



## ATTACHMENT 4.

# T3. ANNUAL PROGRAM REPORT (APR)

2018-2019

**Program Eligibility:** The program is to submit the two most recent APRs as part of the requirements for program eligibility using the NCAAA Template.

**Post Accreditation:** The program is required to annually complete an APR. The APR is to document a complete academic year.

APR's are prepared by the program coordinator in consultation with faculty teaching in the program. The reports are submitted to the head of department or college, and used as the basis for any modifications or changes in the program. The APR information is used to provide a record of improvements in the program and is used in the Self Study Report for Programs (SSRP) and by external reviews for accreditation.

## Annual Program Report

1. Institution: <b>Al-Imam Mohammad Ibn Saud Islamic University</b>		Date: <b>2019</b>
2. College/ Department: <b>College of Medicine / Medical Education Department</b>		
3. Dean ( Currently): <b>Dr. Tariq Bin Abdulrahman Al Asbali</b>		
4. List All Campus Branch/Locations (approved by Ministry of Higher Education or Higher Council of Education).		
Campus Branch/Location	Approval By	Date
Main Campus: <b>College of Medicine, Al-Imam Mohammad Ibn Saud Islamic University, Riyadh</b>	<b>Ministry of Higher Education</b>	<b>1428H</b>
1:		
2:		
3:		
4:		

### A. Program Identification and General Information

Program title and code <b>Bachelor of Medicine Bachelor of Surgery (MBBS)</b>
Name and position of persons completing the APR <b>Dr. Kholoud Jamal Sandouqah - Assistant Prof. of Radiology, Head of Academic Quality Unit</b>
Academic year to which this report applies. <b>2018/2019</b>

### B Statistical Information

1. Number of students who started the program in the year concerned 2018/2019:	<b>188</b>
2. (a) Number of students who completed the program in the year concerned:	<b>125</b>
Completed the final year of the program:	<b>(88%)</b>
Completed major tracks within the program (if applicable)	
Title.....Year 1.....No	<input type="text"/>
Title.....Year 2 .....No	<input type="text"/>
Title.....Year 3 .....No	<input type="text"/>

Title.....Year 4 .....	No	<input type="text"/>
2. (b) Completed an intermediate award specified as an early exit point (if any)		<input type="text" value="NA"/>
3. Apparent completion rate.		
(a) Percentage of students who completed the program, (Number shown in 2 (a) as a percentage of the number that started the program in that student intake.)		<input type="text" value="88%"/>
(b) Percentage of students who completed an intermediate award (if any) (e.g. Associate degree within a bachelor degree program)		<input type="text" value="NA"/>
(Number shown in 2 (b) as a percentage of the number that started the program leading to that award in that student intake).		
Comment on any special or unusual factors that might have affected the apparent completion rates (e.g. Transfers between intermediate and full program, transfers to or from other programs).		
No factors affecting completion of the program as there are no transfer to the program and the withdrawn number for good who transferred to other colleges is minimal compared to the total number of students completed the program.		

4. Enrollment Management and Cohort Analysis (Table 1)

**Cohort Analysis** refers to tracking a specific group of students who begin a given year in a program and following them until they graduate (How many students actually start a program and stay in the program until completion).

A **cohort** here refers to the total number of students enrolled in the program at the beginning of each academic year, immediately after the preparatory year. No new students may be added or transfer into a given cohort. Any students that withdraw from a cohort may not return or be added again to the cohort.

**Cohort Analysis (Illustration): Table 1** provides complete tracking information for the most recent cohort to complete the program, beginning with their first year and tracking them until graduation (students that withdraw are subtracted and no new students are added). The report is to cover the past four years. Update the years as needed.

**Enrollment Management and Cohort Analysis Table 1.**

**Cohort of the Academic Year Table F2: 2014 – 2015** (Table F2 assumes 5 academic years are required for this batch to graduate, excluding the Prep Year, PYP)

Student Category	2013- 14	4 years ago 2014 – 15	3 years ago 2015 – 16	2 years ago 2016 – 17	1Year ago 2017-18	Current Year 2018-19
Total cohort enrolment	*PYP	142	136	127	121	119
Retained till year end		136	127	121	119	116
Withdrawn during the year and re-enrolled the following year		4	6	3	1	2
Withdrawn for good		2	3	3	1	1
Graduated successfully	0	45	69	69	62	90
<b>Provide a Cohort Analysis of the Academic Years (for the last 5 years).</b>						

**Cohort of the Academic Year Table F3: 2015 – 2016** (Table F3 assumes 4 academic years are required for this batch to graduate, excluding the Prep Year, PYP)

Student Category	2013- 14	4 years ago 2014 – 15	3 years ago 2015 – 16	2 years ago 2016 – 17	1Year ago 2017-18	Current Year 2018-19
Total cohort enrolment		*PYP	107	98	92	90
Retained till year end			98	92	90	87
Withdrawn during the year and re-enrolled the following year			6	3	1	2
Withdrawn for good			3	3	1	1
Graduated successfully	0	48	69	69	62	90
<b>Provide a Cohort Analysis of the Academic Years (for the last 4 years).</b>						

**Cohort of the Academic Year Table F4: 2016 – 2017** (Table F4 assumes 3 academic years are required for this batch to graduate, excluding the Prep Year, PYP)

Student Category	2013- 14	4 years ago 2014 – 15	3 years ago 2015 – 16	2 years ago 2016 – 17	1Year ago 2017-18	Current Year 2018-19
Total cohort enrolment			*PYP	142	136	134
Retained till year end				136	134	131
Withdrawn during the year and re-enrolled the following year				3	1	2

Withdrawn for good				3	1	1
Graduated successfully	0	45	69	69	62	90
Provide a Cohort Analysis of the Academic Years (for the last 2 years).						

**Cohort of the Academic Year Table F5: 2017 – 2018** (Table F5 assumes 2 academic years are required for this batch to graduate, excluding the Prep Year, PYP)

Student Category	2013- 14	4 years ago 2014 – 15	3 years ago 2015 – 16	2 years ago 2016 – 17	1Year ago 2017-18	Current Year 2018-19
Total cohort enrolment				*PYP	140	138
Retained till year end					138	135
Withdrawn during the year and re-enrolled the following year					1	2
Withdrawn for good					1	1
Graduated successfully	0	45	69	69	62	90
Provide a Cohort Analysis of the Academic Years (for the last year).						

**Cohort of the Academic Year Table F5: 2018 – 2019** (Table F5 assumes 1 academic years are required for this batch to graduate, excluding the Prep Year, PYP)

Student Category	2013- 14	4 years ago 2014 – 15	3 years ago 2015 – 16	2 years ago 2016 – 17	1Year ago 2017-18	Current Year 2018-19
Total cohort enrolment					*PYP	185
Retained till year end						182
Withdrawn during the year and re-enrolled the following year						2
Withdrawn for good						1
Graduated successfully	0	45	69	69	62	90
Provide a Cohort Analysis of the Academic Years (for the last year).						

**Enrollment Management and Cohort Analysis Table F6:** (Table 6 assumes 5 academic years and 5 batches of students are enrolled to graduate, excluding the Prep Year) Transfer the cohort data from each of the above batches onto Table 6 using the vertical columns for each given academic year.

Student Categories \ Years	4 Years Ago 2014-15	3 Years Ago 2015-16	2 Year Ago 2016-17	1 Year Ago 2017-18	Current Year 2018-19

1. Total cohort enrollment	142	107	142	140	185
2. Retained till year end	136	98	136	138	182
3. Withdrawn	4	6	3	1	2
4. Withdrawn for good	2	3	3	1	1
5. Cohort graduated successfully	<b>45</b>	<b>69</b>	<b>69</b>	<b>62</b>	<b>90</b>

\* **PYP - Preparatory Year**

7. Destination of **graduates** as shown in survey of graduating students (Include this information in years in which a survey of employment outcomes for graduating students is conducted).

Date of Survey

Number Surveyed  Number Responded  Response Rate %

Destination	Not Available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number			40		26
Percent of Respondents			60.7%		39.3%

**Analysis: List the strengths and recommendations.**

**Strengths:**

1. The average score is 3 stars level which is satisfactory for the alumni of this newly established program.
2. Marked high score in the questions related to the library environment, facilities and its book content.
3. Keeping communication and engagement with graduates and alumni to respond to the surveys.

**Areas of improvement:**

- Low satisfaction response that need more support.in:
  - Academic guidance and students' support services
  - IT security, maintenance & accessibility services

**Recommendations:**

1. Directing the efforts to overcome the low satisfaction in some fields of services and support provided to the students.
2. Future studies are needed to compare the performances of Al Imam University graduates with graduates of other medical colleges and to identify improvements that can be made to different aspects of the education program.
3. Support the services of IT regarding the security measures, maintenance and software update.

4. Future qualitative studies are advised to explore the perceptions of the graduates in further detail to determine how the curriculum design can be advanced.
5. Continuous connections with the graduates need to be maintained to evaluate their professional performances.
6. Emphasize the importance of communication with Alumni for further assessment of the program.
7. Future internal studies are advised to examine how the science content might be better integrated.

### C. Program Context

#### 1. Significant changes within the institution affecting the program (if any) during the past year.

None

#### Implications for the program

#### 2. Significant changes external to the institution affecting the program (if any) during the past year.

- ❖ The College has been lacking its own teaching hospital.

#### Implications for the program

- ❖ Students are distributed to some hospitals that have agreement with them that make burden on the students who should have spent time for visiting the clinics and coming back to the college

### D. Course Reports Information Summary

**1. Course Reports Results.** Describe and analyze how the individual NCAAA course reports are utilized to assess the program and to ensure ongoing quality assurance (eg. Analysis of course completion rates, grade distributions, and trend studies.)

#### (a.) Describe how the individual course reports are used to evaluate the program.

Courses' reports and courses' evaluation surveys are regularly discussed with curriculum development committee to guide for continuous revision and the improvement of the course delivery and improvement of assessments components and the overall quality of our program.

The individual course reports are used to cross check the following vital information:

- 1) Actual total contact hours and credit hours per semester.
- 2) Topics Covered, planned contact hours, actual contact hours, reason for variations if there is a difference of more than 25% of the hours planned.
- 3) Consequences of not covering certain topics (if any).
- 4) Assessment of the course learning outcomes, including listing the learning outcomes, methods of assessment, and summary analysis of the assessment results.

- 5) Evaluation of the effectiveness of planned teaching strategies for intended learning outcomes initially set out in the course.
- 6) Examination of the resources and facilities available for the course, organizational or administrative difficulties encountered, and end-of-course student evaluation.
- 7) Identification and follow up of planned strategies for improvement.

**(b.) Analyze the completion rates, grade distributions, and trends to determine strengths and recommendations for improvement.**

**i. Completion rate analysis:**

As shown before the overall completion rate for the cohort started on 2014/2015 and graduated on 2019 were 125 students with percentage about 88 %.

**ii. Grade distribution analysis:**

The percentages mentioned below are the scores of the students in the clinical phase who are graduated in this current academic year.

	Family Medicine	ENT	OB/GYNE	Derma	Ophthalmology	Surgery II
A+ %	0	7.8	0	2.6	0	1.6
A %	3.1	7	5.2	10.2	13	7.8
B+ %	12.3	16.4	14	18.1	24	13.3
B %	19.4	14.1	15.6	11.8	19	19.5
C+ %	20.2	11.7	17	19.6	22	19.5
C %	22.5	18	17.8	18.8	10	7.8
D+ %	15.5	17.2	20	11.8	4	15.6
D %	4.7	5.5	5.2	3.9	6	14.1
F %	2.3	2.3	5.2	3.2	0	0.8
W %	0	0	0	0	0	0

**iii Trend analysis (a study of the differences, changes, or developments over time; normally several years):**

NA

**2. Analysis of Significant Results or Variations (25% or more).**

List any courses where completion rates, grade distribution, or trends are significantly skewed, high or low results, or departed from policies on grades or assessments. For each course indicate what was done to investigate, the reason for the significant result, and what action has been taken.

a. Course	Significant result or variation
NA	
Action taken (if required)	



b. Course	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	
c. Course	Significant result or variation
Investigation undertaken	
Reason for significant result or variation	
Action taken (if required)	

(Attach additional summaries if necessary)

#### 4. Delivery of Planned Courses

(a) List any courses that were planned but not taught during this academic year and indicate the reason and what will need to be done if any compensating action is required.		
Course title and code	Explanation	Compensating action if required
<b>None</b>		

(b) Compensating Action Required for Units of Work Not Taught in Courses that were Offered. (Complete only where units not taught were of sufficient importance to require some compensating action)		
Course	Unit of work	Reason
Compensating action if required:		

## E. Program Management and Administration

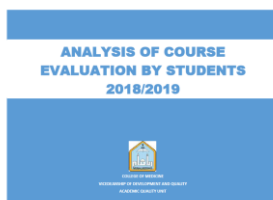
<b>List difficulties (if any) encountered in management of the program.</b>	<b>Impact of difficulties on the achievement of the program objectives.</b>	<b>Proposed action to avoid future difficulties in response.</b>
<b>Exam preparations are subjected to inter faculty biased</b>	Challenges in formulating unified exams.	Installing exam software and activation of the assessment unit
<b>Establishment of University hospital</b>	There is lack of exposure to different clinical cases in some disciplines	The university hospital is under construction and there are agreements with some hospitals in Riyadh for training our students and interns (e.g. KFMC, KAMCNG & KSMC).
<b>Lacking bilingual secretaries</b>	Distracting the faculty from his/her main job	Recruitment
<b>Identification of external benchmark for the following year.</b>	There is a need for ensuring the quality of our program through finding a second opinion for our performance.	Communication with Al Majmaa COM and Al Qassim COM for benchmarking with them. We received a response from Al Qassim COM last year and from Al Majmaa COM this year
<b>Review of course files by external reviewers.</b>	To check the consistency of the course contents with its specifications	Recruitment of consultant of academic quality to review all the courses' specifications and reports.
<b>Subscribing to an international MCQ exam bank, in which the questions have already been tested and standardized.</b>	There is a need for enriching the question bank with new verified MCQs in the different disciplines	This action needs follow up with external institutions
<b>Insufficiency in the IT services provided to the college</b>	There is complaint from faculty and students regarding the insufficiency of IT services provided to them in the college which is proved from their responses in the surveys.	There is direct communication with the university to support the IT services and provide technicians to the College.
<b>Training of faculty in the areas of teaching &amp; learning to enhance their teaching skills.</b>	Faculty Development programs in the different educational fields should be provided periodically to keep the faculty updated with the recent methods in instruction and assessment	A newly established Faculty Development Unit in the College to organize workshops and lectures for the faculty specially for the newly joined ones.

## F. Summary Program Evaluation

### 1. Graduating Student Evaluations (surveys)

Date of Surveys  Number of Participants

Attach survey reports.



### First Year: (1<sup>st</sup> Semester)

#### Growth and Development (HUMN 111) (Average 4.14 = \*\*\*\*)

- All the students are satisfied with all the items of the course evaluation.
- With 67 responses from a survey population of 68 in Male group A with a ratio of (98.52%) and in Male group B was 65 out of 65 with a ratio of (100 %) and, Female C group was 74 out of 74 (100%), the reliability index of the data presented in this evaluation report is considered **Excellent**.
- Male group A achieved 4.13/5 (\*\*\*\*) and Male group B achieved 3.9/5 (\*\*\*\*) and Female group achieved 4.38/5 (\*\*\*\*).
- The overall average satisfaction rate of the course achieved the required (\*\*\*\*) of the NCAAA.

<b>Strengths</b>	Male and Female Students are highly satisfied with the course as a whole especially for the following points: <ul style="list-style-type: none"> <li>• The course plan (objectives - requirements - references) has been clarified since the beginning of the semester</li> <li>• A performance evaluation mechanism was explained in the course</li> <li>• The course plan was properly implemented</li> <li>• The scientific material presented in a clear and coherent way</li> <li>• Learning resources (books - electronic means - library - devices) were available.</li> </ul>
<b>Criticisms</b>	Nothing
<b>Suggestions for Improvement</b>	The evaluation of male group B for the course instructors to be committed to the lecture times, beginning and end require more improvement.

#### Principles of Disease I (PATH 111) (Average 3.63/5 = \*\*\*\*)

- All the students are satisfied with some of the items of the course evaluation.
- With 73 responses from a survey population of 75 in Male A group with a ratio of (97.33%) and in Male B group responses 70 out of 70 (100%) and in Female group was 75 out of 75 (100%), the data presented in this evaluation report is considered **Excellent**.
- Male group A achieved 3.78/5 (\*\*\*\*) and Male group B achieved 3.44/5 (\*\*\*) with low satisfaction of all the items of the course evaluation that achieved only (\*\*\*) that needs investigation for the low satisfaction of this group.
- Female group achieved 3.67/5 (\*\*\*\*).

<p>- The overall average satisfaction rate of the course achieved the required (****) of the NCAAA.</p>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Male group A are satisfied with all the items of the evaluation and achieved 4 stars in all the items.</li> <li>• All the 3 groups are satisfied with the course plan (objectives - requirements - references) that has been clarified since the beginning of the semester.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• Male students of group B did not achieve the required 4 stars and are not satisfied with all the items of the evaluation except for the 1<sup>st</sup> one.</li> <li>• The overall satisfaction of group B was 3 stars only, that needs more investigation for the low satisfaction rate.</li> <li>• Female group together with male group B, are not satisfied with some items of the evaluation especially for the presentation of scientific material, the Instructor did not diversitise in the use of educational aids in teaching, making presentations in front of the colleagues, communication of information with the students from the Instructor and examination tools</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Instructors are advised to have more interaction with students and providing them with the scientific materials.</li> <li>• Instructors are requested to use different A-V facilities and diversitise in using the educational methods in their teaching.</li> <li>• Assessment methods to be designed to assess the different abilities and competencies of the students.</li> <li>• Communication with low satisfaction group of students to take their opinions in the course and tackle the areas for discomfort to be improved.</li> </ul>
<p><b>Human Body I (HUMN 112) (Average 4.01/5 = ****)</b></p> <ul style="list-style-type: none"> <li>- All the students are satisfied with all the items of the course evaluation.</li> <li>- With 66 responses from a survey population of 68 in Male A group with a ratio of (97.05%) and in Male B group responses 66 out of 66 (100%) and in Female group was 78 out of 78 (100%), the data presented in this evaluation report is considered Excellent.</li> <li>- Male group A achieved 4.1/5 (****) and Male group B achieved 3.9/5 (****) and Female group achieved 4.03/5 (****).</li> <li>- Male group A and Females are relatively highly satisfied than group Male B.</li> <li>- The overall average satisfaction rate of the course achieved the required 4 stars of the NCAAA.</li> </ul>	
<b>Strengths</b>	<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"> <li>• The course plan (objectives - requirements - references) has been clarified since the beginning of the semester</li> <li>• The course plan was properly implemented.</li> <li>• The scientific material presented in a clear and coherent way</li> <li>• Learning resources (books - electronic means - library - devices) were available.</li> <li>• The Instructors are committed to office hours.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• Nothing recorded</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Keep the same level of performance of the course to achieve the required 4 stars next year.</li> </ul>

### First Year: (2<sup>nd</sup> Semester)

#### Molecular Basis of Diseases (PATH 122) (Average 3.79/5 = \*\*\*\*)

- Male group A are satisfied with all the items of the evaluation, and achieved 3.93/5 (\*\*\*\*).
- Male group B achieved 3.7/5 (\*\*\*\*) with low satisfaction of some items of the course evaluation.
- Female group achieved 3.76/5 (\*\*\*\*) with low satisfaction of one items of the course evaluation.
- With 66 responses from a survey population of 69 in Male group A with a ratio of (95.65%) and in Male group B was 67 out of 68 with a ratio of (98.52 %) and, Female C group was 74 out of 77 (96.10%), 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 (\*\*\*\*) of the NCAAA.

<b>Strengths</b>	<ul style="list-style-type: none"> <li>● Male group A are satisfied with all the items of the evaluation and achieved 4 stars in all the items.</li> <li>● Male group B and Female group are satisfied with most of the items.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>● Although Male students of group B has achieved the required 4 stars, they are not satisfied with some items of the evaluation specially those related to:             <ul style="list-style-type: none"> <li>- Instructor diversity in teaching methods</li> <li>- Instructors' diversity in using educational aids in their teaching.</li> <li>- Instructor's ability to communicate information to students.</li> <li>- Instructor diversity in the methods of evaluation of students' performance.</li> </ul> </li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>● Instructors are advised to use different methods in teaching including lectures, tutorials, discussions, interactive lectures, dialogues etc .</li> <li>● Instructors will be advised to use different A-V aids (blackboard, projector, transparent slides etc.) in their educational methods.</li> <li>● Improve the communication between instructors and students to take their opinions in the course and tackle the areas for discomfort to be improved.</li> <li>● Assessment methods to be designed to assess the different abilities and competencies of the students.</li> </ul>

#### Principles of Disease II (PATH 122) (Average 4.0 = \*\*\*\*)

- All the students are satisfied with all the items of the course evaluation.
- With 68 responses from a survey population of 72 in Male group A with a ratio of (94.44%) and in Male group B was 68 out of 70 with a ratio of (97.14 %) and, Female C group was 81 out of 84 (96.42%), the reliability index of the data presented in this evaluation report is considered **Excellent**.
- Male group A achieved 4.05/5 (\*\*\*\*) and Male group B achieved 3.83/5 (\*\*\*\*) and Female group achieved 4.12/5 (\*\*\*\*).
- The overall average satisfaction rate of the course achieved the required (\*\*\*\*).

<b>Strengths</b>	Male and Female Students are highly satisfied with the course as a whole especially for the following items:
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	<ul style="list-style-type: none"> <li>• The course plan (objectives - requirements - references) has been clarified since the beginning of the semester</li> <li>• A performance evaluation mechanism was explained in the course</li> <li>• The course plan was properly implemented.</li> </ul>
<b>Criticisms</b>	Nothing.
<b>Suggestions for Improvement</b>	The evaluation of male group B for the course instructors to diversitise in their teaching methods should be communicated to the instructors.
<p><b>Human Body II (HUMN 122) (Average 4.1 = ****)</b></p> <ul style="list-style-type: none"> <li>- All the students are satisfied with all the items of the course evaluation.</li> <li>- With 65 responses from a survey population of 71 in Male group A with a ratio of (91.54%) and in Male group B was 71 out of 73 with a ratio of (97.26 %) and, Female C group was 79 out of 82 (96.34%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b>.</li> <li>- Male group A achieved 4.04/5 (****) and Male group B achieved 4.07/5 (****) and Female group achieved 3.92/5 (****).</li> <li>- The overall average satisfaction rate of the course achieved the required (****).</li> </ul>	
<b>Strengths</b>	Male and Female Students are highly satisfied with All the items of the course evaluation and appreciated the course organizing, conduction, implementation of educational activities, faculty behavior and assessment methods.
<b>Criticisms</b>	Nothing.
<b>Suggestions for Improvement</b>	Keeping the same level of organization and stressing on implementing the course plan properly.
<p><b>History of Medicine (IMAM 121) (Average 4.25 = ****)</b></p> <ul style="list-style-type: none"> <li>- All the students are satisfied with all the items of the course evaluation.</li> <li>- Male group A achieved 4.27/5 (****) and Male group B achieved 4.13/5 (****) and Female group achieved 4.37/5 (****).</li> <li>- With 62 responses from a survey population of 66 in Male group A with a ratio of (93.93%) and in Male group B was 62 out of 65 with a ratio of (95.38 %) and, Female C group was 76 out of 78 (97.43%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b>.</li> <li>- The overall average satisfaction rate of the course achieved the required (****).</li> </ul>	
<b>Strengths</b>	Male and Female Students are highly satisfied with All the items of the course evaluation and appreciated the course organizing, conduction, implementation of educational activities, faculty behavior and assessment methods.
<b>Criticisms</b>	Nothing.
<b>Suggestions for Improvement</b>	Keeping the same level of organization and implementation of the course plan.
<p><b>Epidemiology &amp; Community Health (EHS 211) (Average 3.7/5 = ****)</b></p> <ul style="list-style-type: none"> <li>- All Male students are satisfied with all the items of the course evaluation.</li> <li>- Male group A achieved 3.92/5 (****) and Male group B achieved 3.97/5 (****) and Female group achieved 3.22/5 (***) with low satisfaction of all the items of the course evaluation that needs investigation for the low satisfaction of this group.</li> <li>- With 64 responses from a survey population of 66 in Male group A with a ratio of (96.96%) and in Male group B was 63 out of 65 with a ratio of (96.92 %) and, Female C group was 75</li> </ul>	

<p>out of 77 (97.4%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b>.</p> <ul style="list-style-type: none"> <li>- The overall average satisfaction rate of the course achieved the required (****).</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Male group A and B are satisfied with all the items of the evaluation and achieved 4 stars in all the items.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• Female group has low satisfaction with all the items of the course evaluation (***) especially for the following: <ul style="list-style-type: none"> <li>- Clarification of course plan since the beginning of the semester.</li> <li>- Implementation of the course plan.</li> <li>- Clarification of the course relation with the other courses.</li> <li>- Commitment of the instructors to the lecture times; starting and ending.</li> <li>- Instructors diversitise in teaching methods.</li> </ul> </li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• 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 to reach the required **** by NCAAA.</li> </ul>

## Second Year (1<sup>st</sup> Semester)

<p><b>Fundamentals of Pharmacotherapy (THER 210) (Average 4.0/5 = ****)</b></p> <ul style="list-style-type: none"> <li>- All Male group A and Female students are satisfied with all the items of the course evaluation.</li> <li>- With 57 responses from a survey population of 61 in Male A group with a ratio of (93.44%) and in Male B group responses 53 out of 56 (94.64%) and in Female group was 61 out of 62 (98.38%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b>.</li> <li>- Male group A achieved 4.14/5 (****) and Male group B achieved 3.95/5 (****) and Female group achieved 3.91/5 (****).</li> <li>- The overall average satisfaction rate of the course achieved the required (****).</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Male group A 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"> <li>- Clarification of the course plan (objectives - requirements - references)</li> <li>- Explanation of the performance evaluation mechanism</li> <li>- The course plan was properly implemented</li> <li>- The scientific material presented in a clear and coherent way</li> <li>- Clarification of the relationship of this course with the rest of the courses of the program</li> <li>- Students are directed to the necessary learning resources</li> <li>- The course Instructor manage and control the lecture and committed to the lecture times</li> <li>- The Instructor diversifies in teaching methods and careful in controlling student attendance</li> <li>- The Instructor committed to office hours</li> <li>- The Instructor is interested in counseling students and solving their academic problems</li> </ul> </li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• Male group B has low satisfaction with some of the items of the course evaluation (***) especially for the following:</li> </ul>

	<ul style="list-style-type: none"> <li>• The Instructor diversifies in the use of educational aids in teaching the course (blackboard - projector - transparent slides)</li> <li>• The Instructor interacted with students electronically</li> <li>• Students were assigned to make presentations in front of their colleagues</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Tackling the areas of low satisfaction in the Male B group evaluation after communication with them to clarify the causes of low satisfaction and setting plan for improvement.</li> <li>• Instructors will be advised to make use of all the A-V facilities in their lectures.</li> <li>• The Instructors are advised to discuss the results of the tests and the method of correction with students.</li> </ul>
<p><b>Host Defense (IMUN210) (Average 3.47/5 = ***)</b></p> <ul style="list-style-type: none"> <li>- Male group A students are satisfied with all the items of the course evaluation and achieved 4 stars.</li> <li>- Male group B and Female students are not satisfied with all the items of the course evaluation and did not achieve 4 stars.</li> <li>- With 60 responses from a survey population of 64 in Male A group with a ratio of (93.75%) and in Male B group responses 55 out of 59 (93.22%) and in Female group was 69 out of 70 (98.57%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b>.</li> <li>- Male group A achieved 3.77/5 (****) and Male group B achieved 3.43/5 (***) and Female group achieved 3.23/5 (***)</li> <li>- The overall average satisfaction rate of the course did not achieve the required 4 stars.</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Male group A are satisfied with all the items of the evaluation and achieved 4 stars in all the items.</li> <li>-</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• Male group B and Female group are not satisfied with all of the items of the course evaluation (***)</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Investigation of the low satisfaction of the Male B and Female groups evaluation.</li> <li>• Course committee and organizer should meet with students' groups to hear directly from them about the unsatisfactory areas to improve it.</li> <li>• Instructors are advised to discuss the exam results with students.</li> <li>• More interaction with students.</li> </ul>
<p><b>Neural and Behavioral sciences (HUMN214) (Average 3.65/5 = ****)</b></p> <ul style="list-style-type: none"> <li>- Female students are satisfied with all the items of the course evaluation and achieved 4 stars.</li> <li>- Male group A&amp;B students are less satisfied with all the items of the course evaluation and did not achieve 4 stars.</li> <li>- With 66 responses from a survey population of 66 in Male A group with a ratio of (100%) and in Male B group responses 59 out of 59 (100%) and in Female group was 65 out of 66 (98.48%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b>.</li> <li>- Male group A achieved 3.53/5 (***) and Male group B achieved 3.44/5 (***) and Female group achieved 3.98/5 (****).</li> </ul>	



	<ul style="list-style-type: none"> <li>- The overall average satisfaction rate of the course did not achieve the required 4 stars (3.65/4).</li> </ul>
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Female group only are satisfied with all the items of the evaluation and achieved 4 stars in all the items.</li> <li>-</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• Male group A and B group are less satisfied with all of the items of the course evaluation (***)</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Investigation of the low satisfaction of the Male A &amp; B groups evaluation.</li> <li>• Course committee and organizer should meet with students' groups to hear directly from them about the unsatisfactory areas to improve it.</li> <li>• Introduction of course objectives and assessment methods to the students.</li> <li>• Discussion of exam results with the students.</li> <li>• Faculty members are expected to be available in office hours.</li> </ul>

<p><b>Research Methodology I (COMH 211) (Average 3.46/5 = ***)</b></p> <ul style="list-style-type: none"> <li>- All the students groups are not satisfied with most of the items of the course evaluation and the course did not achieve the required 4 stars.</li> <li>- Male group B and Female students are not satisfied with all the items of the course evaluation and did not achieve 4 stars .</li> <li>- With 59 responses from a survey population of 59 in Male A group with a ratio of (100%) and in Male B group responses 58 out of 58 (100%) and in Female group was 66 out of 67 (98.5%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b>.</li> <li>- Male group A achieved 3.54/5 (***) and Male group B achieved 3.41/5 (***) and Female group achieved 3.45/5 (***)</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Female group only are satisfied with all the items of the evaluation and achieved 4 stars in all the items.</li> <li>• Male group A are satisfied only in: <ul style="list-style-type: none"> <li>- Students are directed to the necessary learning resources</li> <li>- The course instructor committed to the lecture times, beginning and end</li> <li>- The instructor was careful in controlling student attendance and absence</li> <li>- The instructor is able to communicate the information</li> </ul> </li> <li>• Male group B are only satisfied with: <ul style="list-style-type: none"> <li>- Clarification of the course plan (objectives - requirements - references) since the beginning of the semester.</li> <li>- Performance evaluation mechanism was explained in the course</li> <li>- The relationship of this course with the rest of the courses of the program has been clarified.</li> </ul> </li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• Male group A and B group are not satisfied with all of the items of the course evaluation (***)</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Investigation of the low satisfaction of the Male and Female groups evaluation.</li> <li>• Course committee and organizer should meet with students' groups to hear directly from them about the unsatisfactory areas to improve it.</li> </ul>

## Second Year (2<sup>nd</sup> semester)

### Musculoskeletal System (MUSK 220) (Average 3.82/5 = \*\*\*\*)

- All Male group A and Female students are satisfied with all the items of the course evaluation.
- With 68 responses from a survey population of 69 in Male A group with a ratio of (98.55%) and in Male B group responses 55 out of 56 (98.21%) and in Female group was 73 out of 73 (100%), the reliability index of the data presented in this evaluation report is considered **Excellent**.
- Male group A achieved 3.89/5 (\*\*\*\*) and Male group B achieved 3.87/5 (\*\*\*\*) and Female group achieved 3.71/5 (\*\*\*\*).
- The overall average satisfaction rate of the course achieved the required (\*\*\*\*).

#### Strengths

- Male groups A&B and Female group are satisfied with all the items of the evaluation and achieved 4 stars in all the items specially related to;
  - 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
- The rate of satisfaction of female group is somewhat lower than the rate of satisfaction of the 2 Male groups.

#### Criticisms

- Female group has low satisfaction with some of the items of the course evaluation especially for the following:
  - Clarification of the course plan (objectives - requirements - references).
  - The Instructor worked to develop students' critical thinking and self-learning abilities
  - The Instructor diversifies in the methods of evaluating students' performance
  - Students were assigned to make presentations in front of their colleagues.
  - The Instructor discusses the results of the tests and the method of correction with students.

#### Suggestions for Improvement

- 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 improvement.
- Instructors will be advised to improve their attitudes in the areas of low satisfaction.

### Cardiovascular system (CARD 220) (Average 3.18/5 = \*\*\*)

	<ul style="list-style-type: none"> <li>- Male B group and Female students are not satisfied with ALL of the items of the course evaluation.</li> <li>- Male group A students are not satisfied with most of the items of the course evaluation.</li> <li>- With 64 responses from a survey population of 69 in Male A group with a ratio of (92.75%) and in Male B group responses 56 out of 58 (96.55%) and in Female group was 70 out of 70 (100%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b>.</li> <li>- Male group A achieved 3.6/5 (****) and Male group B achieved 3.18/5 (***) and Female group achieved 2.76/5 (**).</li> </ul>
<b>Strengths</b>	<p>Only group Male A of students are satisfied with some items related to the instructors including the following:</p> <ul style="list-style-type: none"> <li>- The tasks were related to the course objectives.</li> <li>- The Instructor has the ability to manage and control the lecture.</li> <li>- The Instructor committed to office hours.</li> <li>- The Instructor instructed students to apply realistic examples.</li> <li>- The Instructor links theoretical and applied aspects.</li> <li>- The Instructor continues what is new in the course.</li> <li>- The Instructor is able to communicate the information.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>● Male group B and Female students are not satisfied with ALL of the items and achieved only 3 stars with some items achieved only 2 stars.</li> <li>● Male group A are not satisfied in most of the items with the other 2 groups: <ul style="list-style-type: none"> <li>- Clarification of the course plan (objectives - requirements - references) since the beginning of the semester</li> <li>- Explanation of the performance evaluation mechanism in the course</li> <li>- The course plan was properly implemented</li> <li>- Learning resources (books - electronic means - library - devices) were available</li> <li>- Students are directed to the necessary learning resources.</li> <li>- The course Instructor committed to the lecture times, beginning and end.</li> <li>- The Instructor is interested in human relations in dealing with students and solving their academic problems.</li> <li>- The Instructor interacted with students electronically.</li> <li>- The examinations were characterized by their number, type, and subject matter, including thoroughness, balance, and accuracy.</li> <li>- The Instructor motivates students to give their best.</li> </ul> </li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>● More interaction with the students is required.</li> <li>● Reforming the course plan, objectives and implementation.</li> <li>● Making learning resources available and adequate.</li> <li>● 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.</li> </ul>
<p><b>Respiratory System (RESP 220) (Average 4.17/5 = ****)</b></p> <ul style="list-style-type: none"> <li>- All Male group A and Female students are satisfied with all the items of the course evaluation.</li> <li>- With 64 responses from a survey population of 64 in Male A group with a ratio of (100%) and in Male B group responses 53 out of 53 (100%) and in Female group was 64 out of 66 (96.96%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b>.</li> </ul>	

<ul style="list-style-type: none"> <li>- Male group A achieved 4.25/5 (****) and Male group B achieved 4.22/5 (****) and Female group achieved 4.06/5 (****).</li> <li>- The overall average satisfaction rate of the course achieved the required (****).</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• All Male groups A&amp;B and Female group are satisfied with ALL the items of the evaluation and achieved 4 stars in all the items.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• No complaint are recorded in the course evaluation of all the groups.</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Keep the good practices in the course planning and implementation.</li> </ul>
<p><b>Research Methodology II (COMH 222) (Average 3.61/5 = ****)</b></p> <ul style="list-style-type: none"> <li>- All the students groups are not satisfied with some of the items of the course evaluation to a variable extent although the course achieved the required 4 stars.</li> <li>- Male groups A&amp;B students are not satisfied with most of the items of the course evaluation rather than the Female group who are satisfied with most of the items.</li> <li>- With 58 responses from a survey population of 60 in Male A group with a ratio of (96.66%) and in Male B group responses 55 out of 56 (98.21%) and in Female group was 62 out of 63 (98.41%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b>.</li> <li>- Male group A achieved 3.58/5 (***) and Male group B achieved 3.46/5 (***) and Female group achieved 3.56/5 (***)</li> </ul>	
<b>Strengths</b>	<p>All the 3 groups of students are satisfied in the following items:</p> <ul style="list-style-type: none"> <li>- Clarification of the course plan (objectives - requirements - references) since the beginning of the semester</li> <li>- Explanation of the performance evaluation mechanism in the course</li> <li>- The course plan was properly implemented</li> <li>- The Instructor is interested in human relations in dealing with students and solving their academic problems</li> <li>- Generally satisfied with the quality of this course</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• Male groups A&amp;B students are not satisfied with most of the items and achieved only 3 stars.</li> <li>• The 3 groups are not satisfied in the following items: <ul style="list-style-type: none"> <li>- Students were assigned to make presentations in front of their colleagues</li> <li>- The Instructor does not discuss the results of the tests and the method of correction with students.</li> </ul> </li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Instructor are advised to discuss the results of the tests and the method of correction with students</li> <li>• More interaction with the students is required.</li> <li>• Male instructors are advised to improve the areas of low satisfaction from the students especially those related to communication of information, link theoretical and applied aspects, interact with students electronically and control students attendance and absence.</li> </ul>

### Third Year (1<sup>st</sup> semester)

#### Evidence –Based Medicine (COMH 324) (Average 3.69/5 = \*\*\*\*)

- All Male groups A&B students are satisfied with all the items of the course evaluation.
- Female group students are not satisfied with all the items of the evaluation and achieved 3 stars.
- With 53 responses from a survey population of 55 in Male A group with a ratio of (96.36%) and in Male B group responses 52 out of 52 (100%) and in Female group was 53 out of 53 (100%), 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 3.84/5 (\*\*\*\*) and Female group achieved 3.24/5 (\*\*\*)
- The overall average satisfaction rate of the course achieved the required (\*\*\*\*).

#### Strengths

- Both Male groups A&B are satisfied with ALL the items of the evaluation and achieved 4 stars in all the items.

#### Criticisms

- Female group is not satisfied with all the items and achieved only 3 stars

#### Suggestions for Improvement

- Tackling the areas of low satisfaction in the Female group and improve it.
- Instructors are advised to be committed to the office hours and lecture times.
- Instructors are advised to increase their interaction with the students.

#### Gastrointestinal System (GIT 310) (Average 3.99/5 = \*\*\*\*)

- All Male A&B groups and Female students are satisfied with ALL the items of the course evaluation.
- With 58 responses from a survey population of 59 in Male A group with a ratio of (98.30%) and in Male B group responses 54 out of 56 (96.42%) and in Female group was 54 out of 54 (100%), 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 3.92/5 (\*\*\*\*) and Female group achieved 3.93/5 (\*\*\*\*).
- The overall average satisfaction rate of the course achieved the required (\*\*\*\*).

#### Strengths

- 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

- No areas of low satisfaction are recorded

#### Suggestions for Improvement

- Keeping the same level of good practices in course planning and implementation.

#### Endocrine and Metabolism (ENDO 310) (Average 4.05/5 = \*\*\*\*)

- All Male A&B groups and Female students are satisfied with ALL the items of the course evaluation.
- With 56 responses from a survey population of 57 in Male A group with a ratio of (98.28%) and in Male B group responses 53 out of 53 (100%) and in Female group was 50 out of 50 (100%), the reliability index of the data presented in this evaluation report is considered **Excellent**.
- Male group A achieved 4.24/5 (\*\*\*\*) and Male group B achieved 3.96/5 (\*\*\*\*) and Female group achieved 3.96/5 (\*\*\*\*).

<ul style="list-style-type: none"> <li>- The overall average satisfaction rate of the course achieved the required (****).</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• All the 3 groups of students (Male A&amp;B and Female) are satisfied with ALL the items of the evaluation and achieved 4 stars in all the items.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• No areas of low satisfaction are recorded</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Keeping the same level of good practices in course planning and implementation.</li> </ul>
<p><b>Urogenital System (UROG 310) (Average 3.92/5 = ****)</b></p> <ul style="list-style-type: none"> <li>- All Male A&amp;B groups and Female students are satisfied with ALL the items of the course evaluation except for the item # 26 of examinations in female evaluation which achieved only 3 stars.</li> <li>- With 57 responses from a survey population of 59 in Male A group with a ratio of (96.61%) and in Male B group responses 53 out of 54 (98.14%) and in Female group was 48 out of 48 (100%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b>.</li> <li>- Male group A achieved 4.11/5 (****) and Male group B achieved 3.96/5 (****) and Female group achieved 3.7/5 (****).</li> <li>- The overall average satisfaction rate of the course achieved the required (****).</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• All the 3 groups of students (Male A&amp;B and Female) are satisfied with ALL the items of the evaluation and achieved 4 stars in all the items except for item #26 in female group.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• Only female groups has low satisfaction regarding the duties and examinations varied in measuring different levels of students' abilities</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Keeping the same level of good practices in course planning and implementation.</li> <li>• Tackling the causes of low satisfaction in female group regarding the examinations.</li> </ul>
<p><b>Complementary Medicine (IMAM 313) (Average 3.98/5 = ****)</b></p> <ul style="list-style-type: none"> <li>- All Male A&amp;B groups and Female students are satisfied with ALL the items of the course evaluation.</li> <li>- With 52 responses from a survey population of 53 in Male A group with a ratio of (98.11%) and in Male B group responses 51 out of 51 (100%) and in Female group was 54 out of 55 (98.18%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b>.</li> <li>- Male group A achieved 4.03/5 (****) and Male group B achieved 3.93/5 (****) and Female group achieved 3.99/5 (****).</li> <li>- The overall average satisfaction rate of the course achieved the required (****).</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• All the 3 groups of students (Male A&amp;B and Female) are satisfied with ALL the items of the evaluation and achieved 4 stars in all the items.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• No areas of low satisfaction are recorded</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Keeping the same level of good practices in course planning and implementation.</li> </ul>

### 3<sup>rd</sup> Year (2<sup>nd</sup> semester )

#### Medical Ethics (IMAM 324) (Average 3.95/5 = \*\*\*\*)

- 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 54 in Male A group with a ratio of (92.59%) and in Male B group responses 45 out of 51 (88.23%) and in Female group was 61 out of 61 (100%), the reliability index of the data presented in this evaluation report is considered **Excellent**.
- Male group A achieved 4.2/5 (\*\*\*\*) and Male group B achieved 3.98/5 (\*\*\*\*) and Female group achieved 3.69/5 (\*\*\*\*).
- The overall average satisfaction rate of the course achieved the required (\*\*\*\*).

#### Strengths

- 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

- No areas of low satisfaction are recorded

#### Suggestions for Improvement

- Keeping the same level of good practices in course planning and implementation.

#### Hematopoietic System (HAEM 320) (Average 3.93/5 = \*\*\*\*)

- All Male A&B groups and Female students are satisfied with ALL the items of the course evaluation.
- With 55 responses from a survey population of 59 in Male A group with a ratio of (93.22%) and in Male B group responses 52 out of 53 (98.11%) and in Female group was 48 out of 48 (100%), 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 3.93/5 (\*\*\*\*) and Female group achieved 3.92/5 (\*\*\*\*).
- The overall average satisfaction rate of the course achieved the required (\*\*\*\*).

#### Strengths

- 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

- No areas of low satisfaction are recorded

#### Suggestions for Improvement

- Keeping the same level of good practices in course planning and implementation.

#### Nervous System and Special Senses (CNSS 320) (Average 3.05/5 = \*\*\*)

- All the students in the 3 groups are Less satisfied with ALL the items of the course evaluation.
- All the items achieved only 3 stars with the low value of it.
- With 57 responses from a survey population of 59 in Male A group with a ratio of (96.61%) and in Male B group responses 53 out of 54 (98.14%) and in Female group was 49 out of 49 (100%), the reliability index of the data presented in this evaluation report is considered **Excellent**.
- Male group A achieved 2.95/5 (\*\*\*) and Male group B achieved 3.18/5 (\*\*\*) and Female group achieved 3.03/5 (\*\*\*)
- The overall average satisfaction rate of the course achieved the required (\*\*\*)

<b>Strengths</b>	<ul style="list-style-type: none"> <li>No strengths points based on the starring scale is recorded in the evaluation of the 3 students' groups.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>All the 3 groups of students (Male A&amp;B and Female) are Less satisfied with ALL the items of the evaluation and achieved 3 stars in all the items.</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>Investigation for the causes of this low satisfaction of all the items in all students' groups.</li> <li>Course committee with the course organizer should meet the students to clarify their justifications for the low satisfaction in the course planning and implementation to improve it, to achieve the required 4 stars.</li> </ul>

**Integrated Multi-system (INTG 320) (Average 4.01/5 = \*\*\*\*)**

- All Male A&B groups and Female students are satisfied with ALL the items of the course evaluation.
- With 51 responses from a survey population of 57 in Male A group with a ratio of (89.47%) and in Male B group responses 48 out of 53 (90.56%) and in Female group was 48 out of 48 (100%), the reliability index of the data presented in this evaluation report is considered **Excellent**.
- Male group A achieved 3.94/5 (\*\*\*\*) and Male group B achieved 3.87/5 (\*\*\*\*) and Female group achieved 4.22/5 (\*\*\*\*).
- The overall average satisfaction rate of the course achieved the required (\*\*\*\*).

<b>Strengths</b>	<ul style="list-style-type: none"> <li>All the 3 groups of students (Male A&amp;B and Female) are satisfied with ALL the items of the evaluation and achieved 4 stars in all the items.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>No areas of low satisfaction are recorded</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>Keeping the same level of good practices in course planning and implementation.</li> </ul>

**Basic Clinical Skills (BCS 320) (Average 3.89/5 = \*\*\*\*)**

- All Male A&B groups and Female students are satisfied with ALL the items of the course evaluation.
- With 55 responses from a survey population of 58 in Male A group with a ratio of (94.82%) and in Male B group responses 52 out of 54 (96.29%) and in Female group was 49 out of 49 (100%), the reliability index of the data presented in this evaluation report is considered **Excellent**.
- Male group A achieved 3.78/5 (\*\*\*\*) and Male group B achieved 3.85/5 (\*\*\*\*) and Female group achieved 4.04/5 (\*\*\*\*).
- The overall average satisfaction rate of the course achieved the required (\*\*\*\*).

<b>Strengths</b>	<ul style="list-style-type: none"> <li>All the 3 groups of students (Male A&amp;B and Female) are satisfied with ALL the items of the evaluation and achieved 4 stars in all the items.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>No areas of low satisfaction are recorded</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>Keeping the same level of good practices in course planning and implementation.</li> <li>Instructors are advised to increase their counseling of students to solve all their academic problems.</li> </ul>



## 4<sup>th</sup> Year

### Internal Medicine I (MED 441) (Average 3.42/5 = \*\*\*)

- There were 3 groups of students (Males A&C and Females B) evaluated the course in 2<sup>nd</sup> semester.
- Male A group are Less satisfied with ALL the items of the course evaluation (\*\*\*) .
- Male C group are partially satisfied with the evaluation (\*\*\*) .
- Female group are Satisfied with all the items of evaluation (\*\*\*\*) except for the items related to instructor's control of students' attendance and students' instruction to apply realistic examples.
- With 67 responses from a survey population of 75 in Male group A with a ratio of (89.33%) and in Male group C was 45 out of 64 with a ratio of (70.31%) and Female B group was 22 out of 32 (68.75%), the reliability index of the data presented in this evaluation report is considered **Excellent** in group A and **Good** in group B and C.
- Male group A achieved 3.02/5 (\*\*\*) and Male group C achieved 3.5/5 (\*\*\*) and Female B group achieved the required 4 stars [ 3.75/5 (\*\*\*\*)].
- The overall average satisfaction rate of the course achieved the required (\*\*\*) .

#### Strengths

- Female B group are satisfied with the majority of the items of the evaluation survey.
- No strengths recorded in the evaluation of the Male A group.
- Group C Males are satisfied with the following:
  - Clarification of the course plan (objectives - requirements - references) since the beginning of the semester
  - Explanation of the performance evaluation mechanism in the course
  - Scientific material presented was clear and coherent.
  - Learning resources (books - electronic means - library - devices) were available
  - Students are directed to the necessary learning resources.
  - The course Instructor committed to the lecture times, beginning and end.
  - The tasks required from students were related to the course objectives.
  - The Instructor was careful in in controlling students' attendance.
  - The Instructor was able to manage and control the lecture.

#### Criticisms

- Male group A are Less satisfied with ALL the items of the evaluation and achieved 3 stars only in all the items.
- Male group C are Less satisfied with all the items except for those mentioned above in the strengths.

#### Suggestions for Improvement

- 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.
- Revision of the course plan, teaching strategies, assessment and quality measures and set actions for improvement.

**Radiology (RAD 440) (Average 3.62/5 = \*\*\*\*)**

- There were 3 groups of students (Males A&C and Females B) evaluated the course in 2<sup>nd</sup> semester.
- Male A and Female B groups are satisfied with ALL the items of the course evaluation (\*\*\*\*).
- Male C group are NOT satisfied with ALL the evaluation items (\*\*\*)
- With 57 responses from a survey population of 65 in Male A group with a ratio of (87.69%) and in Male C group was 46 out of 65 (70.76%), and Female B group was 23 out of 32 with a ratio of 71.87%), the reliability index of the data presented in this evaluation report is considered Excellent in group A and **Good** in group B & C.
- Male A group achieved 3.7/5 (\*\*\*\*), Male C group achieved 3.29/5 (\*\*\*) and Female B group achieved 3.87/5 (\*\*\*\*).
- The overall average satisfaction rate of the course achieved the required (\*\*\*\*).

<b>Strengths</b>	<ul style="list-style-type: none"> <li>● Male group A are satisfied with all the items except for instructor communication of information to students.</li> <li>● Female B group and Male A group are satisfied with ALL the items of the evaluation including course plan, implementation, learning resources, teaching strategies, instructors' performance and attitude and examination tools.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>● Male group C are NOT satisfied with ALL the items of the evaluation and achieved 3 stars only in all the items that need more investigation.</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>● Investigating the causes of this dissatisfaction of all the items in the Male C group students.</li> <li>● Instructors are advised to communicate information with students.</li> <li>● Course committee with the course organizer should meet Male students' representative group to clarify their justifications for this dissatisfaction.</li> <li>● Revision of the course plan, teaching strategies, assessment and quality measures and set actions for improvement.</li> </ul>

**Surgery I (SURG 440) (Average 3.14/5 = \*\*\*)**

- There were 3 groups of students (Males A&B and Females C) evaluated the course in 2<sup>nd</sup> semester.
- Male A&B groups are Less satisfied with ALL the items of the course evaluation (\*\*).
- Female C group are satisfied with ALL the evaluation items (\*\*\*\*).
- With 53 responses from a survey population of 65 in Male group A with a ratio of (81.53%) and in Male group B was 31 out of 60 with a ratio of (51.66%) and Female C group was 24 out of 32 (75%), the reliability index of the data presented in this evaluation report is considered totally **Good**.
- Male group A achieved 3.28/5 (\*\*\*) and Male group B achieved 2.99/5 (\*\*\*) and Female C group achieved the required 4 stars [4.12/5 (\*\*\*\*)].
- The overall average satisfaction rate of the course achieved the required (\*\*).

<b>Strengths</b>	<ul style="list-style-type: none"> <li>● Male A group and Female C group are satisfied with ALL the items of the evaluation survey.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>● Male group B are Less satisfied with ALL the items of the evaluation and achieved 3 stars only in all the items.</li> </ul>

<p><b>Suggestions for Improvement</b></p>	<ul style="list-style-type: none"> <li>• Course committee with the course organizer should meet Male students' representative group to clarify their justifications for this dissatisfaction.</li> <li>• Revision of the course plan, teaching strategies, assessment and quality measures and set actions for improvement.</li> </ul>
<p><b>Orthopedics (ORTH 440) (Average 3.37/5 = ***)</b></p> <ul style="list-style-type: none"> <li>- There were 3 groups of students (Males A&amp;B and Females C) evaluated the course in 2<sup>nd</sup> semester.</li> <li>- Male A students' group are Less satisfied with ALL the items of the course evaluation (***)</li> <li>- Male B students' group are satisfied with ALL the items of the course evaluation (****).</li> <li>- Female C group are satisfied partially with the evaluation items (***)</li> <li>- With 53 responses from a survey population of 62 in Male group A with a ratio of (85.48%) and in Male group B was 31 out of 61 with a ratio of (50.81%) and Female C group was 30 out of 32 (93.75%), the reliability index of the data presented in this evaluation report in Groups A &amp; C are considered <b>Excellent</b> and in group B is <b>Sufficient</b>.</li> <li>- Male group A achieved 2.81/5 (***) and Male group B achieved the required 4 stars [3.83/5 (****)] and Female C group achieved 3.49/5 (****).</li> <li>- The overall average satisfaction rate of the course achieved the required (***)</li> </ul>	
<p><b>Strengths</b></p>	<ul style="list-style-type: none"> <li>• Male B group are satisfied with ALL the items of the evaluation survey</li> <li>• Female C group are satisfied partially with the items of the evaluation survey especially those related to: <ul style="list-style-type: none"> <li>• Explanation of the performance evaluation mechanism in the course</li> <li>• The course plan was properly implemented.</li> <li>• Scientific material presented was clear and coherent.</li> <li>• The course Instructor committed to the lecture times, beginning and end.</li> <li>• The Instructor was careful in in controlling students' attendance.</li> <li>• The tasks required from students were related to the course objectives.</li> <li>• The Instructor was able to manage and control the lecture.</li> </ul> </li> </ul>
<p><b>Criticisms</b></p>	<ul style="list-style-type: none"> <li>• Male group A are Less satisfied with ALL the items of the evaluation and achieved 3 stars only in all the items. The Female group partially dissatisfied with the items.</li> </ul>
<p><b>Suggestions for Improvement</b></p>	<ul style="list-style-type: none"> <li>• Course committee with the course organizer should meet Male and Female students' representative groups to clarify their justifications for this dissatisfaction.</li> <li>• Revision of the course plan, teaching strategies, assessment and quality measures and set actions for improvement.</li> </ul>

**Pediatrics (PAED 440) (Average 3.89/5 = \*\*\*\*)**

- There were 3 groups of students (Males B&C and Females) evaluated the course in 2<sup>nd</sup> semester.
- Male B & C students' groups are satisfied with ALL the items of the course evaluation (\*\*\*\*).
- Female group are NOT satisfied with ALL the evaluation items (\*\*).
- With 58 responses from a survey population of 70 in Male group B with a ratio of (82.85%) and in Male group C was 58 out of 69 with a ratio of (84.805%) and Female group was 26 out of 32 (81.25%), the reliability index of the data presented in this evaluation report is considered **Very Good**.
- Male group B achieved 4.09/5 (\*\*\*\*) and Male group C achieved 4.41 /5 (\*\*\*\*) and Female group achieved 3.17/5 (\*\*).
- The overall average satisfaction rate of the course achieved the required (\*\*\*\*).

<b>Strengths</b>	<ul style="list-style-type: none"> <li>● Male B &amp; C groups are satisfied with ALL the items of the evaluation survey</li> <li>● Female group did not show any item having 4 stars and all the items have 3 stars.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>● Female group students are Less satisfied with ALL the items of the evaluation that need further investigation to the low satisfaction rate.</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>● Course committee with the course organizer should meet Female students' representative group to clarify their justifications for this dissatisfaction.</li> <li>● Revision of the course plan, teaching strategies, assessment and quality measures and set actions for improvement.</li> </ul>

**Forensic Medicine (FMED 440) (Average 3.89/5 = \*\*\*\*)**

- There were 3 groups of students (Males A&C and Females B) evaluated the course in 2<sup>nd</sup> semester.
- Male A & C students' groups are satisfied with ALL the items of the course evaluation (\*\*\*\*).
- Female B group are satisfied with the majority of the evaluation items except for some items (\*\*\*\*).
- With 55 responses from a survey population of 64 in Male group A with a ratio of (85.93%) and in Male group C was 48 out of 60 with a ratio of (80%) and Female B group was 26 out of 32 (81.25%), the reliability index of the data presented in this evaluation report is considered **Very Good**.
- Male group A achieved 4.02/5 (\*\*\*\*) and Male group C achieved 4.08 /5 (\*\*\*\*) and Female B group achieved 3.69/5 (\*\*\*\*).
- The overall average satisfaction rate of the course achieved the required (\*\*\*\*).

<b>Strengths</b>	<ul style="list-style-type: none"> <li>● All the Male A &amp; C groups are satisfied with ALL the items of the evaluation survey.</li> <li>● Female B group satisfied with the majority of item having 4 stars.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>● Female group B are not satisfied with some items of the evaluation:             <ul style="list-style-type: none"> <li>- The relationship of this course with the rest of the courses of the program has been clarified</li> <li>- The Instructor has the ability to manage and control the lecture</li> <li>- The Instructor interacted with students electronically.</li> <li>- The Instructor shows mastery of the scientific subject.</li> </ul> </li> </ul>

<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Clarification of the relationship of this course with the rest of the courses of the program</li> <li>• The Instructors are advised to manage and control the lecture and interact electronically with the students.</li> <li>• Revision of the course plan, teaching strategies, assessment and quality measures and set actions for improvement.</li> </ul>
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## Fifth Year

<p><b>Family Medicine (FMED 550) (Average 4.1 /5 = ****)</b></p> <ul style="list-style-type: none"> <li>- There were 3 groups of students (Males A, B &amp; C) evaluated the course in 2<sup>nd</sup> semester.</li> <li>- All the students' groups are satisfied with ALL the items of the course evaluation (****).</li> <li>- With 40 responses from a survey population of 47 in Male group A with a ratio of (85.1%) and in Male group B was 24 out of 44 with a ratio of (62.5%) and C group was 24 out of 38 (63.15%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b> in group A and <b>Good</b> in group B &amp; C.</li> <li>- Male group A achieved 4.01/5 (****) and Male group B achieved 4.1/5 (****) and Male group C achieved 4.2/5 (****).</li> <li>- The overall average satisfaction rate of the course achieved the required 4.1/5 (****).</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• All the 3 groups are satisfied with ALL the items of the evaluation survey.</li> <li>• Strengths items were: <ul style="list-style-type: none"> <li>• Clarification of the course plan (objectives - requirements - references) since the beginning of the semester</li> <li>• Explanation of the performance evaluation mechanism in the course</li> <li>• The course plan was properly implemented</li> <li>• The scientific material presented in a clear and coherent way</li> <li>• The tasks required of student (posts - duties - ...) were related to the course objectives</li> <li>• The relationship of this course with the rest of the courses of the program has been clarified</li> <li>• Learning resources (books - electronic means - library - devices) were available</li> <li>• The Instructors' behavior and performance in the lectures, communication and counseling is highly appreciated</li> <li>• The course Instructor committed to the lecture times, beginning and end</li> <li>• Students were assigned to make presentations in front of their colleagues</li> <li>• Duties and examinations varied in measuring different levels of students' abilities</li> </ul> </li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• No criticisms are recorded in the responses of the 3 groups and all the items achieved 4 stars.</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Keeping the same good practices in implementing the course.</li> </ul>

<p><b>Obstetrics and Gynaecology (OBGYN 550) (Average 3.96 /5 = ****)</b></p> <ul style="list-style-type: none"> <li>- There were 3 groups of students (Males A, B &amp; C) evaluated the course in 2<sup>nd</sup> semester.</li> <li>- All the students' groups are satisfied with ALL the items of the course evaluation (****) except for group Male B has low satisfaction with the 1<sup>st</sup> item (**).</li> <li>- With 42 responses from a survey population of 43 in Male group A with a ratio of (97.67%) and in Male group B was 36 out of 46 with a ratio of (78.26%) and Male C group was 46</li> </ul>	
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<p>out of 46 (100%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b>.</p> <ul style="list-style-type: none"> <li>- Male group A achieved 4.25/5 (****) and Male group B achieved 3.74/5 (****) and Male C group achieved 3.89/5 (****).</li> <li>- The overall average satisfaction rate of the course achieved the required 3.96/5 (****).</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• All the 3 groups are satisfied with ALL the items of the evaluation survey.</li> <li>• Group Male A is highly satisfied than the other 2 groups.</li> <li>• Strengths items were: <ul style="list-style-type: none"> <li>- Explanation of the performance evaluation mechanism in the course.</li> <li>- The course plan was properly implemented.</li> <li>- The scientific material presented in a clear and coherent way.</li> <li>- The tasks required of student (posts - duties - ...) were related to the course objectives.</li> <li>- The relationship of this course with the rest of the courses of the program has been clarified.</li> <li>- Learning resources (books - electronic means - library - devices) were available.</li> <li>- The Instructors' behavior and performance in the lectures, communication and counseling is highly appreciated.</li> <li>- The course Instructor committed to the lecture times, beginning and end.</li> <li>- Students were assigned to make presentations in front of their colleagues.</li> <li>- Duties and examinations varied in measuring different levels of students' abilities.</li> </ul> </li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• Low satisfaction is only recorded in the responses of group Male B for item #1 related to clarification of the course plan from the beginning of the course (**).</li> <li>• No criticisms are recorded in the responses of the 3 groups and all the items achieved 4 stars.</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Keeping the same good practices in implementing the course.</li> <li>• Clarification of the course plan will be clarified to all the students from the start of the course.</li> </ul>
<p><b>Otorhinolaryngology (ENT 550) (Average 4.37 /5 = ****)</b></p> <ul style="list-style-type: none"> <li>- There were 3 groups of students (Males A, B &amp; C) evaluated the course in 2<sup>nd</sup> semester.</li> <li>- All the students' groups are satisfied with ALL the items of the course evaluation (****).</li> <li>- With 38 responses from a survey population of 46 in Male group A with a ratio of (82.6%) and in Male group B was 30 out of 44 with a ratio of (68.18%) and Male C group was 38 out of 38 (100%), the reliability index of the data presented in this evaluation report in Groups A&amp;C is considered <b>Excellent</b> and in group B is considered <b>Good</b>.</li> <li>- Male group A achieved 4.49/5 (****) and Male group B achieved 4.19/5 (****) and Male C group achieved 4.48/5 (****).</li> <li>- The overall average satisfaction rate of the course achieved the required 4.39/5 (****).</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• All the 3 groups are highly satisfied with ALL the items of the evaluation survey.</li> </ul>

	<ul style="list-style-type: none"> <li>All the items are considered strengths and some of it are about 5 stars</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>No criticisms are recorded in the responses of the 3 groups and all the items achieved 4 to 5 stars.</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>Keeping the same good practices in implementing the course.</li> </ul>
<p><b>Dermatology (DERM 550) (Average 4.23 /5 = ****)</b></p> <ul style="list-style-type: none"> <li>There were 3 groups of students (Males A, B &amp; C) evaluated the course in 2<sup>nd</sup> semester.</li> <li>All the students' groups are satisfied with ALL the items of the course evaluation (****).</li> <li>With 36 responses from a survey population of 44 in Male group A with a ratio of (81.81%) and in Male group B was 18 out of 43 with a ratio of (41.86%) and Male C group was 39 out of 40 (97.5%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b> in Male A and C and <b>sufficient</b> in Male B.</li> <li>Male group A achieved 4.08/5 (****) and Male group B achieved 4.35/5 (****) and Male C group achieved 4.26/5 (****).</li> <li>The overall average satisfaction rate of the course achieved the required 4.23/5 (****).</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>All the 3 groups are satisfied with ALL the items of the evaluation survey.</li> <li>All the items are considered strengths and some of it has high score (4.39/5).</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>No criticisms are recorded in the responses of the 3 groups and all the items achieved 4 stars.</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>Keeping the same good practices in implementing the course.</li> </ul>
<p><b>Internal Medicine II (IMED 552) (Average 4.21 /5 = ****)</b></p> <ul style="list-style-type: none"> <li>There were 3 groups of students (Males A, B &amp; C) evaluated the course in 2<sup>nd</sup> semester.</li> <li>All the students' groups are satisfied with ALL the items of the course evaluation (****).</li> <li>With 45 responses from a survey population of 46 in Male group A with a ratio of (97.82%) and in Male group B was 38 out of 42 with a ratio of (90.47%) and, Male C group was 32 out of 38 (84.21%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b>.</li> <li>Male group A achieved 4.02/5 (****) and Male group B achieved 4.18/5 (****) and Male C group achieved 4.26/5 (****).</li> <li>The overall average satisfaction rate of the course achieved the required (****).</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>All the 3 groups are satisfied with ALL the items of the evaluation survey.</li> <li>All the items are considered strengths and some of it has high score near 5 stars (4.59/5).</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>No criticisms are recorded in the responses of the 3 groups and all the items achieved 4 stars.</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>Keeping the same good practices in planning and implementing the course.</li> </ul>
<p><b>Psychiatry (PSYC 550) (Average 4.25 /5 = ****)</b></p> <ul style="list-style-type: none"> <li>There were 3 groups of students (Males A, B &amp; C) evaluated the course in 2<sup>nd</sup> semester.</li> <li>All the students' groups are satisfied with ALL the items of the course evaluation (****).</li> <li>With 46 responses from a survey population of 48 in Male group A with a ratio of (95.83%) and in Male group B was 21 out of 421 with a ratio of (51.21%) and, Male C group was 22</li> </ul>	

	<p>out of 37 (59.45%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b> in group Male A and <b>Sufficient</b> in groups Male B and C.</p> <ul style="list-style-type: none"> <li>- Male group A achieved 4.06/5 (****) and Male group B achieved 4.19/5 (****) and Male C group achieved 4.5/5 (****).</li> <li>- The overall average satisfaction rate of the course achieved the required (****).</li> </ul>
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• All the 3 groups are satisfied with ALL the items of the evaluation survey.</li> <li>• All the items are considered strengths and some of it has high score and achieved <b>5 stars</b> (4.68/5) which include: <ul style="list-style-type: none"> <li>- Explanation of the performance evaluation mechanism in the course.</li> <li>- The course plan was properly implemented.</li> <li>- The scientific material presented in a clear and coherent way.</li> <li>- The relationship of this course with the rest of the courses of the program has been clarified.</li> <li>- The tasks required of student (posts - duties - ...) were related to the course objectives.</li> <li>- Learning resources (books - electronic means - library - devices) were available.</li> <li>- The Instructors' behavior and performance in the lectures, communication and counseling is highly appreciated.</li> </ul> </li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• No criticisms are recorded in the responses of the 3 groups and all the items achieved 4 stars and 5 stars.</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Keeping the same good practices in planning and implementing the course.</li> </ul>

<p><b>Surgery II (SURG 552) (Average 4.0 /5 = ****)</b></p> <ul style="list-style-type: none"> <li>- There were 3 groups of students (Males A, B &amp; C) evaluated the course in 2<sup>nd</sup> semester.</li> <li>- All the students' groups are satisfied with ALL the items of the course evaluation (****).</li> <li>- With 46 responses from a survey population of 48 in Male group A with a ratio of (95.83%) and in Male group B was 39 out of 43 with a ratio of (90.69%) and, Male C group was 26 out of 38 (68.42%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b> in Male groups A&amp;B and <b>Good</b> in Male group C.</li> <li>- Male group A achieved 3.96/5 (****) and Male group B achieved 3.81/5 (****) and Male C group achieved 4.23/5 (****).</li> <li>- The overall average satisfaction rate of the course achieved the required 4/5 (****).</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• All the 3 groups are satisfied with ALL the items of the evaluation survey.</li> <li>• All the items are considered strengths and all achieved the required 4 stars.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• No criticisms are recorded in the responses of the 3 groups.</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Keeping the same good practices in planning and implementing the course.</li> </ul>

<p><b>Ophthalmology (OPHT 550) (Average 4.33 /5 = ****)</b></p> <ul style="list-style-type: none"> <li>- There were 3 groups of students (Males A, B &amp; C) evaluated the course in 2<sup>nd</sup> semester.</li> <li>- All the students' groups are satisfied with ALL the items of the course evaluation (****).</li> <li>- With 37 responses from a survey population of 44 in Male group A with a ratio of (84.09%) and in Male group B was 17 out of 44 with a ratio of (38.63%) and, Male C group was 23 out of 38 (60.52%), the reliability index of the data presented in this evaluation report is</li> </ul>	
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	<p>considered <b>Excellent</b> in Male A group, <b>Insufficient</b> in group Male B and <b>Good</b> in Male C group.</p> <ul style="list-style-type: none"> <li>- Male group A achieved 4.46/5 (****) and Male group B achieved 4.31/5 (****) and Male C group achieved 4.22/5 (****).</li> <li>- The overall average satisfaction rate of the course achieved the required (****).</li> </ul>
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• All the 3 groups are satisfied with ALL the items of the evaluation survey.</li> <li>• All the items are considered strengths and all achieved the required 4 stars.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• No criticisms are recorded in the responses of the 3 groups.</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Keeping the same good practices in planning and implementing the course.</li> </ul>

<p><b>Emergency Medicine (EMED 550) (Average 4.21 /5 = ****)</b></p> <ul style="list-style-type: none"> <li>- There were 3 groups of students (Males A, B &amp; C) evaluated the course in 2<sup>nd</sup> semester.</li> <li>- All the students' groups are satisfied with ALL the items of the course evaluation (****).</li> <li>- With 37 responses from a survey population of 39 in Male group A with a ratio of (94.87%) and in Male group B was 33 out of 40 with a ratio of (82.5%) and, Male C group was 46 out of 46 (100%), the reliability index of the data presented in this evaluation report is considered <b>Excellent</b>.</li> <li>- Male group A achieved 4.0/5 (****) and Male group B achieved 4.28/5 (****) and Male C group achieved 4.36/5 (****).</li> <li>- The overall average satisfaction rate of the course achieved the required (****).</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• All the 3 groups are satisfied with ALL the items of the evaluation survey.</li> <li>• All the items are considered strengths and all achieved the required 4 stars.</li> </ul>
<b>Criticisms</b>	<ul style="list-style-type: none"> <li>• No criticisms are recorded in the responses of the 3 groups.</li> </ul>
<b>Suggestions for Improvement</b>	<ul style="list-style-type: none"> <li>• Keeping the same good practices in planning and implementing the course.</li> </ul>

**a. List most important recommendations for improvement, strengths and suggestions**

**Analysis (e.g. Assessment, action already taken, other considerations, strengths and recommendation for improvement.) of (the University Survey).**

Courses' reports and courses' evaluation surveys are discussed in the medical education department and curriculum committee to guide for continuous revision and the improvement of course content and assessments and the quality of the program.

The analysis of examination results are discussed with the Chairs of the blocks of years 1 and 2 and the courses' coordinators in the clinical years as well as the authors of questions with the aim to identify lessons learnt and improve the quality of exam questions.

**Strengths :**

- 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
- 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 Instructors' behavior and performance in the lectures, communication and counseling is highly appreciated.
- The course Instructor committed to the lecture times, beginning and end
- Students were assigned to make presentations in front of their colleagues.
- Duties and examinations varied in measuring different levels of students' abilities
- Commitment of the instructors to the lecture times; starting and ending.
- Instructors diversitise in teaching methods.
- Available and adequate learning resources
- Staff punctuality
- Quality of teaching methods, the interaction.
- A good comment about Staff Personalities and attitudes toward students.
- Vairations in the exams contents
- ityClinical visits at King Fahad Medical C
- Availability of coordinator and fast response
- Suitable time for lectures and clear CLOs
- Excellent accessibility
- Clear assessment criteria

#### **Areas for Improvement:**

- Adding new questions to the bank
- Finding another hospitals for clinical training
- Students were blaming some lectures were so long in the form of details and information.
- To reconsider some of the clinical centers which lack the flow of patients and the varieties of cases.
- To have an updated summarized resource for studying.
- Insufficient time for clinical attachment
- Encouraging all department members to send an updated scientific studying material to the students.
- Let PBL tutors explain the clinical view of any case
- New faculty should be oriented for conducting clinical skills session if they are doing it for the first time.

#### **Priorities for Improvement:**



- Revision of the course plan, teaching strategies, assessment and quality measures and set actions for improvement.
- Add morphology sessions given by tutors during clinical bedside teaching.
- Holding agreement with another hospitals for clinical training of students
- Prepare special evaluation questionnaire for the courses of College of Medicine Program.
- Simulation based teachings
- Lectures should be unified for male and female
- Students should be given further orientation about PBL to understand the benefit from PBL and to know that it is different from lecture.
- Activating the online blackboard usage from both faculty and students as an educational facility.
- Assigning part of the curriculum to be instructed online.

## 2. Other Evaluation (e.g. Evaluations by employers or other stakeholders, external review)

The College has embarked on a comprehensive project aiming at obtaining objective evaluation of the graduates by employers, other stakeholders, and external reviewers. In addition, the term ‘stakeholders’ in the College’s project refers to Directors of the hospitals where the Residency Program is taking place.

**Attach review/survey report.**

***External reviewer and Employers’ survey are Attached***

Employer Survey Report	External Reviewer Report
 <p>The image shows the cover page of an 'EMPLOYER SATISFACTION SURVEY 2017'. It features the logo of the Ministry of Health, Kingdom of Saudi Arabia, and the logo of the College of Medicine, Umm Al-Qura University. The text is centered and includes the title 'EMPLOYER SATISFACTION SURVEY 2017' in red.</p>	 <p>The image shows the cover page of an 'Independent Opinion Report' titled 'Review of the Self Study Report'. It is from the College of Medicine, Umm Al-Qura University. The report was prepared by Prof. Khalid Al-Hadi, MD, and is dated February 2018. The text is centered and includes the title 'Independent Opinion Report' and 'Review of the Self Study Report'.</p>

<p>a. List most important recommendations for improvement, strengths and suggestions for improvement.</p> <p><b><u>Strengths:</u></b></p> <ul style="list-style-type: none"> <li>- Hard workers</li> <li>- They are very polite quite doctor</li> <li>- Commitment, motivation</li> <li>- Oriented, Objective-directed</li> <li>- Knowledge, Skills, willingness to learn</li> <li>- Communication, collaboration and professionalism</li> <li>- Compliance</li> <li>- high self-dependency and self-education skills</li> <li>- hard worker with great punctuality</li> <li>- organized and well educated</li> </ul> <p><b><u>Recommendations:</u></b></p> <ul style="list-style-type: none"> <li>- Focus more on improving English language.</li> <li>- Provide better clinical training.</li> <li>- The clinical skills and communication skills need more improvement.</li> <li>- The newly graduated candidates are obviously below the standards with high GPAs which reflect poor educational environment.</li> <li>- Punctual advice, Responsibility of the clinic, Communication skills.</li> <li>- External rotation to improve their performance.</li> </ul> <p><b><u>Recommendations for improvement:</u></b></p> <ul style="list-style-type: none"> <li>- Focus on improving English Language</li> <li>- Improving the clinical and communication skills</li> <li>- Punctuality and responsibility to be advised</li> <li>- External rotation to improve their performance</li> </ul>	<p>(e.g. Analysis of recommendations for improvement: Are recommendations valid and what action will be taken, action already taken, or other considerations?)</p> <ul style="list-style-type: none"> <li>- Communication with the preparatory year authority will be sustained to focus more on the English language courses with applying strict and effective teaching strategies and assessment tools to ensure that the learning outcome of the students is achieved with good linguistics written and verbal.</li> <li>- Currently, as the college still not having a private university hospital for clinical training and intimate observation of students, there is some redundancy in following their training outside the university in the collaborating hospitals. This issue will be improved on establishing of our university hospital which is planned and under processing.</li> <li>- The graduates' unit will do their best to guide our alumni before their employment to be keen for their profession and to be responsible as a human service provider to the patients. This is will be followed with the employers periodically.</li> <li>- Our college has an earlier program for collaboration and attachment with some of the international universities where some of our students went there for summer training courses and performing research projects that is reflected on their behavior and competencies. This program is continuous annually and reported in the college annual report.</li> </ul>
<p>b. Changes proposed in the program (if any) in response to this feedback. NA</p>	

**Students Evaluation of Program Quality (Survey from the College)**

Evaluation Date : 24.12.2019	Number of Participants: 545 students
Students Feedback	Program Response
<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. The content of the program is up-to-date.</li> <li>2. Students acquired the skills of working effectively in team.</li> <li>3. The program improved the skills of students' responsibility.</li> <li>4. The program helped students to demonstrate moral values and scientific honesty.</li> <li>5. The program improved students' skills to respect different points of view.</li> <li>6. The program improved students' skills to respect the culture of Saudi and Islamic society and other cultures.</li> <li>7. There are appropriate facilities available at the University Religious Services.</li> <li>8. Students know the available learning resources necessary to them.</li> </ol>	<p>Satisfactory responses from the alumni about their experience in the program</p>
<p><b>Areas for Improvement:</b></p> <ol style="list-style-type: none"> <li>1. Faculty did not use variety of attractive teaching strategies (2.91).</li> <li>2. Inability to comfortably complete the required work in the courses (2.85).</li> <li>3. Recognizing the way students' homework and tests are corrected (2.84).</li> <li>4. The method of teaching courses did not lead students to come up with new ideas that express their opinion (2.97).</li> <li>5. Computer equipment for students are not sufficient for students' needs (2.81).</li> <li>6. Unsatisfied with the quality of the food on campus (2.61).</li> <li>7. Students do not have suitable parking spaces (2.89).</li> <li>8. Students do not have suitable accommodation (2.72).</li> <li>9. Adequate transportation is not available to students (2.75).</li> <li>10. Students are not provided with appropriate photocopying and printing services at the university (2.90).</li> <li>11. Students are not provided with appropriate financial aid when needed (2.97).</li> <li>12. Students have not appropriate legal advice (Student Rights unit). (2.61)</li> <li>13. There is no good representation of students on university committees (2.89).</li> <li>14. The induction program for new students did not help students (2.87).</li> </ol>	<ul style="list-style-type: none"> <li>● Low satisfaction response in: academic guidance and students' support services and IT security, maintenance &amp; accessibility services need more support and a plan for improvement will be prepared.</li> <li>● 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.</li> <li>● The services provided to the students in our college will be followed on a monthly scale to be appreciated by them.</li> </ul>

<p>15. There are insufficient opportunities for guidance in my future career (2.65).</p> <p>16. Academic guidance and counseling mechanisms are not tailored to the needs of students (2.73).</p> <p>17. The program provides me with sufficient knowledge of the jobs I will apply to after completing my studies (2.71).</p> <p>18. Students' rights and responsibilities are specific and clear to me (2.67).</p> <p>19. I am provided with the necessary support in the field of learning and study skills (2.79).</p> <p>20. I am not appropriately assisted in IT (2.84).</p> <p>21. Did not provide appropriate services for talented students (2.82).</p>	
<p><b>Suggestions for improvement:</b></p> <ol style="list-style-type: none"> <li>1. Faculty did not provide students with feedback about their performance</li> <li>2. Blackboard as information sources for students</li> <li>3. Bookstore for students to purchase low price books</li> <li>4. Students services are not well advertised</li> <li>5. Quality of the food on campus</li> <li>6. Students have not appropriate legal advice</li> <li>7. Insufficient opportunities for guidance in my future career</li> <li>8. Appropriate IT providing.</li> </ol>	<p>IT services provided from the college will be followed with the IT department in the university to ensure optimum security measures and update and maintain the services periodically to be satisfied by the students and staff.</p>

\* Attach report on the students evaluation of program quality

### Other Evaluations

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

<p><b>Evaluation method :</b> Alumni Satisfaction Survey</p>	<p><b>Date: 09.12.2019</b></p>	<p><b>Number of Participants : 75</b></p>
<p><b>Summary of Evaluator Review</b></p>		<p><b>Program Response</b></p>
<p><b>Strengths:</b></p> <ol style="list-style-type: none"> <li>1. The average score is 3 stars level which is satisfactory for the alumni of this newly established program.</li> <li>2. Marked high score in the questions related to the library environment, facilities and its book content (****).</li> </ol>		<p>Satisfactory responses from the alumni about their experience in the program</p>

3. Communication and engagement with graduates and alumni to respond to the surveys.	
<p><b>Points for Improvements:</b></p> <ul style="list-style-type: none"> <li>• Low satisfaction response in: academic guidance and students’ support services and IT security, maintenance &amp; accessibility services that need more support.</li> </ul>	<p>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.</p>
<p><b>Suggestions for improvement:</b></p> <ol style="list-style-type: none"> <li>1. Directing the efforts to overcome the low satisfaction in some fields of services and support provided to the students.</li> <li>2. Support the services of IT regarding the security measures, maintenance and software update.</li> <li>3. Emphasize the importance of communication with Alumni for further assessment of the program.</li> </ol>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• the services provided to the students in our college will be followed on a monthly scale to be appreciated by them.</li> <li>• 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.</li> </ul>

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

3. Ratings on Sub-Standards of Standard 4 by program faculty and teaching staff; <b>4.1 to 4.10.</b>
<b>Standard 4 Sub-Standards. Are the “Best Practices” followed; Yes or No? Provide a revised rating for each sub-standard. Indicate action proposed to improve performance (if any).</b>

Standard 4 Sub-Standards	Best Practices Followed (Y/N)	5 Star Rating	List priorities for improvement.
4.1 Student Learning Outcomes	Y	*****	<ol style="list-style-type: none"> <li>1) Establishing a better system that governs planning committees of various Blocks/Courses.</li> <li>2) Establishing a better system that could monitor the implementation of individual learning outcomes.</li> <li>3) Integrating basic science and clinical research into the curriculum.</li> </ol>
4.2 Program Development Processes	Y	*****	<ol style="list-style-type: none"> <li>1) Faculty development activities should be more strengthen so that all faculty members will be at one page in regards of education, policies and procedures.</li> </ol>
4.3 Program Evaluation and Review Processes	Y	***	<ol style="list-style-type: none"> <li>1) Continuous monitoring should be carried out to ensure that all the courses are clearly aligned with college mission statement.</li> <li>2) External evaluation should also be used.</li> </ol>
4.4 Student Assessment	Y	***	<ol style="list-style-type: none"> <li>1) Establishing a full fledge Assessment Department.</li> <li>2) Providing more time for faculty members to prepare and conduct formative assessments</li> </ol>
4.5 Educational Assistance for Students	Y	*****	<ol style="list-style-type: none"> <li>1) A greater emphasis should be placed on providing assistance towards learning the language of instruction, English.</li> </ol>
4.6 Quality of Teaching	Y	***	<ol style="list-style-type: none"> <li>1) Training programs related to enhancement of teaching and learning context.</li> </ol>



4.7 Support for Improvements in Quality of Teaching	Y	***	<ol style="list-style-type: none"> <li>1) Data analysis to be incorporated into the FDU program to help faculty improving their performance in their chosen areas.</li> <li>2) Agreement with deanship of skills and development to sponsor webinars for international medical education experts in collaboration of FDU.</li> <li>3) Staff guidance in developing a professional portfolio is currently in the process of being established.</li> </ol>
4.8 Qualifications and Experience of Teaching Staff	Y	***	<ol style="list-style-type: none"> <li>1) More work on staff support and retention.</li> </ol>
4.9 Field Experience Activities	Y	***	<ol style="list-style-type: none"> <li>1) Reports are required to be submitted by students about their rotations to evaluate the appropriateness of their activities and achievement of learning outcomes.</li> </ol>
4.10 Partnership Arrangements with Other Institutions	Y	***	<ol style="list-style-type: none"> <li>1) Planning schedule for interviews by the end of September, instead of November.</li> <li>2) Compiling up-to-date contact information for each department and all research supervisors.</li> </ol>
<p><b>Analysis of Sub-standards. List the strengths and recommendations for improvement of the program's self-evaluation of following best practices.</b></p>			

### **Analysis of sub-standards:**

#### **1) Sub-standard 4.1:**

##### **Strengths:**

- 1) Variety in the approaches to teaching and learning.
- 2) Teaching and learning in a context, rather than in an abstract way.
- 3) Early clinical exposure.
- 4) Emphasis on critical thinking, rather than total recall of facts.
- 5) Team-work.
- 6) Developing problem-solving skills.

**Recommendations for improvement:**

- 1) Better faculty training in the various approaches to teaching and learning.
- 2) Establishing a system that ensures proper implementation of the program.
- 3) Making better use of the textbooks by the students.

**2) Sub-standard 4.2:**

**Strengths:**

- 1) The program curriculum has been developed after extensive research and extensive discussion, both internally and externally by national and international subject and process expert.
- 2) The new curriculum has been benchmarked against curricula at well-established universities both regionally and internationally.
- 3) International QA Units participated in the design and development of the new curriculum.

**Recommendations for improvement:**

- 1) Processes and procedures concerning the development of Programs should be communicated to all Departments.

**3) Sub-standard 4.3:**

**Strengths:**

- 1) The College of Medicine Al Imam Muhammad bin Saud Islamic University has well developed program evaluation processes and procedures.
- 2) The program evaluation processes and procedures are present at three levels.

**Recommendations for improvement:**

- 1) A system should be developed so that every department should do its own complete evaluation and come up with solid reasons for inclusion of new topics or exclusion of or amendment in the existing topics in a particular course or program.

**4) Sub-standard 4.4:**

**Strengths:**

- 1) Formative assessment is based on interactive sessions, such as drop quizzes, followed by feedback.
- 2) Summative assessment in each Longitudinal Course and block consists of a variety of assessment tools.

**Recommendations for improvement:**

- 1) Subscribing to an international MCQ exam bank, in which the questions have already been tested and standardized.
- 2) Conducting a well-structured OSCE.
- 3) Re-activating the Clinical Skills sessions in both the pre-clinical and clinical phases of the program and developing a standardized method for assessing the students in these sessions.
- 4) Re-activating the Hospital Visits sessions in the pre-clinical phase of the program and developing a standardized method for assessing the students in these visits.
- 5) Ensuring and maintaining uniformity in the evaluation of the students in the PBL sessions.
- 6) Ensuring and maintaining uniformity in the evaluation of the students in the seminar sessions.
- 7) Developing a standardized method for assessing the students in the Spotter exams.

#### **5) Sub-standard 4.5:**

##### **Strengths:**

1. Extensive faculty involvement in academic counseling, apart from classroom teaching there is emphasis on self-directed learning,
2. A preparatory program that prepares students for more rigorous medical curriculum during their program.

##### **Recommendations for improvement:**

1. Student's educational assistance and counseling needs to be more structured with record of assistance provided to the students and log book maintained for each counseling session.
2. Seminars, and symposium covering areas of clinical interest should be arranged by inviting international speakers.

#### **6) Sub-standard 4.6:**

##### **Strengths:**

1. Highly qualified faculty.
2. High level of student's satisfaction from faculty.
3. Staff development as a strategy to enhance faculty skills and quality of teaching.
4. Staff performance in teaching is regularly evaluated.

##### **Recommendations for improvement:**

- 1) Professional Development program for faculty in the areas related to teaching and learning so that their teaching methodologies and assessment strategies may be improved.
- 2) Strategies are required to encourage teachers and students to get involved in policymaking, and, together, implement the agreed resolution

#### **7) Sub-standard 4.7:**

##### **Strengths:**

- 1) A dedicated active faculty development deanship in the University and College of Medicine.

- 2) A structured faculty development program for enhancing quality of teaching based on faculty assessed needs.
- 3) Training in medical education and teaching skills for all new teaching staff.
- 4) Recognition and awarding for excellence in teaching is in place.

**Recommendations for improvement:**

- 1) Enhancement of clinical faculty to the training programs.
- 2) A structured higher level of evidence on faculty development program impact on quality of teaching is required.

**8) Sub-standard 4.8:**

**Strengths:**

- 1) Highly qualified trained faculty.
- 2) Reasonable faculty services.
- 3) Ample opportunity for education and attendance of scientific conferences and meetings abroad.

**Recommendations for improvement:**

- 1) Supporting staff like secretaries and research assistants should be increased.

**9) Sub-standard 4.9:**

**Strengths:**

- 1) A seamless arrangement with other institutes.
- 2) Involvement of senior faculty members as coordinators.
- 3) Clinical supervisors to enhance the learning experience of the students.
- 4) The competencies and objectives of internship program are well structured.
- 5) Constant and rigorous assessment of the students on the parameters of professionalism, clinical management and communication skills.

**Recommendations for improvement:**

- 1) Development of a multi-specialty hospital here at Al-Imam University to reduce dependence on other institutes for clinical internship.

**10) Sub-standard 4.10:**

**Strengths:**

- 1) The exposure of students to different national (King Saud Medical City, Al-Yamamah hospital and Al-Iman hospital in Riyadh), international centres (Keele University in United Kingdom).
- 2) The use of the online form from the beginning of the academic year challenges students to examine their achievements in a number of areas and not just GPA.
- 3) By having compulsory electives, students have the opportunity to be challenged and corrected before reaching internship and residency.

**Recommendations for improvement:**

- 1) Selecting students for university-sponsored international electives during the first two months of the academic year.

2) Closer monitoring of students during their electives and collaboration with the departments.

### G. Program Course Evaluation

<b>1. List all program courses taught during the year.</b> Indicate for each course whether student evaluations were undertaken, and/or other evaluations made of quality of teaching. For each course indicate if action is planned to improve teaching.					
Course Title/Course Code	Student Evaluations Score out of 5		Other Evaluation (specify)	Action Planned	
	Yes	No		Yes	No
دراسات اسلامية ٢ ثقف ١١٢	Yes				×
القرآن الكريم ٢ قرأ ١٢١	Yes				×
Growth, Development, & Aging HUMN 111	4.14 ****				×
Principles of Disease I PATH 111	3.63 ****		Yes by Faculty	✓	
Molecular Basis of Disease PATH 121	3.79 ****		Yes by Faculty	✓	
The Human Body-I HUMN 112	4.01 ****				×
دراسات اسلامية ٢ ثقف ١١٢	Yes				×
القرآن الكريم ٢ قرأ ١٢١	Yes				×
Learning Skills II LRN 111	4.0 ****		Yes by Faculty	✓	
Principles of Disease-II PATH 123	4.0 ****		Yes by Faculty	✓	
The Human Body II HUMN 122	4.1 ****				×
History of Medicine IMAM 121	4.25 ****				×
Epidemiology & Community Health ECH 211	3.75 ****		Yes by Faculty	✓	
النحو العربي نحو ٢٠٣	Yes				×
الفقه الطبي الإسلامي طبي ٢١٢	Yes				×
القرآن الكريم قرأ ٢١٣	Yes				×
Fundamentals of Pharmacotherapy THER 210	4.0 ****				×

Host Defense IMMUN 210	3.47 ***		Yes by Faculty	✓	
Neural and Behavioral sciences HUMN 214	3.65 ****		Yes by Faculty	✓	
Research Methodology I COMH 211	3.46 ***				×
اللغة العربية نحو ٢٥٤					×
القرآن الكريم قرأ ٢١٣					×
Musculoskeletal System MUSK 220	3.82 ****				×
Cardiovascular System CARD 220	3.18 ***		Yes by Faculty feedback	✓	
Respiratory System RESP 220	4.17 ****		Yes by Faculty	✓	
Research Methodology II COMH 222	3.61 ****				×
القرآن الكريم قرأ ٣١٤	Yes				×
تاريخ المملكة العربية السعودية ترخ ١٠٢	Yes				×
Evidence Based Medicine FMED324	3.69 ****				×
Gastrointestinal System GITS 310	3.99 ****		Yes by Faculty feedback	✓	
Endocrine and Metabolism ENDO 310	4.05 ****		Yes by Faculty feedback	✓	
Urogenital System UROG 310	3.92 ****				×
Complementary Medicine IMAM 313	3.98 ****				×
السيرة النبوية ترخ ١٠١	Yes				×
Medical Ethics IMAM 324	3.95 ****		Yes by Faculty feedback	✓	
Hematopoietic system HAEM 320	3.93 ****				×
Nervous system & Special Senses CNSS 320	3.05 ***		Yes by Faculty feedback	✓	
Integrated Multi-system INTG 320	4.01 ****				×
Basic Clinical Skills BCS 320	3.89 ****				×

Internal Medicine I IMED 411	3.42 ***		Yes by Faculty feedback	✓	
Radiology RAD 412	3.62 ****				×
Surgery I SURG 413	3.14 ***		Yes by Faculty feedback	✓	
Orthopedics ORTH 536	3.37 ***		Yes by Faculty feedback	✓	
Pediatrics PAED 416	3.89 ****		Yes by Faculty feedback	✓	
Forensic Medicine FMED 417	3.89 ****				×
Family Medicine FMED 602	4.1 ****		Yes by Faculty feedback	✓	
Obstetrics and Gynecology OB/GY 516	3.96 ****				×
Otorhinolaryngology ENT 511	4.37 ****		Yes by Peer review	✓	
Internal Medicine II IMED 552	4.21 ****				×
Psychiatry PSYC 514	4.25 ****				×
Surgery II SURG 512	4.0 ****		Yes by Faculty feedback	✓	
Ophthalmology OPHTH 511	4.33 ****				×
Dermatology DERM 511	4.23 ****				×
Emergency Medicine EMED 516	4.21 ****				×

Students' course evaluation was performed for 33 courses. Average satisfaction rate was 3.8 out of 5. It is an indication that our students are very satisfied with quality of teaching in our college.

2. List courses taught by this program this year and for this program that are in other programs.

**Prerequisite courses of PY:**

Level	Course Code	Course Title	Number of Sections	Credit Hours	College or Department
Prep Year	ENG077	English	5	2	Deanship of Preparatory Year
	ICT060	Computer1	5	1	Deanship of Preparatory Year
	CSKL060	Communication Skills	2	1	Deanship of Preparatory Year
	LSKL033	Learning skills	2	2	Deanship of Preparatory Year
	BICH010	Biochemistry	2	8	Deanship of Preparatory Year
	ENG078	English for scientific purposes	5	2	Deanship of Preparatory Year
	PHYS021	Physics	5	2	Deanship of Preparatory Year
	BICH020	Biochemistry	2	3	Deanship of Preparatory Year
	BIO021	Biology	2	8	Deanship of Preparatory Year

**Requires courses by College and University:**

Level 1 1 <sup>st</sup> year	١١٢ ثقف	دراسات إسلامية ٢	5	2	College of Shariah
	١٢١ قرأ	القرآن الكريم	5	1	College of Shariah
	HUMN111	Growth & development	2	3	Anatomy
	PATH111	Principles of Disease I	2	5	Anatomy
	HUMN112	Human Body I	2	6	Anatomy
	LRN111	Learning Skills II	2	1	Medical Education
	Level 2 1 <sup>st</sup> year	١١٢ ثقف	دراسات إسلامية ٢	2	1
١٢١ قرأ		القرآن الكريم ٢	2	2	College of Shariah
PATH123		Principles of Disease II	2	1	Anatomy
HUMN122		Human Body II	2	2	Multidisciplinary
PATH121		Molecular Basis of Diseases	3	3	Biomedical
IMAM 121		History of Medicine	2	3	
ECH 211		Epidemiology & Community Health	2	2	Public Health
Level 3 2 <sup>nd</sup> year	٢٠٣ نحو	النحو العربي	2	2	College of Arts
	٢١٢ طبي	الفقه الطبي الاسلامي	2	1	College of Shariah
	٢١٣ قرأ	القرآن الكريم	2	1	College of Shariah
	THER210	Fundamentals of Pharmacotherapy	2	4	Pharmacology
	IMUN210	Host Defense	2	4	Multidisciplinary
	HUMN214	Neural & Behavioral Sciences	2	4	Multidisciplinary



	COMH211	Research Methodology I	2	2	Public Health
<b>Level 4</b> 2 <sup>nd</sup> year	نحو ٢٥٤	اللغة العربية	2	2	College of Arts
	223ا قر	القرآن الكريم	2	1	College of Shariah
	MUSK 220	Musculoskeletal system	2	5	Multidisciplinary
	CARD 220	Cardiovascular System	2	4	Multidisciplinary
	RESP 220	Respiratory System	2	4	Multidisciplinary
	COMH222	Research Methodology II	2	2	Public Health
<b>Level 5</b> 3 <sup>rd</sup> year	٣١٤ قر	القرآن الكريم	2	1	College of Shariah
	102ترخ	تاريخ المملكة العربية السعودية	2	2	College of Arts
	COMH 324	Evidence Based Medicine	2	2	Family Medicine
	GIT 310	Gastro-intestinal System	2	4	Multidisciplinary
	ENDO 310	Endocrine & Metabolism	2	3	Multidisciplinary
	UROG 310	Urogenital	2	6	Multidisciplinary
	IMAM313	Complementary Medicine	2	2	Multidisciplinary
<b>Level 6</b> 3 <sup>rd</sup> year	10١ ترخ	السيرة النبوية	2	2	College of Shariah
	IMAM324	Medical Ethics	2	1	Multidisciplinary
	HAEM 320	Hemopoietic System	2	3	Multidisciplinary
	CNSS 320	Nervous System and Special Senses	2	5	Multidisciplinary
	INTG 320	Integrated Multi-System	2	3	Multidisciplinary
	BCS320	Basic Clinical Skills	2	2	Multidisciplinary
<b>Level 7</b> 4 <sup>th</sup> year	IMED411	Internal Medicine I	3	12	Internal Medicine
	RAD412	Radiology	3	2	Internal Medicine
	SURG413	Surgery I	3	11	Surgery
	ORTH536	Orthopedics	3	3	Surgery
	PAED416	Pediatrics	3	12	Pediatrics
	FMED417	Forensic Medicine	3	2	Forensic Medicine
	ELEC315	Elective -1	2	2	Multidisciplinary
<b>Level 8</b> 5 <sup>th</sup> year	FMED602	Family Medicine	3	6	Family Medicine
	EMED516	Emergency Medicine	3	2	Family Medicine
	OBGY512	Obstetrics and Gynecology	3	8	OB/Gyn
	ENT511	Otorhinolaryngology	3	2	ENT
	IMED552	Internal Medicine II	3	5	Internal Medicine
	Psyc514	Psychiatry	3	4	Psychiatry
	SURG512	Surgery II	3	5	Surgery
	OPHT511	Ophthalmology	3	2	Ophthalmology
	DERM511	Dermatology	3	2	Dermatology
	ELEC553	Elective-2	3	2	Multidisciplinary

### Elective Courses:

2 <sup>nd</sup> year	ELEC224	Brain Death & Organ Donation	2	2	Multidisciplinary
	ELEC325	E-health	2	2	Public Health
	ELEC222	Communication skills for Medicine	2	2	Medical Education
		Imaging Anatomy	2	2	Anatomy
		Clinical Anatomy	2	2	Anatomy
		Dissection of the human body	2	2	Anatomy
	ELEC223	Health Media	2	2	Public Health
	ELEC314	Health Management	2	2	Public Health
		Laboratory Safety	2	2	Pharmacology
		Patient Safety	2	2	Multidisciplinary
3 <sup>rd</sup> year	ELEC315	Laboratory diagnostic Skills	2	2	Anatomy
	ELEC224	Brain Death & Organ Donation	2	2	Multidisciplinary
	ELEC325	E-health	2	2	Public Health
	ELEC222	Communication skills for Medicine	2	2	Medical Education
		Imaging Anatomy	2	2	Anatomy
		Clinical Anatomy	2	2	Anatomy
		Dissection of the human body	2	2	Anatomy
	ELEC223	Health Media	2	2	Public Health
	ELEC314	Health Management	2	2	Public Health
		Laboratory Safety	2	2	Pharmacology
	Patient Safety	2	2	Multidisciplinary	
	ELEC315	Laboratory diagnostic Skills	2	2	Anatomy

**3. Program Learning Outcomes Assessment.** Provide a report on the program learning outcomes assessment plan using an assessment cycle (a four to six-year cycle is recommended). All program learning outcomes are to be directly assessed at least once during the cycle. By the end of the cycle each program learning outcome will be assessed and recorded using a separate **KPI Assessment Table** (see below);

	NQF Learning Domains and Learning Outcomes	Method of Assessment	Date of Assessment	Results
<b>1</b>	<b>Knowledge</b>			
1.1	Demonstrate sound knowledge and skills pertinent to the integration of basic, clinical, behavioural and social sciences in medical practice	MCQs SAQs PBL	End of the Block/Course.	<ul style="list-style-type: none"> <li>MCQs score was satisfactory in some courses of the 5<sup>th</sup> year and achieved 72% -79.5% in the courses of Derma, ENT and Ob/Gyn while achieved about 63% in Surg II.</li> <li>In the courses of 4<sup>th</sup> year the score of MCQs was between 60% - 74% in the courses of IMED, SURG I, ORTHO, and PAEDIA.</li> <li>The achievement in SAQ examination was satisfactory in the courses</li> </ul>
1.2	Demonstrate sound understanding of the healthcare system in Saudi Arabia	MCQs SAQs PBL	End of the Block/Course.	

				used this assessment tool of 3 <sup>rd</sup> year 70% <ul style="list-style-type: none"> <li>• PBL 90%</li> </ul>
<b>2</b>	<b>Cognitive Skills</b>			
2.1	Demonstrate sound knowledge and skills pertinent to the delivery of evidence-based health care	OSCE PBL Spotter	End of the Block/Course.	<ul style="list-style-type: none"> <li>• OSCE 80%</li> <li>• PBL 90%</li> <li>• Spotter 72%</li> </ul>
2.2	Demonstrate clinical reasoning, decision making, and problem solving skills	PBL OSCE	End of the Block/Course.	<ul style="list-style-type: none"> <li>• OSCE 80%</li> <li>• PBL 90%</li> <li>• Spotter 72%</li> </ul>
2.3	Demonstrate sound knowledge and skills pertinent to the management of life-threatening medical conditions	PBL OSCE	End of the Block/Course.	<ul style="list-style-type: none"> <li>• OSCE 80%</li> <li>• PBL 90%</li> </ul>
2.4	Demonstrate sound knowledge and skills pertinent to the management of common medical problems	PBL OSCE	End of the Block/Course.	<ul style="list-style-type: none"> <li>• OSCE 80%</li> <li>• PBL 90%</li> </ul>
2.5	Demonstrate basic research skills and scholarly pursuits	OSCE PBL	End of the Block/Course.	<ul style="list-style-type: none"> <li>• OSCE 80%</li> <li>• PBL 90%</li> </ul>
2.6	Demonstrate scholarly pursuits	Evaluation at the set	End of the Block/Course.	87%
<b>3.0</b>	<b>Interpersonal Skills and Responsibility</b>			
3.1	Place patients' needs and safety at the center of the care process	OSCE	End of the Block/Course.	<ul style="list-style-type: none"> <li>• OSCE 80%</li> </ul>
3.2	Demonstrate sound knowledge and skills pertinent to the teamwork and inter-professional collaboration	OSCE PBL	End of the Block/Course.	<ul style="list-style-type: none"> <li>• OSCE 80%</li> <li>• PBL 90%</li> </ul>
3.3	Adhere to professional attitudes and behaviors of physicians.	OSCE PBL	End of the Block/Course.	<ul style="list-style-type: none"> <li>• OSCE 80%</li> <li>• PBL 90%</li> </ul>
3.4	Apply Islamic, legal, and ethical principle of professional practice	OSCE PBL	End of the Block/Course.	<ul style="list-style-type: none"> <li>• OSCE 80%</li> <li>• PBL 90%</li> </ul>
3.5	Demonstrate commitment to personal and professional development	OSCE PBL	End of the Block/Course.	<ul style="list-style-type: none"> <li>• OSCE 80%</li> <li>• PBL 90%</li> </ul>
<b>4</b>	<b>Communication and Information Technology</b>			
4.1	Advocate health promotion and disease prevention	Continuous Evaluation	End of the Block/Course.	87%

4.2	Effectively communicate with patients, colleagues, and other health professionals	OSCE PBL	End of the Block/Course.	<ul style="list-style-type: none"> <li>OSCE 80%</li> <li>PBL 90%</li> </ul>
4.3	Apply medical informatics in healthcare system	Presentations Reports <ul style="list-style-type: none"> <li>OSCE</li> <li>Spotter</li> </ul>	End of the Block/Course.	<ul style="list-style-type: none"> <li>OSCE 80%</li> <li>Spotter 72%</li> </ul>
<b>5</b>	<b>Psychomotor Skills</b>			
5.1	Demonstrate the essential clinical skills	<ul style="list-style-type: none"> <li>OSCE</li> <li>Spotter</li> </ul>	End of the Block/Course.	<ul style="list-style-type: none"> <li>OSCE 80%</li> <li>Spotter 72%</li> </ul>

#### **Method of Assessment of PLOs:**

1. Courses ILO were mapped to the PLOs.
2. PLOs are matched with the SaudiMED framework Practices
3. The results of Al Imam graduates in the Licensing exam of the SCFHS
4. Average results of students in the Progress Test.
5. Average of the average results of courses was taken for each PLO which is considered as achievement for each PLO.

#### **Comments:**

Achievement in all PLOs is satisfactory, being  $\geq 76\%$ .

Outstanding achievement was found in PLOs 1.2, 2.5 and 2.6 being  $\geq 87\%$ .

The results of Al Imam graduates in the Licensing exam of the SCFHS was 80.39% of the total applicants. ([Annex H 4.4.4](#))

#### **SCFHS licensing exam results:**

Al Imam medical graduates' score in the General Acceptance Exams of the Saudi Commission for Health Specialties from 1 June 2017 to 28 December 2019 is an indicator for the quality level of teaching and assessment in our College which showed the following indicators:

#### **Generally:**

- The total Pass rate was 79%.
- The highest pass degree was 740 (The highest score was in KAU and KSU).
- The average of Pass degree was 627 .

#### **Al Imam Mohammed Ibn Saud College of Medicine:**

- Students attended the examinations: **426** students
- Average of Pass degree was **623**.
- Average of Passing the exam was **72%**

([Annex H.4.1.12 Results of the Graduates of Al imam COM in SCFHS license exams](#))

The graduates of Al Imam College of Medicine have scored average among the Saudi universities with a cumulative score of 72% during the period from 1.6.2017 to 28.12.2019 which is satisfactory.

### Results of the Progress Test:

Al Imam medical students participated in 2015, 2016 and 2018 and did not participate in 2019 in the Progress Test (PT) which is originally proposed by Al Qassim University to be conducted in about 19 Saudi Universities at the same time but now more than 25 college are participated in it. All students from all phases in the colleges participating in the progress test attending the exam at the same time. The Progress Test is like a final exam in which all learning goals of the curriculum are tested. The growing knowledge level among students of different years leads to different test results.

We will discuss the results of our students in the PT of 2018 mainly as the previous results of 2015 and 2016 are discussed in the previous program report of 2017/2018.

### PT In 2018:

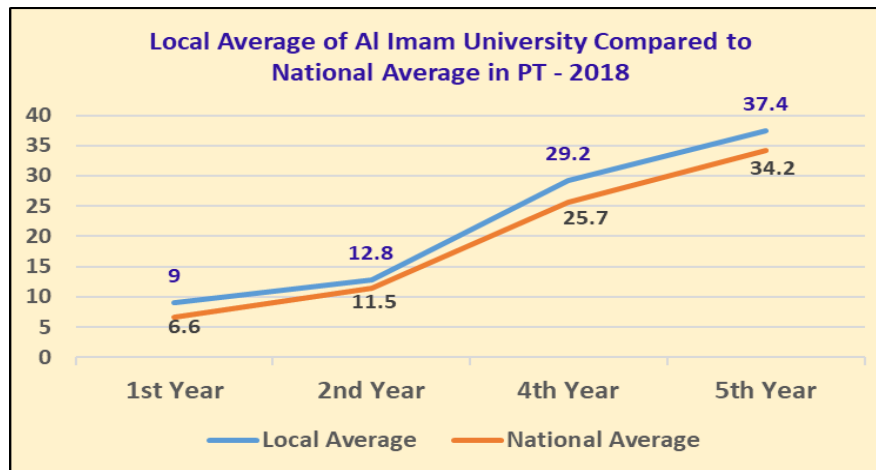
The students participated in this PT from Al Imam Medical College were 358 students in 2018 resembled the following studying levels including 1<sup>st</sup> year, 2<sup>nd</sup> year, 4<sup>th</sup> year and 5<sup>th</sup> year. The number of participated students in PT in 2018 were as follows:

Academic level 2018	1st	2nd	3rd	4th	5th	Total
Males	76	66	0	49	66	257
Females	52	49	0	0	0	101
Total No. of students	128	115	0	49	66	358

### Local Averages of Al Imam University compared to the National Averages, 2018

2018	Local Average	National Average
1st Year	9.0	6.6
2nd Year	12.8	11.5
4th Year	29.2	25.7
5th Year	37.4	34.2

It is evident from the results that Al Imam Medical students have high average scores compared to the National average. (*Annex H.4.4.7 Results of Al Imam medical Students in Progress Test on 2018*).



**Provide an analysis of the Program Learning Outcome Assessment Cycle (List strengths and recommendations for improvement).**

**Analysis:**

We are currently more focusing on assessing the program learning outcomes cycle and students’ performance. We used a number of mechanisms including:

- (i) Blue printing of each assessment and calculating construct& content validity plus other indices to ensure alignment of assessment with the course learning outcomes,
- (ii) Using continuing and formative assessment and feedback to complement the curriculum and individualize feedback,
- (iii) Encouraging different modes of learning/teaching to meet the learning needs of different students,
- (iv) Effective use of assessment tools to target different domains of learning outcomes including knowledge, cognitive abilities, behavioral changes, professionalism etc, and
- (v) Providing support to the students particularly in the first three years and with the aim to help students overcome transition to the learning at the university, conducting research (year 3) and learning in a clinical environment.

**Strengths:**

- Developing a well-structured integrated medical curriculum, with clear objectives and learning outcomes for the whole program and aligning the learning outcomes of the program with the different blocks, subjects, courses, taught in each academic year. Also aligning assessment with the program/block objectives and making significant improvement in benchmarking the creation of new questions, reviewing/editing questions, use of blue printing, critical evaluation of examinations and providing an analysis report post examination.
- Using a wide range of teaching and learning techniques to foster learning including problem-based learning, student’s led seminars, practical (laboratory) classes, tutorials, e-learning (e-cases), clinical skills and simulation, case-based learning, interactive and flipped lectures.

- Giving priority to our staff in enhancing their teaching/learning and facilitation skills and ensuring that student-centered teaching is fostered. In the meantime, working on enhancing the students' meta-cognitive skills, and learning skills.
- Engaging our staff in the teaching, learning, and making some improvement in building a culture of teaching and learning.
- Engaging students in research projects in year 3 using quantitative, qualitative or mixed methodology and supporting researchers from the college departments to supervise students.

### **Recommendations:**

While we realize these achievements in our undergraduate medical program, we identify a number of areas that need further improvement. A summary of recommendations are shown below:

- Making more emphasis on teaching and learning, and interaction in the classroom and innovative strategies to enhance teachers' facilitation skills, and engagement skills to maximize learning, not just in knowledge but in clinical applications, diagnostic skills, cognition, professional behavior, and patient safety. These areas are our priorities and we need to focus on them as we enhance the teachers and students skills/training. We need to use effective mechanisms in fostering these skills and measuring achievements.
- Strengthening the use of the assessment tools in the formative, continuing and summative assessments. This particularly applies to diagnostic skills, cognitive skills, patient safety, and non-cognitive skills that are difficult to assess such as professionalism and professional behavior. While we have been working on enhancing learning through simulated patients and clinical skill laboratory, more work is needed to maximize the use of these facilities in learning and assessment including patient's feedback, peer-feedback, self-evaluation, teacher's feedback and the need for individualization of feedback to foster learning.
- Enhancing students' learning support system and building a well-structured system by introducing a new unit in the medical education department that covers this area of need and provide learning support, psychological support, research support and other aspects. The aim is to facilitate students' transition to the university system and the new environment and building a culture of teaching and learning. Early detection of students struggling with the course, stressed, or depressed and providing needed support is a priority.
- With the completion of the mapping of the curriculum documents and placing contents on the new university electronic system, we should be able, as we complete this stage, to identify more areas in the curriculum that need to be integrated, enhanced or even modified. Working in parallel with a dynamic mapped curriculum should help different teams in assessing learning outcomes and maintaining the management of the curriculum effectively.
- Introducing a mentoring system, particularly in the clinical years is recommended. Such support is needed in preparing our students to successfully join the medical workforce and maximize their learning in the clinical environment.

Provide "direct assessments" for the current year's program learning outcomes, according to the dates provided above (G.3). A **key performance indicator** (KPI) table is provided below. Each learning outcome should utilize a separate KPI table. Over the four (five/six) year cycle, all program learning outcomes are to be assessed and reported in the **Annual Program Report(s)**.

**Note: Programs are to provide their own KPIs for directly measuring student performance.**

The **KPI Assessment Table** is used to document directly assessed program learning outcomes. Each program learning outcome should use a separate table. Direct assessments methods may include: national or international standardized test results, rubrics, exams and learning outcome grade analysis, or learning achievement using an alternative scientific assessment system (copy the **KPI Assessment Table** and paste to make additional tables as needed).

### **KPI Assessment Table**

<b>KPI Code #</b>	
<b>Program KPI:</b> <i>Average grading of MCQs for each block year 1 and 2</i>	
<b>Assessment Year:</b> 2018/2019	
<b>Program Learning Outcome:</b> Explain the normal structure and function of the body in relation to its organ systems including the human life cycle and its' effect on a human body's normal structure and function	
<b>NQF Learning Domain</b>	<b>Knowledge</b>
<b>KPI Target Benchmark</b>	74 %
<b>KPI Actual Benchmark</b>	78.4%
<b>Internal Benchmark</b>	72%
<b>External Benchmark</b>	NA
<b>Analysis: (List strengths and recommendations):</b> The average grading of MCQs for all blocks in year 1 was 78.2 % and in year 2 was 78.6 % which is satisfactory at this phase. <b>Strengths:</b> Developing a well-structured integrated medical curriculum, with clear objectives and learning outcomes for the whole program. <b>Recommendation:</b> More emphasis on teaching and learning, and interaction in the classroom and innovative strategies to enhance teachers' facilitation skills	
<b>New Target Benchmark</b>	<b>80 %</b>

<b>KPI Code #</b>	
<b>Program KPI:</b> <i>Average grading of pharmacological MCQs for each block year 1 and 2</i>	
<b>Assessment Year :</b> 2018/2019	
<b>Program Learning Outcome:</b> Demonstrate a basic knowledge of the pharmacological principles of drugs relevant to clinical practice.	
<b>NQF Learning Domain</b>	<b>Knowledge</b>
<b>KPI Target Benchmark</b>	<b>75 %</b>
<b>KPI Actual Benchmark</b>	75.3%
<b>Internal Benchmark</b>	74 %
<b>External Benchmark</b>	NA
<b>Analysis: (List strengths and recommendations)</b> The average grading of MCQs for all blocks in year 1 was 74.2 % and in year 2 was 76.4 % which is below the targeted benchmark for 1 <sup>st</sup> year and achieved it in 2 <sup>nd</sup> year. <b>Strengths:</b> Developing a well-structured integrated SaudiMED framework <b>Recommendation:</b> engagement of skills to maximize learning, not just in knowledge but in clinical applications, diagnostic skills, cognition, professional behavior, and patient safety.	
<b>New Target Benchmark</b>	<b>78 %</b>

<b>KPI Code #</b>
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<b>Program KPI: <i>Average grading of MCQs in Pediatrics course</i></b>	
<b>Assessment Year : 2018/2019</b>	
<b>Program Learning Outcome:</b> Acquire the basic knowledge in newborn and pediatrics diseases, immunization and management of infectious diseases	
<b>NQF Learning Domain</b>	<b>Knowledge</b>
<b>KPI Target Benchmark</b>	<b>70 %</b>
<b>KPI Actual Benchmark</b>	62.5%
<b>Internal Benchmark</b>	66%
<b>External Benchmark</b>	NA
<b>Analysis: (List strengths and recommendations)</b>	
The Average grading in MCQs in Pediatric course did not achieve the target benchmark, and the result is satisfactory.	
<b>Strengths:</b> Using a wide range of teaching and learning techniques to foster learning.	
<b>Recommendation:</b> Strengthening the use of the assessment tools in the formative, continuing and summative assessments.	
<b>New Target Benchmark</b>	<b>70 %</b>

<b>KPI Code #</b>	
<b>Program KPI: <i>Average grading of MCQs in Psychiatry course</i></b>	
<b>Assessment Year: 2018/2019</b>	
<b>Program Learning Outcome:</b> Identify factors influencing the health and illness patterns and the perception among populations; including life style, genetic, demographical, environmental, occupational, social, economic, psychological, and cultural factors	
<b>NQF Learning Domain</b>	<b>Cognitive skills</b>
<b>KPI Target Benchmark</b>	<b>76 %</b>
<b>KPI Actual Benchmark</b>	76%
<b>Internal Benchmark</b>	75%
<b>External Benchmark</b>	NA
<b>Analysis: (List strengths and recommendations)</b>	
The Average grading in MCQs in Psych course achieved the target benchmark, and the result is satisfactory.	
<b>Strengths:</b> Using a wide range of teaching and learning techniques to foster learning including problem-based learning, student's led seminars, practical (laboratory) classes, tutorials, e-learning (e-cases), clinical skills and simulation, bed-side learning, case-based learning, interactive and flipped lectures.	
<b>Recommendation:</b> Strengthening the use of the assessment tools in the formative, continuing and summative assessments. This particularly applies to diagnostic skills, cognitive skills, patient safety, and non-cognitive skills that are difficult to assess such as professionalism and professional behavior.	
<b>New Target Benchmark</b>	<b>78 %</b>

<b>KPI Code #</b>	
<b>Program KPI:</b> <i>Average grading of OSCE exam in ENT block</i>	
<b>Assessment Year :</b> 2018/2019	
<b>Program Learning Outcome:</b> Perform a comprehensive medical interview, a complete physical examination and essential clinical procedures competently.	
<b>NQF Learning Domain</b>	<b>Psychomotor</b>
<b>KPI Target Benchmark</b>	<b>90 %</b>
<b>KPI Actual Benchmark</b>	89.4 %
<b>Internal Benchmark</b>	84%
<b>External Benchmark</b>	NA
<b>Analysis: (List strengths and recommendations)</b>	
It is clear that the average grading of OSPE exam in ENT block is better than the average grading in MCQs that reflects the advanced psychomotor skills of the students	
<b>Strengths:</b> Practical (laboratory) classes, tutorials, e-learning (e-cases), clinical skills and simulation, bed-side learning, case-based learning, are good instructing methods rather than didactic lectures.	
<b>Recommendation:</b> This particularly applies to diagnostic skills, cognitive skills, patient safety, and non-cognitive skills that are difficult to assess such as professionalism and professional behavior.	
<b>New Target Benchmark</b>	<b>90 %</b>

<b>KPI Code #</b>	
<b>Program KPI:</b> <i>Average grading of OSCE exam in Medicine courses</i>	
<b>Assessment Year:</b> 2018/20179	
<b>Program Learning Outcome:</b> Manage appropriately patients with medical emergencies, acute and chronic medical conditions.	
<b>NQF Learning Domain</b>	<b>Psychomotor</b>
<b>KPI Target Benchmark</b>	77 %
<b>KPI Actual Benchmark</b>	73 %
<b>Internal Benchmark</b>	76%
<b>External Benchmark</b>	NA
<b>Analysis:</b>	
The average grading of OSCE exam in MED courses is satisfactory that reflects the advanced psychomotor skills of the students	
<b>Strengths:</b> Using a wide range of teaching and learning techniques to foster learning specially problem-based learning, student's led seminars, practical classes, tutorials, e-learning (e-cases), clinical skills and simulation, bed-side learning, case-based learning, interactive and flipped lectures.	
<b>Recommendation:</b> Strengthening the use of the assessment tools in the formative, continuing and summative assessments. This particularly applies to diagnostic skills, cognitive skills, patient safety, and non-cognitive skills that are difficult to assess such as professionalism and professional behavior.	
<b>New Target Benchmark</b>	<b>78 %</b>

<b>4. Orientation programs for new teaching staff</b>		
Orientation programs provided? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If offered how many participated? <input type="text" value="All"/>		
<b>a. Brief Description</b>		
The Faculty Development Unit at the College of Medicine has taken the initiative to provide all the Faculty members who newly-joined the College with workshops orienting them about the curriculum being implemented, modes of assessment, PBL tutoring, Block/Course construction, and construction of multiple choice questions.		
<b>b. List recommendations for improvement by teaching staff.</b>		
The Faculty Development Unit significantly lacks human resources, as well as equipment and secretaries. Therefore, funding should be allocated to the Unit in order to maintain and expand it.		
<b>c. If orientation programs were not provided, give reasons.</b>		
NA		
<b>5. Professional Development Activities for Faculty, Teaching and Other Staff</b>	How many Participated	
	Teaching Staff	Other Staff
<b>a. Activities Provided</b>		
Problem Based Learning Workshop	03	-
Workshop on ILOs Assessment and Quality Cycle Closure	15	-
Workshop on how to prepare Course Specifications and Course Report.	12	-
Course mapping: finding alignment	15	-
Advances in students instruction and assessment	17	-
<b>b. Summary analysis on usefulness of activities based on participant's evaluations or other evaluation methods.</b>		
There were several activities provided to the faculty during 2018/2019, some of it was not documented as the FDU was under reorganization and due to lack of administrative personnel. According to the results of the Faculty Development Unit annual Survey, improvement in capacities and performance of the faculty is achieved due to attendance of the FDU programs.		
It is reported in the Faculty satisfaction survey that 44 member of the surveyed group (88) faculty, participated in the faculty development activities last 2 years.		

**H. Independent Opinion on Quality of the Program (e.g. head of another similar department / program offering comment on evidence received and conclusions reached).**

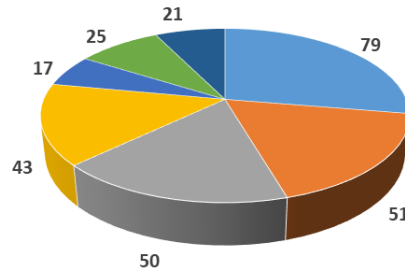
1. Matters Raised by Evaluator Giving Opinion <b>Employers' Opinion (Survey 2019)</b>	Comments by Program Coordinator
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<ul style="list-style-type: none"> <li>- Focus more on learning English language.</li> <li>- Provide better clinical training.</li> <li>- The clinical skills and communication skills need more improvement.</li> <li>- The newly graduated candidates are obviously below the standards with high GPAs which reflect poor educational environment.</li> <li>- Improve English language, Improve clinical skills.</li> <li>- Punctual advice, Responsibility of the clinic, Communication skills.</li> <li>- External rotation to improve their performance.</li> </ul>	<p>One of the main defect is the lack of teaching hospital. Absence of hospital is not just a barrier to clinical skills of our graduates but also an essential cause of lack of administrative leadership and communication and clinical skills in their daily practice.</p>
<p>2. Implications for Planning for the Program</p> <p>The need for a university hospital is crucial for training the students in the clinical phase and expose them to a variety of clinical cases. If it is not solved, this will be reflected on the level of our graduates.</p>	

### Community Partnership

Activities Implemented	Brief Description* (169 Faculty participated in this survey)
<b>Awareness lectures or activities</b>	79 responses from the faculty shared in giving these awareness lectures
<b>Training services for students or technicians from other institutes</b>	51 responses from the faculty shared in training the students postgraduate, technicians from the college and outside the college.
<b>Volunteering activities</b>	50 responses from the faculty provided volunteering activities during this academic year.
<b>Scientific contribution through the media</b>	43 responses about participation in the media Radio and TV for awareness of the infectious diseases, premarital screening and social events.
<b>External examiners in thesis of PhD or MSc</b>	17 responses from the faculty reported that they participated as an external examiners in the thesis of PhD and MSc.
<b>Specialized advisory services</b>	25 responses from the faculty provided advisory services to different institutes
<b>Arbitration of research papers or reports</b>	21 responses from the faculty that they included in arbitration of research papers for the KACST and other institutions
<b>Comment on Community Partnership **</b>	
A questionnaire is prepared, and the analysis of the Survey results showed the previously listed activities and community services provided by the faculty during the academic year 2018/2019.	

### Community Services of the Faculty (2018/2019)



- Awareness lectures or activities
- Volunteering activities
- External examiners in PhD or MSc
- Arbitration of research papers
- Training services
- Scientific contribution through the media
- Specialized advisory services

### 5. Program KPI and Assessment Table

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

KPI #	KPI	KPI Target Benchmark	KPI Actual Benchmark	KPI Internal Benchmarks	KPI External Benchmarks	KPI Analysis	KPI New Target Benchmark
1	Stakeholder's awareness rating of the mission and objectives (S 1.1)	90%	89%	87.5%	60 % Al Majmaa COM  84% Al Qassim COM	The data shows that 89% of stakeholders are aware with mission and objectives. Source of data: Online Survey (Google Form). This is a satisfactory percentage, our target is to even increase it to 95%.	95%
2	Stakeholder evaluation of the Policy Handbook, including administrative flow chart and job responsibilities (S 2.1)	90%	Students 64.4% Faculty 77%	77.5%	60 % Al Majmaa COM	The data shows that 64.4% and 77% of stakeholders (Students and faculty) are satisfied with the governance and administrations at the college . Source of data: Online Survey (Google Form). This is a satisfactory percentage, our target is to even increase it to 90%.	90%
3	Students overall evaluation on the quality of their learning experiences at the institution (S 3.1)	75%	64.6%	61.8%	60% Al Majmaa COM  78% (3.9) Al Qassim COM	The data shows that 61.8% of students were satisfied with their quality of learning experiences at the institution in the last academic year (2017-2018). Total 545 students participated in this survey which included 84 questions, the response of the students' satisfaction about their experience in the program was 3.23/5 (64.6%). It is recommended to keep the new target of 80% student's satisfaction for the next two years.	80%
4	Proportion of courses in which student evaluations	100%	100 %	100%	95% Al Majmaa COM	The data shows that proportion of courses in which student evaluations were conducted during the last academic year (2017-2018) was	100%

	<b>were conducted during the year.</b> (S 3.2)				100% Al Qassim COM	100% (54:54) same as this year 2018/2019 which meets the internal and external benchmark. Source of data: University Online Surveys.	
5	<b>Ratio of students to teaching staff (Based on full time equivalents).</b> (S 4.1)	5:1	887:170 (5.2:1)	784:171 (4.6:1)	Al Majmaa COM: 6:1  Al Qassim COM: 4.9:1	The data shows that ratio of students to teaching staff was: 784:171 (4.6:1) during the last academic year (2017-2018). This academic year 2018/2019 after increasing the admission of female students and stability of the staff number the ratio became 887:170 (5.2:1).	4.5:1
6	<b>The Students overall rating on the quality of their courses</b> <i>(Average rating of students on a five point scale on overall evaluation of courses)</i> (S 4.2)	90%	89% (4.45/5)	62% (3.1/5)	Al Majmaa COM: 60%  Al Qassim COM: 74% (3.7)	The data shows that the overall evaluation of quality of teaching as perceived by the students was 89% of students in academic year 2017-2018. All the students participated in the survey conducted by the university to evaluate the courses through a 5 score questionnaire containing 30 questions. It is recommended to keep the new target of 95% for overall evaluation of quality of teaching for which all academic staff will be encouraged and their co-operation will be needed.	95 %
7	<b>Proportion of teaching staff with verified doctoral qualifications</b> (S 4.3)	90%	86% (147/170)	84.97% (147:173)	Al Majmaa COM: 90%  Al Qassim COM: 97.7%	This data shows that 86% of teaching staff have verified doctoral qualification in academic year 2018-2019. It is recommended to increase the teaching staff with verified doctoral qualification to reach the target benchmark of 90%.	90%
8	<b>Retention rate; Percentage of students entering programs who successfully complete first year.</b>	95%	93.8%	86.40%	Al Majmaa COM: 80%	This data shows that 93.8% of full time undergraduate students were eligible to proceed to second year after their first academic year in	95%

	(S 4.4)				Al Qassim COM: 86%	academic year 2018-2019. The average male and female students passed the final examinations were 200 student out of 213 students sat for the final examinations. 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.	
9	<b>Completion rate: Proportion of students entering undergraduate programs who complete those programs in minimum time. (S 4.5)</b>	100%	96%	100%	Al Majmaa COM: 70%  Al Qassim COM: 64.3%	This data shows that 96% of full time students completed the program in minimum time in academic year 2018-2019, which is below the internal benchmark and above external benchmark.	100%
10	<b>Proportion of students entering postgraduate programs who successfully complete those programs in specified time. (S 4.6)</b>	90%	70.4%	65.21%	Al Qassim COM: 75%	This data shows that 70.4% of students entering postgraduate programs successfully completed their programs in specified time in the academic year 2018/2019 while 65.21% of students entering postgraduate programs successfully completed that program within the specified time in academic year 2017-2018. It is recommended to keep the new target of 90% for which all academic staff will be encouraged and their co-operation will be needed.	90 %
11	<b>Proportion of graduates from undergraduate programs who within six months of graduation are employed (S 4.7)</b>	60%	40/75 (53.3%)	50%	Al Majmaa COM: 100%  Al Taif COM 74.83 %	This data shows that 53.3% of graduated students are employed within 6 months after graduation in academic year 2018-2019. It is recommended to keep the new target of 60% for which all academic staff will be encouraged and their co-operation will be needed.	60%



12	<b>Ratio of students to administrative staff (S 5.1)</b>	15:1	20.2: 1 (887:44)	16.72: 1 (736:44)	Al Majmaa COM 22:1  Al Qassim COM 13:1	This data shows that ratio of administrative and support staff to students in academic year 2018/2019 was 20.2:1 while in 2017-2018 was 16.72:1. It is recommended to increase the number of administrative and support staff to reach the target of 12:1.	12:1
13	<b>Student evaluation of academic and career counselling. (Average rating on the adequacy of academic and career counselling on a five point scale). (S 5.3)</b>	90%	84%	83.8%	Al Majmaa COM: 80%  Al Qassim COM: 76% (3.8)	The data shows that 84% of students in the academic year 2018/219 reported that what they have learnt during the program was useful compared to 83.8% of students in academic year 2017-2018. It is recommended to keep the new target of 90% overall rating from graduate students for usefulness of their learning experience during this program for which all academic staff will be encouraged and their co-operation will be needed.	90%
14	<b>Number of book titles held in the library as a proportion of the number of students. (S 6.1)</b>	2:1	1.44:1	1.8:1	Al Qassim COM 24:1	The data shows that proportion of book titles to the number of students during the last academic year (2018-2019) was 1280:887 due to increased number of students (1.44:1 book title per student) compared to 1200:650 (1.84 book title per student) in 2017/2018. It is recommended to increase more books to reach the target benchmark of 2:1. According to our new planning about the upgradation of the library, we will add 1500 book titles to the library.	2:1
15	<b>Stakeholder evaluation of library services. (Average rating on adequacy of</b>	students 70 %	Students 68.6% Faculty 72%	students 63 %	Al Majmaa COM:4/5 (80%)	The data clearly showed that we achieved 68.6% satisfaction rate of the library services by the students in	Students/ Faculty 80%

	<i>library services on a five point scale). (S 6.4)</i>				Al Qassim COM: 3.7/5 (74%)	the academic year 2018/2019 compared to 63% of students being satisfied with the library services in academic year 2017-2018. It is recommended to increase this percentage to reach the target of 80% for which the library staff will be encouraged and their co-operation will be needed.	
16	<b>Ratio of library space unit to student.</b> <i>(S 6 additional)</i>	1: 2.31 M <sup>2</sup>	1: 2.31 M <sup>2</sup>	1: 2.31 M <sup>2</sup>	1: 2.3 M <sup>2</sup> International survey (UNESCO).	The data shows that every student has a 2.31 square meter (M <sup>2</sup> ). The standard recommended that the student should have 2.3 M <sup>2</sup> . Ratio of library space unit to students is very good and actual benchmark already meets the target benchmark, so further improvement is not required	1:2.31 M <sup>2</sup>
17	<b>Average overall rating of adequacy of facilities (IT, Digital library &amp; e-learning) and equipment in a survey of teaching staff</b> <i>(S 7.3)</i>	70 % staff satisfaction	62 % staff satisfaction	59.3 % staff satisfaction	Al Majmaa COM: 80% Al Qassim COM : 90% (e-learning)	The data shows that we came close to achieving our target of 70% by achieving 62% satisfaction rate in the academic year 2018/2019 compared with 59.3% staff satisfaction with the IT services provided to them in academic year 2017-2018. We would like to keep our target benchmark same (80%) and work towards achieving it by the co-operation of IT department and administrative affairs.	80%
18	<b>Average overall rating of adequacy of office space in a survey of teaching staff.</b> <i>(S 7 additional)</i>	70 % staff satisfaction	69.4 % staff satisfaction	55.5 % staff satisfaction	NA	The data shows that we met our target of 70 % satisfaction rate of staff with the office space by achieving 69.4% (3.47/5) in the survey of the staff 2018/2019. We would like to revise our target benchmark to 80 % and work towards achieving it by the co-operation of administrative affairs.	80%

19	<b>Proportion of teaching staff leaving the institution in the past year for reasons other than age retirement. (S 9.1)</b>	0 %	0%	1.13 %	Al Majmaa COM: <1%  Al Qassim COM: 3.2 %	No faculty left the institution this academic year compared to 2 teaching staffs (1.13%) left the institution for any reason other than age retirement during the last academic year of 2017-2018	0%
20	<b>Proportion of teaching staff participating in professional development activities during the past year (S 9.2)</b>	90 %	98%	70 %	Al Majmaa COM: 80%  Al Qassim COM: 92%	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 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 9100% participation of teaching staff in faculty development activity for which all academic staff will be encouraged and their co-operation will be needed.	100%
21	<b>Number of refereed publications in the previous three years per full time equivalent member of teaching staff (Publications based on the formula in the Higher Council Bylaw excluding conference presentations). (S 10.1)</b>	5	3.38	1.7	NA	Through a survey conducted this academic year included 169 of our staff it is evident from the data that 3.38 publications in the previous three years per full time members of teaching staff compared to 1.7 per teaching staff. Total 561 refereed publications were there in past three years by 166 faculty. It is recommended to keep the new target of 5 publications in the three years per full time members of teaching staff for which all academic staff will be encouraged and their co-operation will be needed.	5
22	<b>Proportion of full time members of teaching staff</b>	90%	63.8%	56%	Al Majmaa COM: 60%	This data shows that 63.8% of the staff has at least one refereed publication during 2018/2019	90%

	<b>with at least one refereed publication during the previous year. (S 10.2)</b>				Al Qassim COM: 0.8%	compared with 56% of the total teaching staff in the academic year 2017-2018. It is recommended to keep the new target of 90% of the total teaching staff will have at least one refereed publication for which all academic staff will be encouraged and their co-operation will be needed.	
23	<b>Number of citations in refereed journals in the previous year per full time equivalent teaching staff. (S 10.3)</b>	30:1	Average per faculty (19:1)	15:1	Al Majmaa COM: 10:1  Al Qassim COM: 11:1	This data shows that the citation of the publications in refereed journals of the total staff last year was 19:1 while it was 15:1 in the previous academic year 2017/2018. It is recommended to keep the new target of 30:1 for the citations of the total teaching staff publications who will have at least one refereed publication where the staff will be encouraged for more research and publications and their co-operation will be needed.	30:1
24	<b>Number of papers or reports presented at academic conferences during the past year per full time equivalent members of teaching staff. (S 10.4)</b>	One presentation per full time staff members	0.76 presentation per full time staff members	0.16 presentation per full time staff members	Al Majmaa COM:10  Al Qassim COM: 1.3	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.	One presentation

25	<p><b>Percentage of teaching staff distribution (by academic rank) Professor, Associate Prof. Assistant Prof. Lecturers, Demonstrators (S 10.5)</b></p>	<p><b>Prof:</b> 3.55%  <b>Assoc. P:</b> 8.88%  <b>Assist. P:</b> 79.29%  <b>Lecturer:</b> 2.37%  <b>Demonst:</b> 5.91%</p>	<p>Same actual benchmark</p>	<p><b>Prof:</b> 3.55%  <b>Assoc. P:</b> 8.88%  <b>Assist. P:</b> 79.29%  <b>Lecturer:</b> 2.37%  <b>Demonst:</b> 5.91%</p>	<p>Al Majmaa COM  <b>Prof:</b> 0%  <b>Assoc. P:</b> 5.3%  <b>Assist. P:</b> 62%  <b>Lecturer:</b> 4%  <b>Demonst:</b> 28.7%</p>	<p>The data shows that staff members at the College of Medicine, Al Imam university in the academic year 2018/2019 compared to Al Majmaa COM is distinguished in the higher designations. The same ratio of staff to students is the same as last academic year 2017/2018 and it is recommended to keep the same target benchmark in the coming year and increase the Female staff in some specialties in the basic science stage.</p>	<p>Increase the ratio of staff to students to be 1:4.5</p>																														
26	<p><b>Proportion of full time teaching and other staff actively engaged in community service activities (S 11.1)</b></p>	<p>100%</p>	<p>98.2% 2.17 per staff</p>	<p>64.4%</p>	<p>Al Majmaa COM: 70%  Al Qassim COM: 48%</p>	<p>This data shows that the proportion of full time teaching staff and other staff actively engaged in 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"> <li>• Awareness lectures or activities 79 (47.59 %)</li> <li>• Training services for students or technicians from other institutes 51 (30.72 %)</li> <li>• Volunteering activities 50 (30.12%)</li> <li>• Scientific contribution through the media 43 (25.90%)</li> <li>• External examiners in thesis of PhD or MSc 17 (10.24%)</li> <li>• Specialized advisory services 25 (15.06%)</li> <li>• Arbitration of research papers or reports 21 (12.65%)</li> <li>• I was not involved in any community service in the past year 33 (19.88%)</li> <li>Others 15 (9.04%)</li> </ul>	<p>100%</p>																														
<div style="text-align: center;"> <p><b>Community Services of the Faculty (2018/2019)</b></p> <table border="1" style="margin: 10px auto;"> <caption>Data for Community Services of the Faculty (2018/2019)</caption> <thead> <tr> <th>Service Category</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> <tr> <td>Not involved in any service</td> <td>33</td> <td>19.88%</td> </tr> <tr> <td>Others</td> <td>15</td> <td>9.04%</td> </tr> </tbody> </table> </div>								Service Category	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%	Not involved in any service	33	19.88%	Others	15	9.04%
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**Comments on the Program KPIs and Benchmarks results :**

The results of the KPIs for this academic year 2018/2019 showed improvement in some areas compared with the KPIs of last year 2017/2018 and with benchmarking with some colleges of similar program and educational strategies. The KPIs are a good measure for our current performance and gives us a real indication for improvement.

- Majority of students were satisfied with their quality of learning experiences at the College.
- A good proportion of courses were evaluated by the students.
- Optimal ratio of students to teaching staffs is currently exists.
- Majority of the students believed in the usefulness of what they have learned during this program in the future
- A good percentage of teaching staff possesses verified doctoral qualifications.
- The College falls within the national average, as compared other Colleges in KSA.
- The percentage completion falls above the national average.
- A good ratio of text books is currently exists in the library.

**5. Analysis of Program Evaluation**

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

**Strengths :**

- Majority of students were satisfied with their quality of learning experiences at the College.
- All the courses were evaluated by the students.
- Optimal ratio of students to teaching staffs is currently exists.
- Majority of the students believed in the usefulness of what they have learned during this program in the future
- A good percentage of teaching staff possesses verified doctoral qualifications.
- The College falls within the national average, as compared other Colleges in KSA.
- The percentage completion falls above the national average.
- A good ratio of text books is currently exists in the library.
- A good percentage of degree satisfaction.
- Acceptable space for staff offices.
- A good retainment rate of teaching staff.
- Optimum percentage of participation of teaching staff in at least one full day or equivalent of professional development activities.

**Areas for Improvement:**

- To keep the new target of 100% student's satisfaction for the next two years for which all academic staff will be encouraged, and their co-operation will be needed.
- To increase the percentage of students who could finish the Program in minimum time.
- To work on the average and weak students to make the percentage even higher.
- A significant work is urgently needed to increase the ratio of administrative and support staff.
- With the increase in the number of students enrolled in the Program, the existing ratio need to increase as well.
- A significant work needs to be done in relation to IT services at the College.
- The lecture rooms equipped with the best audiovisual equipment but there is
- no IT personal in the collage to maintain

- To increase the space available for both students and staff.
- With such a low number of Faculty members, especially in the Pre-Clinical Phase, it is badly needed to recruit teaching assistants, secretaries, and qualified technicians, so that the Faculty members could focus on conducting research and publishing papers. A fully-functional Research Center is also a necessity in order to achieve such a goal.
- Need research assistants to increase no of published articles
- Need more trained administrative employees
- Improve and augment the research lab services.
- Provide the faculty members with all the basic equipment (lab tops, office furniture, office phone, office computer and printer.."
- The simulation center needs to be more equipped with manikins, and other training tools in OBGYN
- Induction of faculty development activities every week.

#### **Priorities for Improvement:**

- Communicate with External referees to evaluate the program.
- To benchmark with one or more of the equivalent colleges.
- A fully-functional Research Center is a necessity in order to achieve such a goal.
- Supporting the research activities with funds, equipment and research assistants
- Recruitment of female staff in the basic science stage.
- Establishment of university hospital or make Agreement with more hospitals to increase the clinical exposure to different cases.
- Supporting the IT services in the College.
- Increasing the administrative staff by recruitment of highly qualified personnel.
- Condensing the Faculty Development programs.
- Activation of the online blackboard as an educational tool and providing training workshops for students and Faculty

### Program Action Plan Table

Directions: Based on the “*Analysis of KPIs and Benchmarks*” provided in the above Program KPI and Assessment Table, list the recommendations identified and proceed to establish a continuous improvement action plan.

No.	Recommendations	Actions	Assessment Mechanism Of Criteria	Responsible Person	Start Date	Completion Date
1	<b>Communicate with External referees to evaluate the program</b>	Communicate with international experts in Medical education	<ul style="list-style-type: none"> <li>Revision of 2 major courses e.g Medicine and Surgery</li> </ul>	Medical education department	Next year	Continuous relation with experts.
2	<b>To benchmark with one or more of the equivalent colleges</b>	Communicate with other colleges	<ul style="list-style-type: none"> <li>Getting approval from 2 or more colleges for benchmarking with them.</li> </ul>	Vice Dean for Quality & Development and Academic Quality Unit	Next year	Long term relationship
3	<b>A fully-functional Research Center is a necessity in order to achieve such a goal</b>	Communication with the university for financial and technical support	<ul style="list-style-type: none"> <li>Reactivation of the research center and conduction of research projects</li> <li>Getting fund from the university</li> <li>Getting fund from the university</li> </ul>	Vice Dean for Postgraduate and Scientific Research	Request to the university to increase the budget	Long term
4	<b>To improve the ratio of Staff: students especially for the Pre-Clinical Phase.</b>	Recruitment of staff	<ul style="list-style-type: none"> <li>Increased Satisfaction from students on evaluating the program</li> <li>Recruitment of more Female staff</li> </ul>	College administration	Beginning of each academic year	End of the academic year
5	<b>Supporting the IT services in the College</b>	Recruitment of IT personnel	<ul style="list-style-type: none"> <li>Increased stakeholders' satisfaction</li> </ul>	College administration	Beginning of each academic year	End of the academic year
6	<b>A significant work is urgently needed to increase the ratio of administrative and support staff.</b>	Recruitment of staff	<ul style="list-style-type: none"> <li>Increased stakeholders' satisfaction</li> </ul>	College administration	Beginning of each academic year	End of the academic year
7	<b>To increase the space available for both students and staff.</b>	Moving to a new campus	<ul style="list-style-type: none"> <li>Increased satisfaction of the stakeholders</li> </ul>	College administration	Beginning of each academic year	End of the academic year
8	<b>With such a low number of Faculty members, especially in the Pre-Clinical Phase, it is badly needed to recruit teaching assistants, and qualified technicians</b>	Recruitment of staff	<ul style="list-style-type: none"> <li>Faculty satisfaction with the Faculty: students ratio</li> </ul>	College administration	Beginning of each academic year	End of the academic year



Action Plan Analysis (List the strengths and recommendations for improvement of the Program Action Plan).

**Strengths:**

- Majority of students were satisfied with their quality of learning experiences at the College.
- All the courses were evaluated by the students.
- Optimal ratio of students to teaching staffs is currently exists.
- Majority of the students believed in the usefulness of what they have learned during this program in the future
- A good percentage of teaching staff possesses verified doctoral qualifications.
- The College falls within the national average, as compared other Colleges in KSA.
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- A good percentage of degree satisfaction.
- Acceptable space for staff offices.
- A good retainment rate of teaching staff.
- Optimum percentage of participation of teaching staff in at least one full day or equivalent of professional development activities.

**Recommendations:**

- Communicate with External referees to evaluate the program.
- To benchmark with one or more of the equivalent colleges.
- A fully-functional Research Center is a necessity in order to achieve such a goal.
- Supporting the research activities with funds, equipment and research assistants
- Recruitment of female staff in the basic science stage.
- Establishment of university hospital or make Agreement with more hospitals to increase the clinical exposure to different cases.
- Supporting the IT services in the College.
- Increasing the administrative staff by recruitment of highly qualified personnel.
- Condensing the Faculty Development programs.
- Activation of the online blackboard as an educational tool and providing training workshops for students and Faculty
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## I. Action Plan Progress Report

1. Progress on Implementation of Previous Year's Action Plans			If Not Complete, Give		
Actions Planned	Planned Completion Date	Person Responsible	Completed	Reasons	Proposed action
Recruit teaching staff, assistants, secretaries, and qualified technicians	By the end of the academic year 2018/2019.	Dean of the College Vice dean of Administrative affairs	The college has received approval from the university regarding recruiting the requested staff	According to the university bylaws	
Ensuring that the assessment questions used in the formative and summative examinations are reviewed at the level of authors, departmental level and assessment committee.	By the end of the academic year 2018/2019.	Courses' coordinators and the assessment unit.	This process is achieved thru the assessment and examination centre where all the blue prints are reviewed for each exam.		

Program Chair/ Coordinator Name: **Dr. Tariq Al Asbaly**



Date Report Completed: Dec-2019

Received by: \_\_\_\_\_ Dean/Department Head

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Attachments:



Kingdom of Saudi Arabia  
Imam Mohammed Ibn Saud Islamic University  
College of Medicine



**EMPLOYERS' SATISFACTION SURVEY  
2019**

**Independent Opinion Report**

**Review of the Self Study Report**

College of Medicine  
Imam Mohammad Ibn Saud Islamic University

Prepared by

**Prof. Ola Lehita, MD**

Vice Dean for postgraduate studies and research affairs  
Faculty of Medicine, Suez Canal University, Ismailia, Egypt

February 2019