style-type: none"> ● Female A group satisfied with ALL the item having 4 stars. ● The Male B & C groups are satisfied with most of the items of the evaluation survey and their score ranged between 3 and 4 stars.
Criticisms	<ul style="list-style-type: none"> - Male group B are not satisfied with some items of the evaluation: <ul style="list-style-type: none"> - The Instructor not committed to the lecture time (Strat & Finish) - No direction to the learning resources.
Suggestions for Improvement	<ul style="list-style-type: none"> - Clarification of the relationship of this course with the rest of the courses of the program - The Instructors are advised to manage and control the lecture and interact electronically with the students. - Identify the learning resources and direct students to get them easily. - Revision of the course plan, teaching strategies, assessment and quality measures and set actions for improvement.

Fifth Year

<p>Family Medicine (FMED 550) (Average 3.85 /5 = *****)</p> <ul style="list-style-type: none"> - There were 2 groups of students (Males A and Females B) evaluated the course in 2nd semester. - The Male students' group are highly satisfied with ALL the items of the course evaluation (****). - With 32 responses from a survey population of 70 in Male group A with a ratio of (45.7%) and Female B group was 2 out of 32 (6.3%), the reliability index of the data presented in this evaluation report is considered Excellent in group A and insufficient in group B. - Male group A achieved 4.25/5 (****) and and Female group B achieved 3.4/5 (***). - The overall average satisfaction rate of the course achieved the required 3.85/5 (****). 	
Strengths	<ul style="list-style-type: none"> ● All the male group are highly satisfied with ALL the items of the evaluation survey. ● Female group are satisfied with the following items: <ul style="list-style-type: none"> - Clarification of the course plan (objectives - requirements - references) since the beginning of the semester - Explanation of the performance evaluation mechanism in the course - The course plan was properly implemented - The scientific material presented in a clear and coherent way
Criticisms	<p>No criticisms are recorded in the responses of the Male group and in the Female group the following criticisms are recorded:</p> <ul style="list-style-type: none"> - Students are nor directed to the proper learning resources
Suggestions for Improvement	<ul style="list-style-type: none"> - Duties and examinations varied in measuring different levels of students' abilities - Instructors should control the lecture and students' attendance. - Instructors should be committed to the lecture time (Start & Finish). - Commitment to the office hours. - Link the theoretical with the applied aspects in the lecture. - Use variety of assignments and exams in assessing students' performance.

Obstetrics and Gynecology (OBGYN 550) (Average 3.32 /5 = *)**

- There were 2 groups of students (Males A, and Females B) evaluated the course in 2nd semester.
- All the Male students' groups are highly satisfied with ALL the items of the course evaluation (****)
- Female group has low satisfaction with all the items 3/5 (***)
- With 64 responses from a survey population of 67 in Male group A with a ratio of (95.5%) and in Female group was 8 out of 61 (13.1%), the reliability index of the data presented in this evaluation report is considered Excellent for Male group and insufficient for Female group.
- Male group A achieved 3.65/5 (****) and Female B group achieved 2.99/5 (***)
- The overall average satisfaction rate of the course achieved the required 3.32/5 (***)

Strengths	<ul style="list-style-type: none"> • Male group are highly satisfied with ALL the items of the evaluation survey. • Female group has moderate satisfaction with all items where scored 3 stars in all the items of the survey 3/5. <ul style="list-style-type: none"> - Explanation of the performance evaluation mechanism in the course. - The course plan was properly implemented. - The scientific material presented in a clear and coherent way. - The tasks required of student (posts - duties - ...) were related to the course objectives. - The relationship of this course with the rest of the courses of the program has been clarified. - Learning resources (books - electronic means - library - devices) were available. - The course Instructor committed to the lecture times, beginning and end. - Students were assigned to make presentations in front of their colleagues.
Criticisms	<ul style="list-style-type: none"> - Low satisfaction is only recorded in the responses of Female group (***) - No criticisms are recorded in the responses of the Male groups and all the items achieved 4 stars except for the following items achieved 3 stars: <ul style="list-style-type: none"> - Duties and examinations varied in measuring different levels of students' abilities. - The Instructors' behavior and performance, communication and academic counseling of students. - The instructors not committed to the office hours. - Discussion of the exam results with the students.
Suggestions for Improvement	<ul style="list-style-type: none"> - Keeping the same good practices in implementing the course. - Clarification of the course plan to all the students from the start of the course and improving the aspects with low satisfaction rate.

Otorhinolaryngology (ENT 550) (Average 4.17 /5 = **)**

- There were 2 groups of students (Males A, and Female B) evaluated the course.
- All the students' groups are satisfied with ALL the items of the course evaluation (****).
- With 36 responses from a survey population of 68 in Male group A with a ratio of (53.0%) and in Female group B was 4 out of 32 (12.5%), the reliability index of the data presented in this evaluation report in Male group A is considered Good and in female group B is considered insufficient.
- Male group A achieved 4.07/5 (****) and Female group achieved 4.26/5 (****).
- The overall average satisfaction rate of the course achieved the required 4.17/5 (****).

Strengths	<ul style="list-style-type: none"> • All the 2 groups are highly satisfied with ALL the items of the evaluation survey (****).
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	<ul style="list-style-type: none"> All the items are considered strengths
Criticisms	<ul style="list-style-type: none"> No criticisms are recorded in the responses of the 2 groups
Suggestions for Improvement	<ul style="list-style-type: none"> Keeping the same good practices in implementing the course. Enhancing the students especially the Females to share in the surveys and clarify its importance for course improvement.

<p>Dermatology (DERM 550) (Average 3.44 /5 = ***)</p> <ul style="list-style-type: none"> There were 2 groups of students (Males A, and Female B) evaluated the course. All male students' group are satisfied with ALL the items of the course evaluation (****) except for 1 item related to linking the required tasks with the course objectives. With 35 responses from a survey population of 67 in Male group A with a ratio of (52.2%) and in Female group B was 3 out of 32 (9.4%), the reliability index of the data presented in this evaluation report in Male group A is considered Good and in female group B is considered insufficient. Male group A achieved 3.48/5 (***) and Female group achieved 3.39/5 (**). The overall average satisfaction rate of the course achieved the required 3.44/5 (**). 	
Strengths	All the 2 groups are moderately satisfied with most of the items of the evaluation survey.
Criticisms	<p>Some criticisms are recorded in the responses of the 2 groups:</p> <ul style="list-style-type: none"> Linking the required tasks with the course objectives The instructor is unable control on the lecture Examinations' types, numbers, variety and accuracy.
Suggestions for Improvement	<ul style="list-style-type: none"> Keeping good practices in implementing the course and put an action plan to solve any problems in the course. Enhancing the students especially the Females to share in the surveys and clarify its importance for course improvement.

<p>Internal Medicine II (IMED 552) (Average 3.75 /5 = ****)</p> <ul style="list-style-type: none"> There were 2 groups of students (Males A and Female B) evaluated the course. All the students' groups are satisfied with ALL the items of the course evaluation (****) except for 2 items in Male group scored 3 stars. With 15 responses from a survey population of 64 in Male group B with a ratio of (23.4%) and in Female group A was 12 out of 32 (37.5%), the reliability index of the data presented in this evaluation report is considered Sufficient. Male group B achieved 3.67/5 (****) and Female group A achieved 3.82/5 (****). The overall average satisfaction rate of the course achieved the required 3.75/5 (****). 	
Strengths	<ul style="list-style-type: none"> All the 2 groups are satisfied with ALL the items of the evaluation survey except for 2 items in Male group. Most of the survey items are considered strengths.
Criticisms	<p>Some criticisms are recorded in the responses of the 2 groups:</p> <ul style="list-style-type: none"> Instructor commitment to the lecture times (start & finish) Clarification of the course plan from the beginning of the course.
Suggestions for Improvement	<ul style="list-style-type: none"> Keeping the good practices in planning and implementing the course. Enhancing the students especially the Females to share in the surveys and clarify its importance for course improvement.

<p>Psychiatry (PSYC 550) (Average 3.76 /5 = ****)</p> <ul style="list-style-type: none"> There were 3 groups of students (Males B and Female A) evaluated the course. All the Male students' groups are satisfied with ALL the items of the course evaluation (****). The Female group are highly satisfied with some items only with an overall score of 3 stars. 	
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<ul style="list-style-type: none"> - With 20 responses from a survey population of 64 in Male group B with a ratio of (31.8%) and in Female group A was 11 out of 32 with a ratio of (34.4%), the reliability index of the data presented in this evaluation report is considered good in Female group A and Male group B. - Male group B achieved 4.01/5 (****) and Female group A achieved 3.51/5 (***). - The overall average satisfaction rate of the course achieved the required 3.76/5 (****). 	
Strengths	<ul style="list-style-type: none"> • All the responses in Male group B are considered strengths where all scored 4 stars. • Some of the items in Female group A are considered strengths: <ul style="list-style-type: none"> - Explanation of the performance evaluation mechanism in the course. - The tasks required of student (posts - duties - ...) were related to the course objectives. - Learning resources (books - electronic means - library - devices) were available. - The Instructors' ability to control the lecture. - The Instructors' ability to control students' attendance. - The instructor follows all the updated in the course.
Criticisms	<ul style="list-style-type: none"> - No criticisms are recorded in the responses of the 2 groups and all the items achieved 3 stars in Female group and 4 stars in Male group.
Suggestions for Improvement	<ul style="list-style-type: none"> - Keeping the same good practices in planning and implementing the course. - Enhancing all students to positively sharing in the course evaluation surveys.

<p>Surgery II (SURG 552) (Average 3.1 /5 = ***)</p>	
<ul style="list-style-type: none"> - There were 2 groups of students (Males B and Females A) evaluated the course. - All the Male students are highly satisfied with ALL the items of the course evaluation (****). - The Female group satisfaction is very low achieved 2 stars only in all the items except 1 item scored 3 stars. - With 15 responses from a survey population of 63 in Male group B with a ratio of (23.8%) and in Female group A was 33 out of 33 with a ratio of (100%), the reliability index of the data presented in this evaluation report is considered Excellent in Female group A and Good in Male group B. - Male group B achieved 3.85/5 (****) and Female group A achieved 2.27/5 (**). - The overall average satisfaction rate of the course achieved the required 3.1/5 (**). 	
Strengths	<ul style="list-style-type: none"> • All the Male group are satisfied with ALL the items of the evaluation survey.
Criticisms	<ul style="list-style-type: none"> - All the Female group responses are considered Criticism and achieved only (**) except one item scored 3 stars related to Clarification of the assessment mechanisms in the course.
Suggestions for Improvement	<ul style="list-style-type: none"> - Counselling Female group about their dissatisfaction in this survey. - Keeping the same good practices of Male responses in planning and implementing the course.

<p>Ophthalmology (OPHT 550) (Average 3.74 /5 = ****)</p>	
<ul style="list-style-type: none"> - There were 2 groups of students (Males A, and Females B) evaluated the course. - All the Male students' group are highly satisfied with ALL the items of the course evaluation (****). - The Female students' group are highly satisfied with all the items and achieved 4 stars except for 3 items scored 3 stars. - With 34 responses from a survey population of 67 in Male group A with a ratio of (50.7%) and in Female group B was 03 out of 32 (9.4%), the reliability index of the data presented in this evaluation report is considered Good in Male A group, and Insufficient in Female group. 	

<ul style="list-style-type: none"> - Male group A achieved 3.78/5 (****) and Female group B achieved 3.70/5 (****). - The overall average satisfaction rate of the course achieved the required 3.74/5(****). 	
Strengths	<ul style="list-style-type: none"> • All the Male group are satisfied with ALL the items of the evaluation survey and scored 4 stars in all the items. • Female group as well are satisfied with most of the items and scored 4 stars except for 3 items scored 3 stars.
Criticisms	<ul style="list-style-type: none"> - No criticisms are recorded in the responses of the 2 groups.
Suggestions for Improvement	<ul style="list-style-type: none"> - Enhancing the female group to share in the course evaluation surveys. - Keeping the same good practices in planning and implementing the course, keeping in mind improving the following items in Female group: <ul style="list-style-type: none"> - Interaction of the instructor with students electronically. - Directing the students to the learning resources. - Commitment of the instructors to the time of the lecture (start & finish)

Emergency Medicine (EMED 550) (Average 3.72 /5 = ****)	
<ul style="list-style-type: none"> - There were 2 Male groups of students (Males A &B) evaluated the course, No Female evaluation is performed. - All Male students' group A are satisfied with ALL the items of the course evaluation (****) but the Male group B are satisfied moderately with all the items and scored 3-4 stars - With 56 responses from a survey population of 62 in Male group A with a ratio of (90.3%) and in Male group B was 9 out of 60 with a ratio of (15%), the reliability index of the data presented in this evaluation report is considered Excellent in group A and insufficient in group B. - Male group A achieved 3.81/5 (****) and Male group B achieved 3.62/5 (****). - The overall average satisfaction rate of the course achieved the required 3.72/5 (****). 	
Strengths	<ul style="list-style-type: none"> • All the Male students group A are satisfied with ALL the items of the evaluation survey with achievement of 4 stars. • Male students of group B are satisfied with the items related to the instructors' performance and behaviors.
Criticisms	<ul style="list-style-type: none"> - No criticisms are recorded in the responses of the 2 groups.
Suggestions for Improvement	<ul style="list-style-type: none"> - Keeping the same good practices in planning and implementing the course. - Enhancing all students to participate positively in the surveys.

2. Students Evaluation of Program Quality

Evaluation Date : 15.05.2020	Number of Participants: 76
Students Feedback	Program Response
Strengths: <ul style="list-style-type: none"> • The program helps show moral values and scientific honesty. 	<ul style="list-style-type: none"> • Students at the College of Medicine are always encouraged to draw on their personal values of respect and morality. This positive

<ul style="list-style-type: none"> • The program helps students respect different points of view. • The program helps students respect the Saudi Islamic culture. • Availability of teaching and learning resources. 	<p>finding is encouraging and activities around such feedback will be further supported.</p>
<p>Areas for Improvement:</p> <ul style="list-style-type: none"> • Clarify assessment methods. • Blackboard as information resources for students • Bookstore for students to purchase low price books. • Increase counseling sessions. • Clarify students’ rights and responsibilities. 	<ul style="list-style-type: none"> • Assessment processes and procedures are under continuous development. In light of this feedback, more efforts will be given to address students concerns. Through the course coordinators and in the initial orientation lecture, assessment methods will be clarified. As well as to ensure such assessment methods are outlined in the study guides. • The use of blackboard is under study and it may not fit the needs of the MBBS program. • The library can provide, through the University, the most necessary references and ensure that they are available for students. • The academic counseling unit can provide more session for students. • During orientations sessions students will be made aware of the University handbook of rights and responsibilities.
<p>Suggestions for improvement:</p> <ul style="list-style-type: none"> • Clarify the way that the assignments and tests are being corrected by teachers • Students feedback from the faculty should be provided to guide them for improvement • Intensify the blackboard as a resource of information to help students in learning • Activate the Student Rights’ Unit to provide students with appropriate legal advice. • Establish a center for sailing books and textbooks at discounted rates for students. 	<ul style="list-style-type: none"> • Faculty will be instructed to provide the students with feedback about their performance in all teaching activities and assessments. • Training courses for Blackboard utilization as a source of information for students will be arranged although, there are previous workshops were held in this regards, but we will condense the courses for both faculty and students. • The recommended textbooks are made available at the university and college library and online with activation of SDL as a learning

<ul style="list-style-type: none"> • Publicize the students' services from the college. • Increase the level of students' representation in the college and university committees. • Increase the counseling sessions regarding students' future career. • The academic guidance and counseling mechanisms should be compatible with the students' needs. • More clarification and specification of students' rights and responsibilities. • Let student's grievance procedures to be clear and fair. 	<p>resource. Efforts for selling the Textbooks in a low price to students will be done.</p> <ul style="list-style-type: none"> • The services for students either educational or extracurricular services will be supported in the near future to be available for all students. • There is a plan to establish a restaurant for students in the Male College campus within the plan of Establishment of new campus • The students' Rights and Obligations Unit has terms of reference to help the students, supporting the unit morally and financially is mandatory to fulfill the services to be provided to the students. • Students are represented in different committees and in the students' council, also, they are newly represented as quality ambassadors to disseminate the culture of quality among their peers. We are planning to include them in the curriculum committee and the advisory board • Although the students' guidance unit that was newly established has provided counselling for the students including academic, social, psychologic counselling, it also, give counselling for the graduates for planning of their future career. Although it was mentioned in many awareness booklets for students, the students' rights and obligation unit that has been recently established will condense its activities to provide students with the required information about their rights and responsibilities
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* Attach report on the students evaluation of program quality

3. Other Evaluations

(e.g. Evaluations by independent reviewer, program advisory committee, and stakeholders (e.g., faculty members, alumni, and employers))

Evaluation method : Alumni Satisfaction Survey	Date: 08.12.2020	Number of Participants : 80
Summary of Evaluator Review		Program Response
Strengths: <ul style="list-style-type: none"> • The average score is 3.34 (***) which is satisfactory for the alumni of this newly established program, it is better than that of past year. • Marked high score in the questions related to the library environment, facilities and its book content and the digital Library (****). • The cognitive skills and interpersonal skills scored stars. • In general, the alumni responses in most of the questions are improved than past year survey. 		Satisfactory responses from the alumni about their experience in the program
Points for Improvements:: <ul style="list-style-type: none"> • Students' support services • IT security, maintenance & accessibility services that need more support. 		IT services provided from the college will be followed with the IT department to ensure optimum security measures and update and maintain the services periodically to be satisfied by the students and staff.
Suggestions for improvement <ol style="list-style-type: none"> 1. Directing the efforts to overcome the low satisfaction in some fields of services and support provided to the students. 2. Support the services of IT regarding the security measures, maintenance and software update. 3. Emphasize the importance of communication with Alumni for further assessment of the program. 		<ul style="list-style-type: none"> • Communication between the graduates' affairs unit in the college and in the other employment hospitals and colleges will be sustained to support the alumni with guidance for their professional career and how they choose the proper specialty. • the services provided to the students in our college will be followed on a monthly scale to be appreciated by them. • IT services provided from the college will be followed with the IT department to ensure optimum security measures and update and maintain the services periodically to be satisfied by the students and staff.

* Attach independent reviewer's report and stakeholders' survey reports (if any)

Evaluation method : Employer Satisfaction Survey	Date: 01.31.2020	Number of Participants : 18
Summary of Evaluator Review		Program Response

<p>Strengths:</p> <ul style="list-style-type: none"> • The average score is 4.42 (****) which is satisfactory for the employer of graduates, it is an improvement on the previous year. • Graduates of the College of Medicine scored highly in adherence in medical ethics. (****). • Graduate highly in adaptation to new environments and technologies (****). • More broadly, employers impression of graduates was positive. 	<p>Satisfactory responses from the employer about their experience with graduates.</p>
<p>Points for Improvements::</p> <ul style="list-style-type: none"> • English language skills. • Competency in administration. 	<p>Students at the College of Medicine must meet a minimum requirement of English proficiency to enter medical school, and students study in English throughout their years at the college however, more effort can be invested in students' English proficiency and in response to this finding. Summer English courses can be provided for students. In addition, the program relies heavily on MCQ exams, certain exams can be short essay questions.</p>
<p>Suggestions for improvement</p> <ol style="list-style-type: none"> 1. There is a need to improve students' surgical skill. 2. There is a need to improve student's clinical reasoning skills. 	<ul style="list-style-type: none"> • Students' surgical skills can be improved by increasing the role of simulation in teaching and learning. This can be done by introducing simulation at an early stage (first and second year), as well increasing time in the simulation lab especially surgical skills. • To improve students' clinical reasoning skills, two methods of improvement can be undertaken. First, cases for problem-based learning can be renewed to reflect more advanced critical thinking skills. Second, assessment methods can be reviewed to ensure more advanced critical thinking questions are included.

4. Key Performance Indicators (KPIs)

List the results of the program key performance indicators (including the key performance indicators required by the National Center for Academic Accreditation and evaluation)

Program KPI and Assessment

KPI #		KPI	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
S	P							
	P-01	Percentage of achieved indicators of the program operational plan objectives	80%	2019/2020 75%		87.5%	Percentage of achieved indicators of the program operational plan objectives recorded 75% which represent 6 out of 8 projects. There is no internal benchmarking as this is a new indicator not present in the previous performance indicators Strengths: <ul style="list-style-type: none"> The support received from the university administration. Availability of infrastructure and facilities for increasing the admission ratio and achieving the intended learning outcome Recommendations: <ul style="list-style-type: none"> Some of the strategic projects are not achieved specially the establishment of university hospital for training our students and interns Establishment of laboratories, library and morgue for the female section 	80%
S1.1	-	Stakeholder's awareness rating of the mission and objectives	80%	2019/2020 Student 89% Alumni 62.8%	2018/2019 Student 82% Alumni 54%	2018/2019 Al Majmaa (60%) Al Qassim M=88% F=80%	The data shows that 89% of students are aware with the mission and objectives in the academic year 2019/2020 which exceeds the level of awareness in the previous years due to the increased activities of the college and central quality unit in dissemination of the mission statement among students and staff. Also, among the alumni, they became aware about the program and college mission in this year 2019/2020 (62.8%) which is more than previous year (54%). Strengths: <ul style="list-style-type: none"> The program mission statement is consistent with the college and university mission statement. The mission statement include the main three component that are: education, research, and community service Recommendations: <ul style="list-style-type: none"> Involvement of large number of stakeholders in the development, revision and dissemination of the College and program missions. 	92%

							<ul style="list-style-type: none"> • Increase the awareness activities regarding the mission and objectives of the program. • Keeping the same level of achievement and try to increase the response rate. • Communicate with more institutions as an external benchmarks for comparison with different programs. 	
S 2.1	-	Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities	90%	2018/2019 Students 64.4% Faculty 77%	2017/2018 77.5%	2018/2019 Al Majmaa 45 %	<p>The data shows that the actual benchmark of stakeholders: 64.4% of students and 77% of faculty regarding the governance and administrations at the college is satisfactory. The internal benchmark of last years was 77.5% which was greater than the actual benchmark and greater than the external benchmark of Al Majmaa COM. As the target benchmark was not achieved, so the new target is kept the same.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • The regular faculty development activities addressing the various academic management issues. • The continuous support from the university's and the college's administrations for the spread of the culture of leadership. • The presence of highly qualified academic staff. <p>Recommendations:</p> <ul style="list-style-type: none"> • The establishment of a stronger risk management system as an integral component of planning strategies. • Dissemination of administrative documents related to roles, responsibilities, policies, procedures and regulations. 	90%
S 3.1	P-02	Students overall evaluation on the quality of their learning experiences at the institution <i>(Average rating of the overall quality on a five point scale in an annual survey of final year students.)</i>	3.6	2019/2020 (M) 2.92 (F) 2.93	2018/2019 (M&F) 3.23	2019/2020 Al Qassim M=3.9 F=3.6 2018/2019 Al Qassim M=4.2 F=3.6 Al Majmaa 3.75	<p>The data shows that the average satisfaction rate of male and female students with their quality of learning experiences at Imam COM in the last academic year (2018-2018) was 3.23 out of 5. In 2019/2020 evaluation, there is a little decrease in the satisfaction of 5th year students (Males 2.92 and Females 2.93) about the quality of the learning experience in the program compared to that of the last year. Our ratio of satisfaction is below the rate of the external benchmarks institutes. This decreased satisfaction rate this year might be due to the disturbance that occurred in the study because of COVID-19 pandemic and holding of education for some time till introduction of the online teaching and assessment.</p> <p>Strengths:</p>	3.6

							<p>It is clear that the college has the capacity to overcome the situation of pandemic lock out of Covid-19 and shifted their teaching and assessment methods to online program.</p> <p>Recommendations for improvement:</p> <ol style="list-style-type: none"> 1-Action plans are in place to improve the results of these indicators and students satisfaction as these are the core of other indicators of this standard. 2-Increasing the accessing points and committed faculty for online teaching and assessments. 3- Communicating the survey questionnaire to most of the students (Males & Females) to get their opinions to be reflected in the plans for improvements. 	
S 3.2	-	Proportion of courses in which student evaluations were conducted during the year.	100%	2018/2019 93%	2017/2018 95%	2018/2019 Al Majmaa 95% Al Qassim 100%	<p>The data shows that proportion of courses in which student evaluations were conducted during the last academic year (2017-2018) was 95% (38:40) which meets the external benchmark of Al Majmaa COM, while this academic year 2018/2019 due to the resignation of some staff who was course organizers, there were a slight delay in submission of few reports in time and submitted later on during the processes of academic accreditation.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Course and program reports are regularly submitted and reviewed. • Support of the Central Quality Unit with manpower who are involved in the plan to assure the quality in its activities. • Preparing a new questionnaire for medical students to be able to express their opinions in an open-ended questions. <p>Recommendations for improvement:</p> <ul style="list-style-type: none"> • Providing the Central Quality Unit with new statistical program (Blue) for performing the course evaluations by students in a manner reflecting students' opinions in open-ended questions. • Updating the electronic and inventory facilities at the CQU. 	100%
S 4.1	P-11	Ratio of students to teaching staff (Based on full time equivalents).	M= 5.5:1 F= 6.0:1	2019/2020 M=4.5:1 F=7.7:1	2018/2019 M=5.2:1 F=5.8:1	2019/2020 Al Qassim: M=3.6:1 F=7.1:1 2018/2019	<p>The data shows that ratio of students to teaching staff in the academic year 2018/2019 after increasing the admission of female students and stability of the staff number, the ratio became 887:169 (M:5.2:1) and (F:5.8:1), while in 2019/2020 the ratio is 4.5:1 (Males) and 7.7:1 (Females). Our ratio still valid and is around the external benchmarks ratio although the</p>	M=5.0:1 F=6.0:1

						Al Qassim: M=3.8:1 F=7.1:1 Al Majmaa 3.9:1	number of students at Al Qassim COM & Al Majmaa COM are less than that of us. Strengths: <ul style="list-style-type: none"> • Our ratio of Students to staff still valid and near the external benchmark, hoping to reach the new target (5:1) in males and (6:1) in females in near future. • Fair number of highly qualified faculty available for teaching our students Recommendations: <ul style="list-style-type: none"> • Increase the number of female staff to cope with the increased number of Female students' admission. • A request will be raised to the college authority to take the due action regarding recruiting more female staff. 	
S 4.2	P-03	The Students overall rating on the quality of their courses <i>(Average rating of students on a five point scale on overall evaluation of courses)</i>	M=4.0 F=4.0	2019/2020 M=3.74 F=3.87	2018/2019 M=3.78 F=3.78	2019/2020 Al Qassim M=3.6 F=3.5 2018/2019 Al Qassim M=3.8 F=3.5 Al Majmaa 2.8	The data shows that the overall evaluation of quality of courses as perceived by the students was in 2018/2019 (M& F= 3.78) and in 2019/2020 the response was (M= 3.74 and F= 3.87) which is stabilized or improved. All the students participated in the survey conducted by the university to evaluate the courses through a 5 score questionnaire containing 30 questions. Strengths: <ul style="list-style-type: none"> • The ratio of quality of the courses is increasing from year to year that reflects the increased quality in management and conduction of the educational activities. • Fair number of students participated in the surveys to give their opinions. • The college has made a contract with Explorance company for installing the a professional software of course evaluation (BLUE) starting from the academic year 2020/2021. Recommendations: Prepare a special evaluation survey questionnaire to be used by the newly installed software to be used with our medical courses that are different in instructional applications away from the majority of the university courses that is instructed by one faculty in most of them. Annexes: (2018/2019) https://drive.google.com/file/d/1u20brNuRTUGlVnT73TMZw-4fCS270JIAS/view?usp=sharing (2019/2020) https://drive.google.com/file/d/1VWF0jpmBDCPGn9VAqITWrs309MLz2NO/view?usp=sharing	M=3.6 F=4.0

S 4.3	-	Proportion of teaching staff with verified doctoral qualifications	90%	2019/2020 89.5% 2018/2019 87%	86%	2018/2019 Al Qassim M=96.8% F=100% Al Majmaa 94%	<p>This data shows that 89.5% of faculty have verified doctoral qualification in academic year 2019/2020, the ratio was (154/172) and in 2018-2019 the ratio was 87% (147/169) while in 2017/2018 , it was 86% (147/171) . The remaining percentage is due to presence of Demonstrators and lecturers with Master degrees only. The external benchmark ratio in 2018/2019 was better than our ratio, bearing in mind that the number of teaching staff in both colleges at al Majmaa and Al Qassim is less than the number of teaching staff in our college. The number of Female faculty are 35% and the Males are 65% of the total number of Faculty this year 2019/2020.</p> <p>Strengths:</p> <ul style="list-style-type: none"> Fair number of faculty with different ranks in the College. About 50% of the faculty holding MD degree and 31% holding PhD degree and the other 19% are holding Board and Fellowship degrees which all are equalized as a Doctoral degrees.. <p>Recommendations:</p> <p>It is recommended to increase the number of female teaching staff in the basic science departments with verified doctoral qualifications to increase our ratio to the target benchmark of 90%.</p> <p>Annexes:</p> <p>https://drive.google.com/file/d/1QIWRN1UN6Ym-e7LHJLNTYFEdhcZ1UKTEU/view?usp=sharing https://drive.google.com/file/d/1wtUE0HyTAcK70KadcdhV-p14XGISaU/view?usp=sharing</p>	90%
S 4.4	P-05	Retention rate; Percentage of students entering programs who successfully complete first year.	M=95% F=100%	2019/2020 M=97.2% F=92.21% 2018/2019 M: 89.4% F:97.2%	86.4%	2019/2020 Al Qassim M=93.6% F=94.9% 2018/2019 Al Qassim M=88.5% F=97.1% Al Majmaa 84.5%	<p>For this academic year 2019/2020, this data showed that 97.2% of Males and 92.21% of females full time undergraduate students were eligible to proceed to second year after their first academic year in academic year 2018-2019., the rate of students passed the 1st year and promoted to 2nd year in 2018-2019 was 89.4% (Males) and 97.2% (Females). The female ratio is much better than the external benchmarks while the Male ratio was below the external benchmark and the internal benchmark.</p> <p>Strengths:</p> <ul style="list-style-type: none"> The ratio of retention of students after passing 1st year reflected the quality of the educational process especially in the female group. Availability of robust curriculum and educational facilities and infrastructure. <p>Recommendations:</p>	M=100% F=95%

							<ul style="list-style-type: none"> It is recommended to keep the new target of 95% for which all academic staff will be encouraged and their co-operation will be needed to achieve the same level of instruction. Investigate the causes of low retention of male students compared to the past year. 	
S 4.5	P-04	Completion rate: Proportion of students entering undergraduate programs who complete those programs in minimum time.	M: 52%	2019/2020 M=71.0%	2018/2019 M=67%	2019/2020 Al Qassim M=64.7% F=71.4% 2018/2019 Al Qassim M=62.0% F=69.4% Al Majmaa 66%	<p>These data show that 67% of full time male students completed the program in minimum time in academic year 2018-2019, compared to 71% in the academic year 2019/2020 which is higher than the internal benchmark and around the external benchmark, There were no female graduates during the last academic year, the first female cohort completed the program on 2019/2020.</p> <p>Strengths:</p> <ul style="list-style-type: none"> The ratio of graduated students at a minimum time from the program is promising compared to the external benchmarked institute. Availability of robust curriculum and educational facilities and infrastructures that assisted the students to complete the program in time. <p>Recommendations:</p> <ul style="list-style-type: none"> It is recommended to keep the new target of 96% for males and 98% for females. Involve a variety of teaching strategies and assessment tools. Provide counselling sessions about career planning for the graduates. Encourage the graduates to prepare them better before applying for the SMLE exam at the SCFHS to reflect the real level of our graduates 	M:80%
S 4.6	P-07	Proportion of students who are a) employed or b) enrolled in postgraduate programs in the first year after graduation.	Enrolled M: 55%	2019/2020 M=55.0%	2018/2019 M=53%	2019/2020 Qassim 50% 2018/2019 Qassim 75% Majmaa 85.7%	Enrollment in the postgraduate programs either at KSU or the SCFHS in 219/2020 was 55% of the graduated Male students, while in 2018/2019, the ratio was 53%. The external benchmark of Al Qassim COM is highly reduced this academic year compared to 2018/2019 as well.	M:60%
			Employed M: 75%	2019/2020 M=75%	2018/2019 M=73%	2019/2020 Qassim 75% 2018/2019 Majmaa 100% Qassim 75%	Employment ratio: The data showed that the graduates employed in 2018/2019 were 73%, while in 2019/2020 they were 75%. These data are around the external benchmark.	M:80%
						Strengths:	<ul style="list-style-type: none"> The ratio of graduated students who are enrolled in postgraduate programs is satisfactory. 	

							<ul style="list-style-type: none"> • Our graduates are welcomed by the private sector for employment due to their distinguished level. <p>Recommendations:</p> <ul style="list-style-type: none"> • It is recommended to encourage all the graduates in postgraduate programs as soon as finished their internship training. • Keep communication with the graduates to be involved in the program evaluation when required. • Establish an updated database in the alumni unit containing all the basic information of all the graduated cohorts and their communication information. • Provide counselling sessions for the graduates about career planning and employment 	
-	P-06	Students' performance in the professional and/or national examinations	M=90%	2019/2020 M= 88%	2018/2019 M= 89%	2019/2020 A Qassim M= 89% F=87% 2018/2019 AlMajmaa M&F 83%	<p>This data shows that the performance of our graduates in the licensing exam of SCFHS in 2019/2020 was about 88% pass rate equal to that of the external benchmark, while in 2018/2019 was 89%.</p> <p>Strengths:</p> <ul style="list-style-type: none"> - The level of Imam graduates is mostly the same as the level of other universities graduates. - High performance of our graduates. <p>Recommendation:</p> <ul style="list-style-type: none"> - Establishment of university hospital for the graduates to acquire the administrative leadership and communication and clinical skills in their daily practice - Encouraging the graduated to be employed or enrolled in higher studies without delay. 	M=90%
-	P-08	Average students number in the class.	Lecture: Practical: PBL:	2019/2020 Al Imam M F 90 60 20 12 10 12	2018/2019 Al Imam M F 45 55 15 10 10 10	2019/2020 A Qassim M F 50 40 25 20 10 10	<p>This data shows that the distribution of students in the classes (Lecture, Practicals and PBL classes) among the different years is consistent with the capacity of each class. The Lectures are given in big classrooms and the Practical sessions usually conducted in the labs with a capacity of 15-20 students. The distribution of students in the external benchmarked colleges is similar to that of Imam COM as all are chronographically near each other.</p> <p>Strengths:</p>	M F 50 50 20 10 10 10

							<ul style="list-style-type: none"> - Presence of good number of classrooms suitable for lecture, practicals and PBL sessions. - Availability of educational facilities and state-of-arts equipment in the labs. <p>Recommendation:</p> <ul style="list-style-type: none"> - Establishment of variable classrooms in the female section. - Ensuring that all the classrooms and laboratories are provided with the safety measures. 	
-	P-09	Employers' evaluation of the program graduates proficiency	4.0	2019/2020 M= 4.2	2018/2019 M= 3.8	2019/2020 A Qassim 4.1 2018/2019 AlMajmaa 4.0	<p>This data shows that the evaluation of the employers to our graduates levels appreciated being achieved 4.2/5 (84%) in 2019/2020 compared to 3.8/5 (78%) in the academic year 2018/2019. The average evaluation is equal to the external benchmark.</p> <p>Strengths:</p> <ul style="list-style-type: none"> - The level of Imam graduates is mostly the same as the level of other universities graduates. - High performance of our graduates. <p>Recommendation:</p> <ul style="list-style-type: none"> -The clinical skills and communication skills need more improvement. - Emphasize on skills in utilization of technology in their work and in communication and self-expression of the graduates. - Improve the English language of graduates. 	4.5
Standard 5								
-	P-10	Students' evaluation of the services <i>(Average rating on a five point scale).</i>	M=3.5 F=3.5	2019/2020 M= 3.20 F=3.75	2018/2019 M= 3.0 F= 3.0	2019/2020 A Qassim M=3.1 F=2.7 2018/2019 A Qassim 3.8 AlMajmaa 3.4	<p>This data shows that the satisfaction rate of students about the services in 2019/2020 was 3.20/5 for Males and 3.75/5 for Females while in 2018/2019, the ratio was 3/5 for Males and 3/5 for Females. The ratio in 2018/2019 is lower than Al Majmaa COM and Al Qassim COM but in 2019/2020 it is around the ratio of Al Qassim COM</p> <p>Strengths:</p> <p>There is a variety of services provided to the students in the college either curricular or extracurricular</p> <p>Recommendation:</p> <ul style="list-style-type: none"> - Improve and increase the services provided specially bookstore and food court. - Include most of the students from the different levels in the surveys 	M=3.5 F=3.5

S 5.3	-	Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five point scale).	2018/2019 90%	2018/2019 84%	2017/2018 83.8%	2018/2019 Al Majmaa 64% Al Qassim M=76% F=74%	The data shows that 84% of students in the academic year 2018/219 reported that what they had learnt in the program was useful for planning for their career and the services of academic and career counselling were adequate, compared to 83.8% of students in the academic year 2017-2018. Our benchmark is better than the external benchmark. Strengths: 1. Presence of well-established academic counselling unit for male and female students. 2. Participation of qualified faculty in the counselling services Recommendations: 1. It is recommended to keep the new target of 90% overall rating from graduate students for usefulness of their learning experience during this program. 2. Provision of social worker and psychiatry clinic for counselling.	90%
Standard 6								
S 6.1	-	Number of book titles held in the library as a proportion of the number of students.	2018/2019 2:1	2018/2019 1.44:1	2017/2018 1.8:1	2018/2019 Al Qassim COM 24:1	The data shows that the proportion of book titles to the number of students during the last academic year (2018-2019) was 7000:887 (7.9:1) due to increased number of students especially in the female side without increasing the number of books. Compared to 7000:650 (10.8:1) in 2017/2018. The ratio of the external benchmark (Qassim University) is much better than our ratio. Our plan is to reach the new target (15:1). Strengths: 1. Availability of a well-structured wide library in the middle of the college building according to the international standards. 2. Well-equipped library provided with all the electronic and safety facilities. 3. Availability of rigorous borrowing system and highly-qualified librarians. Recommendations:	15:1

							<ol style="list-style-type: none"> 1. Upgradation of the library, with adding about 1500 book titles to the library with recent editions in different medical fields. 2. Increasing the ratio of Book titles: student to be 15:1 at least. 3. Establishment of special library in the female campus. 	
S 6.4	-	Stakeholder evaluation of library services. <i>(Average rating on adequacy of library services on a five point scale).</i> (S 6.4)	(3.6) 72%	2019/2020 Students M=3.83 F=2.2 Faculty (3.48) 70% 2018/2019 Students M&F=3.4 (68.6%) Faculty (3.35) 67%	2017/2018 Students (3.2) 64 % Faculty (3.63) 72.6%	2019/2020 Al Qassim M=3.4(68%) F=3.6(72%) 2018/2019 Al Qassim M=3.9(78%) F=3.4(68%) Al Majmaa M=4.0(80%)	<p>The data clearly showed that:</p> <ul style="list-style-type: none"> - in 2019/2020, the rate of library services satisfaction for Male students was (83) 76.6 % and in the female students (2.2) 44% and for the Faculty (3.48) 70.0%. - in 2018/2019, the rate of library services satisfaction for All students was (3.4) 68.6% and for the Faculty was (3.35) 67%. - in 2017-2018, the rate of library services satisfaction for All students was (3.2) 64% and for the Faculty was (3.63) 72.6% which was satisfactory. <p>The low satisfaction rate of the female students, who are included separately in the survey in the academic year 2019/2020, is due to lack of actual separate library in the female campus and this problem is solved this year through scheduling the female students to share the Male library in addition to the Central library at the university. Our ratio still lower than the external benchmarks.</p> <p>Strengths:</p> <ol style="list-style-type: none"> 1. Satisfaction rate is better than previous years. 2. Reasonable response rate from the faculty compared to students. <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Increasing the inclusion of students and faculty in the surveys. 2. It is recommended to increase this percentage to reach the target of (4.0) 80% 	(4.0) 80%
S 6	Additional	Ratio of library space unit to student.	1: 2.31 M ²	1: 2.31 M ²	1: 2.31 M ²	1: 2.3 M ² International survey (UNESCO).	The data shows that every student has a 2.31 square meter (M2). The UNESCO standard recommended that the student should have 2.3 M2. Ratio of library space unit to students is very good and actual benchmark already meets the target benchmark and is aligned with	1:2.31 M ²

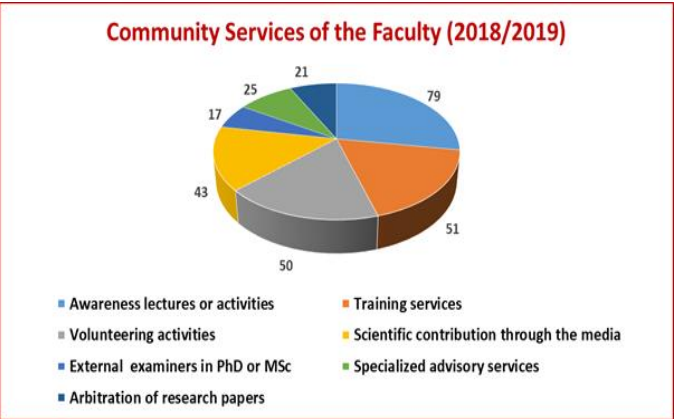
							<p>the international standards of UNESCO, so further improvement is not required regarding the space in the Male campus while in the female campus there is a mandatory requirement for their own library based on this standard bearing in mind the increased admission rate of female students.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Adequate space of the library aligned with the international standards. • Presence of good number of computer and online terminals for study and research. • Presence of private rooms for research and discussions. <p>Recommendations:</p> <ul style="list-style-type: none"> • Establishment of female library with the same standards. • Provide the library with at least 1500 up-to-date editions of books 	
Standard 7								
S 7.3	P-17	Average overall rating of adequacy of facilities (IT, Digital library & e-learning) and equipment in a survey of teaching staff	M:(3.5) F: (3.5)	2019/2020 M=3.5 F=4.0	2018/2019 M=3.4 F=2.9	2019/2020 Al Qassim M=(3.4) F=(3.6) 2018/2019 Al Qassim (3.5) Al Majmaa (4.0)	<p>The data clearly showed that the satisfaction rate of the facilities provided (Library, IT, Digital Library & E-learning and equipment) among the Faculty and Students were as follows:</p> <ul style="list-style-type: none"> - in 2019/2020, Students satisfaction was (M=3.5 & F=4.0) - in 2018/2019, Students were (M=3.4 & F=2.9) <p>Our ratio is around the external benchmarks.</p> <p>Strengths:</p> <ol style="list-style-type: none"> 1. Presence of a variety of facilities and equipments. 2. Participation rate of faculty in the surveys is increased compared to the previous years which is an indicator for their awareness about the benefit of the surveys in planning. 3. Action plans were set for improvement and continuous update in learning resources through allowing the female students to share the male laboratories, morgue and library according to specific schedules for visit. <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Providing more facilities to both male and female campuses. 	(4.0)

							<p>2. Establishment of IT section in the college of medicine campuses to respond imminently to the requests of the faculty.</p> <p>3. Updating the equipments provided in the classrooms and in the faculty offices.</p> <p>4. Supporting the female campus with the required full-equipped laboratories, morgue and library.</p> <p>Action plans were set for improvement and continuous update in learning resources through allowing the female students to share the male laboratories, morgue and library according to specific schedules for visit. 2- There is a need for the activation of online blackboard and the platforms as a teaching and learning tool with providing workshops on how to access it by students and faculty with more orientation for both staff and students for participation in the different workshops. Hotlines created by Vice Dean of Educational affairs to give support for staff and for rapid response to students through the media should be increased.</p>	
Standard 9								
S 9.1	P-13	Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement.	0 %	2019/2020 M= 1.16% F=0.58%	2018/2019 M= 1.78% F=0.59%	2019/2020 Al Qassim M=4.5% F=0% 2018/2019 Al Qassim M=3.6% F=2.0% Al Majmaa 8.3%	<p>The data shows that the rate of faculty leaving the college for reasons more than retirement this academic year 2019/2020 was 1.16% in the Male faculty and 0.58% in the Female faculty compared to 1.78% in the Male Faculty and 0.59% in the Female Faculty 10 2018/2019. The Faculty left the college in 2017/2018 was (1.13%) in both male and female sides.</p> <p>Strengths:</p> <ol style="list-style-type: none"> 1- Good practices in the college encourage the faculty to continue. 2- Clear policy and procedures for all practices in the college. <p>Recommendations:</p> <ol style="list-style-type: none"> 1- Improve the current measures of faculty management to prevent their leaving. 2- Improve different situations in the college related to faculty performance to encourage them to continue. 3- Rewarding the distinguished faculty in teaching and research and solving any problems facing them. 	0%
S 9.2	-	Proportion of teaching staff participating in	2018/2019 90 %	2018/2019 98%	2017/2018 70 %	2018/2019 Al Majmaa 80%	This data shows that teaching staff participated in faculty development activity in academic year 2018/2019 achieving more than the target. From the survey distributed to the	100%

		professional development activities during the past year (S 9.2)				Al Qassim 92%	Faculty, 166 responded out of 169 survey with a ratio of 98.2% compared with 70% in the academic year 2017-2018 . It is recommended to keep the new target of 100% participation of teaching staff in faculty development activity for which all academic staff will be encouraged and their co-operation will be needed.		
	P-12	Percentage of teaching staff distribution by a) Gender b) Academic rank	M: 75% F: 25%	2019/2020 M=77.3% F=22.7%	2018/2019 M=79.83% F=20.71%	2019/2020 Al Qassim M=74.3% F=25.7%	The distribution of faculty in the college based on the gender in the academic year 2019/2020 was Male = 77.3% & Female =22.7% and in 2018/2019 the distribution was Male faculty=79.83% and the Female faculty= 20.71% compared to 76.6% for Males and 23.4% for Females in 2017/2018 near that of the external benchmark. The distribution based on the academic rank showed that in Imam COM the distribution is nearly the same in the three academic years with minimal variations but is different from the distribution at Al Majmaa COM. Strengths:	M=75% F=25%	
			By Rank	Al Imam 2018/2019		Al Majmaa 2018/2019	Strengths: 1- The distribution of Male and Female Faculty is consistent with the distribution of Male and Female students. 2- Clear policy and procedures for recruitment of faculty in the college and university. 3- We have high ranks as Professors which is not available in the external benchmarked College. Recommendations: 1- Recruit more Female faculty in the basic science courses. 2- Improve different situations in the college related to faculty performance to encourage them to continue. 3- Rewarding the distinguished faculty in teaching and research and solving any problems facing them.		
			Prof Assoc Prof Assist Prof Lecturer Demonstrator	3.0% 10.7% 75.1% 3.5% 7.7%		0.0% 5.3% 62.0% 4.0% 28.7%			
Standard 10									
S 10.1	P-15	Rate of published research per faculty member	1:2	2019/2020 M=1:1.32 F=1:0.85	2018/2019 M=1:1.72 F=1:0.94	Al Qassim 2019/2020 M=1:0.96 F=1:0.97 2018/2019	These data shows that the Rate of published research per faculty member for Male faculty and of Female faculty in 2019/2020 were 1:1.32 and 1:0.85 respectively, and those who has at least one publication during 2018/2019 were for Males 1:1.72 and for females 1:0.94, the ratio of publication is decreased due to suffering from the pandemic lock out even in the external benchmark.	1:2	

						1:0.99	<p>These data are collected from the registry of Research center and vice-dean for postgraduate and scientific research.</p> <p><u>Strengths:</u></p> <ul style="list-style-type: none"> - Increased number of faculty who has research output compared to previous years. - Availability of research facilities and state-of-arts equipment in the research center. <p><u>Recommendation:</u></p> <ul style="list-style-type: none"> - Increasing the budget for research for faculty and teaching staff. - Establishment of research chairs that will attract distinguished researchers. - Recruiting research assistants and technologists. 	
S 10-2	P-14	Proportion of full time members of teaching staff with at least one refereed publication during the previous year.	M: 60% F: 60%	2019/2020 M=37.0% F=49.0%	2018/2019 M=59.7% F=54.3%	2019/2020 Al Qassim M= 42.3% F=54.3% 2018/2019 Al Qassim 80% Al Majmaa 48%	<p>This data shows that 59.7% of the Male staff and 54.3% of Female staff has at least one refereed publication during 2018/2019. In 2019/2020, the ratio of publication is 37.0% for Males and 49.0% for Females which is decreased than previous years due to suffering from the pandemic lock out even in the external benchmark.</p> <p>These data are collected from the registry of Research center and vice-dean for postgraduate and scientific research It is recommended to keep the new target of 50% of the total teaching staff.</p> <p><u>Strengths:</u></p> <ul style="list-style-type: none"> - Increased number of faculty who has research output compared to previous years. - Availability of research facilities and state-of-arts equipment in the research center. <p><u>Recommendation:</u></p> <ul style="list-style-type: none"> - Increasing the budget for research for faculty and teaching staff. - Establishment of research chairs that will attract distinguished researchers. - Recruiting research assistants and technologists. 	M:45% F:55%

S 10.3	P-16	Number of citations in refereed journals per faculty member	30:1	2019/2020 M=62.3:1 F=4.7:1	2018/2019 M=35.9:1 F=4.3:1	2018/2019 Al Qassim 11:1 Al Majmaa 3.6:1	<p>These data shows that the average of citation of the publications in refereed journals of the total staff (M&F) in the academic year 2018/2019 was 35.9:1 for Males and 4.31:1 for Females while in 2019/2020 it became 62.3:1 for Males and 4.7:1 for Females.</p> <p>Strengths:</p> <ul style="list-style-type: none"> -Increased Citation of the faculty publication than previous years -Availability of research facilities well-established information system in our college library and websites. <p>Recommendation:</p> <ul style="list-style-type: none"> - Encouraging the faculty for performing distinguished research and publish in peer-reviewed journals. - Updating the research data base and provide more accessing to the SDL and other information facilities. 	M:70:1 F:10:1
S 10.4	-	Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff.	2018/2019 One presentation per full time staff members	2018/2019 0.76 presentation per full time staff members	2017/2018 0.16 presentation per full time staff members	2018/2019 Al Majmaa (0.2) Al Qassim 1.3	<p>The data shows that 0.76 presentation or report presented at academic conferences in the academic year 2018/2019 compared to 0.16 presentation per full time staff members at academic conference during the last academic year 2017-2018. It is recommended to increase the number of presentations in academic conferences for which all academic staff will be encouraged and supported to present their work at local or international conferences.</p> <p>Strengths:</p> <ul style="list-style-type: none"> - Faculty are keen to share their research outputs in the different conferences. - There is a good quantity of research output publications by the male and female faculty <p>Recommendation:</p> <ul style="list-style-type: none"> - Encourage the faculty to participate in the national and international conferences and support them to present their research output under the affiliation of Imam university to increase its reputation internationally and benefit our graduates on applying for scholarship abroad. 	One presentation
Standard 11								
S 11.1	-	Proportion of full time teaching and other staff	98%	2019/2020 64.4%	2017/2018 64.4%	2018/2019	These data shows that the proportion of full time teaching staff and other staff actively engaged in	98%

	<p>actively engaged in community service activities</p>		<p>2018/2019 98.2%</p>		<p>Al Majmaa 62%</p> <p>Al Qassim M:48% F: 51%</p>	<p>community service activities were 166/169 with a ratio of 98.2% in the academic year 2018/2019 while it was 64.4% in the academic year 2017/2018. In this academic year there were 361 activities reported by 166 staff member included the following:</p> <ul style="list-style-type: none"> • Awareness lectures or activities 79 (47.59 %) • Training services for students or technicians from other institutes 51 (30.72 %) • Volunteering activities 50 (30.12%) • Scientific contribution through the media 43 (25.90%) • External examiners in thesis of PhD or MSc 17 (10.24%) • Specialized advisory services 25 (15.06%) • Arbitration of research papers or reports 21 (12.65%) • I was not involved in any community service in the past year 33 (19.88%) • Others 15 (9.04%) 																									
		<p>Community Services of the Faculty (2018/2019)</p>  <table border="1" data-bbox="459 646 1131 1066"> <caption>Community Services of the Faculty (2018/2019)</caption> <thead> <tr> <th>Activity</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Awareness lectures or activities</td> <td>79</td> <td>47.59%</td> </tr> <tr> <td>Training services</td> <td>51</td> <td>30.72%</td> </tr> <tr> <td>Volunteering activities</td> <td>50</td> <td>30.12%</td> </tr> <tr> <td>Scientific contribution through the media</td> <td>43</td> <td>25.90%</td> </tr> <tr> <td>External examiners in PhD or MSc</td> <td>17</td> <td>10.24%</td> </tr> <tr> <td>Specialized advisory services</td> <td>25</td> <td>15.06%</td> </tr> <tr> <td>Arbitration of research papers</td> <td>21</td> <td>12.65%</td> </tr> </tbody> </table>			Activity	Count	Percentage	Awareness lectures or activities	79	47.59%	Training services	51	30.72%	Volunteering activities	50	30.12%	Scientific contribution through the media	43	25.90%	External examiners in PhD or MSc	17	10.24%	Specialized advisory services	25	15.06%	Arbitration of research papers	21	12.65%		<p>Strengths:</p> <ul style="list-style-type: none"> ➤ Punctuality of staff and students in serving the community ➤ Establishment of Community Service Unit. ➤ There were 361 activities reported by 166 staff member included the following: <ul style="list-style-type: none"> • Awareness lectures or activities • Training services for students or technicians from other institutes • Volunteering activities • Scientific contribution through the media • External examiners in thesis of PhD or MSc • Specialized advisory services • Arbitration of research papers or reports • I was not involved in any community service in the past year <p>Recommendations:</p> <ul style="list-style-type: none"> ➤ It is recommended to increase the new target benchmark as 100 for which all academic staff will be encouraged and their co-operation will be needed. ➤ More support to the Community Service Unit to communicate its activities to the faculty and students. ➤ Formal self-evaluation report about faculty participation in community services should be 	
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RECOMMENDATIONS:

- Involvement of large number of stakeholders in the development, revision and dissemination of the College and program missions.
- Increase the awareness activities regarding the mission and objectives of the program.
- Communicate with more institutions as an external benchmarks for comparison with different programs.
- The establishment of a stronger risk management system as an integral component of planning strategies.
- Dissemination of administrative documents related to roles, responsibilities, policies, procedures and regulations.
- Providing the Central Quality Unit with new statistical program (Blue) for performing the course evaluations by students in a manner reflecting students' opinions in open-ended questions.
- Updating the electronic and inventory facilities at the CQU.
- Prepare a special evaluation survey questionnaire to be used by the newly installed software to be used with our medical courses that are different in instructional applications away from the majority of the university courses that is instructed by one faculty in most of them.
- Increase the number of female teaching staff in the basic science departments with verified doctoral qualifications to increase our ratio to the target benchmark of 90%.
- Investigate the causes of low retention of male students compared to the past year.
- Involve a variety of teaching strategies and assessment tools.
- Provide counselling sessions about career planning for the graduates.
- Encourage the graduates to prepare them better before applying for the SMLE exam at the SCFHS to reflect the real level of our graduates.
- Encourage all the graduates to be enrolled in postgraduate programs as soon as finished their internship training.
- Keep communication with the graduates to be involved in the program evaluation when required.
- Establish an updated database in the alumni unit containing all the basic information of all the graduated cohorts and their communication information.
- Provide counselling sessions for the graduates about career planning and employment
- Establishment of university hospital for the graduates to acquire the administrative leadership and communication and clinical skills in their daily practice
- Encouraging the graduated to be employed or enrolled in higher studies without delay.
- Establishment of variable classrooms in the female section.
 - Ensuring that all the classrooms and laboratories are provided with the safety measures.

- The clinical skills and communication skills need more improvement.
 - Emphasize on skills in utilization of technology in their work and in communication and self-expression of the graduates.
 - Improve and increase the services provided specially bookstore and food court.
 - Include most of the students from the different levels in the surveys.
 - Provision of social worker and psychiatry clinic for counselling.
 - Upgradation of the library, with adding about 1500 book titles to the library with recent editions in different medical fields.
 - Increasing the ratio of Book titles: student to be 15:1 at least.
 - Increasing the inclusion of students and faculty in the surveys.
 - Establishment of female library with the same standards of male side.
 - Providing more facilities to both male and female campuses.
 - Establishment of IT section in the college of medicine campuses to respond imminently to the requests of the faculty.
 - Updating the equipments provided in the classrooms and in the faculty offices.
 - Supporting the female campus with the required full-equipped laboratories, morgue and library.
 - Improve the current measures of faculty management to prevent their leaving.
 - Improve different situations in the college related to faculty performance to encourage them to continue.
 - Rewarding the distinguished faculty in teaching and research and solving any problems facing them.
 - Recruit more Female faculty in the basic science courses.
 - Improve different situations in the college related to faculty performance to encourage them to continue.
 - Increasing the budget for research for faculty and teaching staff.
 - Establishment of research chairs that will attract distinguished researchers.
 - Recruiting research assistants and technologists.
 - Encouraging the faculty for performing distinguished research and publish in peer-reviewed journals.
 - Updating the research data base and provide more accessing to the SDL and other information facilities
 - More support to the Community Service Unit to communicate its activities to the faculty and students.
- Formal self-evaluation report about faculty participation in community services should be requested from the faculty as an easy way for statistics.

5. Analysis of Program Evaluation

(including strengths, Areas for Improvement:, and priorities for improvement)

(From 5th year students' satisfaction of their experience in the program)

<p>Strengths :</p> <ul style="list-style-type: none"> • The program is well structured. • The program helps respecting different points of view • The program helps respecting the culture of the Saudi, Islamic and other cultures • Library resources are available whenever needed . • The library staff are helpful and facilitate our borrowing of references and resources • The quality of the educational materials available at the university are satisfactory • There are adequate facilities available at the university for performing religious services • The learning resources available to help us in learning
<p>Areas for Improvement:</p> <ul style="list-style-type: none"> • Academic counselling sessions to be condensed to the needy students and the services of the counselling unit should be announced to the students • Career planning sessions should be provided to the final years' students through the Guidance and counselling Unit • Bookstore with stationary services to be available for students • Students representation in the College committees should be recognized and increased • Students' Rights unit will be advised to clarify the Grievance and appeal services to the students • The blackboard to be activated for using it as an educational facility • The faculty will be advised to follow the progress of their students to help them achieving their tasks •
<p>Priorities for Improvement:</p> <ul style="list-style-type: none"> • Awareness programs for the newly admitted students should be increased and announced to clarify their rights and obligations and the educational queries regarding teaching, learning and assessments. • Academic counselling sessions to be condensed to the needy students and the services of the counselling unit should be announced to the students • The faculty will be advised to clarify the course plans regarding objectives, education and assessments and revise the examination results with students to help them improving their performance.

G. Difficulties and Challenges Faced Program Management

Difficulties and Challenges	Implications on the Program	Actions Taken
Decreased research capacity and output amongst faculty members.	Decreased research capacity	Faculty were encouraged to undertake research projects, enacting a community of practice model of learning.
Lack of qualified administrative staff.	Program management relies heavily on tasks and duties that should be performed by trained administrative staff.	Outline job requirements and request qualified administrative staff from the Dean and to Human resources.

<p>Delay in receiving information related to cohort from admissions office and delay in response in IT support and maintenance from IT Deanship.</p>	<p>Delay in analysis of annual progress and establishment of an improvement plan.</p>	<p>More effort must be put into following up information requests of related offices at the University level. Such requests should be followed up directly by the Dean's office. In addition, a specific liaison from the College can physically follow up such requests at the designated offices at an early stage of the academic year or the Summer time.</p>
<p>Lack of full clinical facilities.</p>	<ul style="list-style-type: none"> • It may influence the development of clinical identities amongst medical students. • It may influence the delivery of program learning outcomes. 	<p>Increase time spent with clinicians in clinical setting, whether faculty at the Medical Center or affiliated hospitals. Increase the use of simulation to deliver the relevant program learning outcomes.</p>
<p>Faculty development activities as well as student extracurricular activities that require external speakers or are held at institutes other than the university are delayed because of lengthy university procedure.</p>	<ul style="list-style-type: none"> • This may negatively influence students ability to engage in more community centered activities. • As for faculty, a decrease in faculty development activities has a negative influence on the knowledge and skills of individual members as well as the manpower of the College of Medicine. 	<p>An annual submission of anticipated speakers and guest, and programs rather than individual submission which is how it is done currently. This applies to students and faculty programs.</p>
<p>The need for onsite statician and language proofreader.</p>	<p>To support teaching and learning, periodic statistical analysis and language proofreading must be performed to ensure maximum benefit is gained from the collected data e.g. examinations and content. Otherwise, the material related to the program may suffer, which contains relevant findings might be not used effectively.</p>	<p>Recruitment of a statician and a proofreader to support teaching and learning processes at the college on a full-time or part-time basis.</p>

<p>The lack of response from the employer survey.</p>	<p>The employer survey is a great aid to increase the efficiency of the program. The low response rate does not give an accurate impression of graduate competence and performance beyond medical school.</p>	<p>As opposed to online-based surveys, the College can follow-up in person with residency program directors and employer in an effort to increase engagement. In addition, potential participants may be encouraged by a token gift as suggested by research methods literature.</p>
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*Internal and external difficulties and challenges

H. Program Improvement Plan

No.	Priorities for Improvement	Actions	Action Responsibility	Date		Achievement Indicators	Target Benchmark
				Start	End		
1	Shortlisting program learning outcomes to abide by national and international standards.	The 24 program learning outcome will be minimized to 15 outcomes.	Curriculum Committee	First semester 2020/2021	Second semester of 2021/2022	Number of PLOs	
2	Program learning outcomes assessment plan.	The assessment plan must clarify the mapping procedure, as well as present longitudinal data.	Curriculum Committee	First semester 2020/2021	Second semester of 2021/2022	2020/2021 program assessment plan and report	
3	Periodic report presented at the College Council of KPI related to the program.	Calculation of KPI at an early stage. Presentation of report at College council.	Quality and development Vice-Deanship	First semester of 2021/2022	Second semester of 2021/2022	Inclusion of KPIs in college council memos	
4	Review the KPIs used to measure success and add Qualitative KPIs to the program evaluation program plan.	Initiate a task force as part of the curriculum committee that reviews and studies the use of KPIs at the College of Medicine.	Curriculum Committee	Second Semester 2020/2021	End of Second Semester 2020/2021	Number of meetings and conclusions and recommendations made by the task force.	
5	Improvement of PBL content.	Initiate PBL task force.	Curriculum committee	First semester 2020/2021	First semester 2021/2022	Completion of new cases and number of faculty development workshops	

						addressing PBL	
6	Faculty development activities	Increase the number of faculty development activities	Department of Medical Education	First semester 2020/2021	End of Second Semester 2020/2021	The number and quality of faculty development activities by department assessment and by faculty evaluation.	
7	Clinical facilities	Expand the medical center to accommodate more clinical cases. Enhance the relationship with affiliated hospitals. Join the second health cluster.	College administration	First semester 2020-2021	End of Second Semester 2020/2021	Number of clinics and facilitates and types in medical center.	
8	Lack of supporting staff	Recruitment of Administrative, IT, and specialist staff.	College administration	First semester 2020-2021	End of Second Semester 2020/2021	Number of newly joining staff	

I. Report Approving Authority

Council / Committee	
Reference No.	
Date	

J. Attachments :

Annex 1: A letter for the establishment of the standing curriculum committee.

Annex 2: Agreement with Prince Sultan Humanitarian city.

Annex 3:

- A report on the program learning outcomes assessment results for male and female sections and for each branch (if any)
- A report on the students evaluation of program quality
- Independent reviewer's report and other survey reports (if any)