



Annual Program Report

— (Bachelor)

Program: **Bachelor of Medicine and Surgery**

Program Code (as per Saudi Standard Classification of Educational Levels and Specializations): **091201**

Qualification Level: **Bachelor's degree (Undergraduate Program)**

Department: **N/A**

College: **Medicine**

Institution: **University of Jeddah**

Academic Year: **2022-2023**

Main Location: **Hamzah Ibn Al Qasim street,**

Branches offering the Program (if any):

- ...N/A.....
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A. Program Statistics

Item	Number
Number of students enrolled in the program	1067
Number of students who started the program (in reporting year)	212
Number of students who completed the program	262

B. Program Assessment

1. Program Learning Outcomes Assessment and analysis according to PLOs assessment plan *

#	Program Learning Outcomes	Assessment Methods (Direct and Indirect)	Targeted Performance (%)	Assessment Results
Knowledge and Understanding				
PLO1	Integrate basic, clinical, behavioral and social sciences in medical practice	Direct	70%	73.4%
PLO2	Practice evidence-based health care	Direct	70%	78.9%
Skills				
PLO3	Demonstrate the essential clinical skills	Direct	70%	76.5%
PLO4	Use clinical reasoning, decision making, and problem solving skills in medical practice	Direct	70%	78.3%



PLO5	Manage patients with life-threatening medical conditions	Direct	70%	74%
PLO6	Formulate and implement appropriate management plans for patients with common medical problems	Direct	70%	72%
PLO7	Place patients' needs and safety at the center of the care process	Direct	70%	73.3%
PLO8	Adhere to the regulations of Saudi healthcare system in the kingdom	Direct	70%	-
PLO9	Advocate health promotion and disease prevention	Direct	70%	68.6%
PLO10	Effectively communicate with patients, their families, colleagues, and other health professionals	Direct	70%	77.4%
PLO11	Practice teamwork and	Direct	70%	75.7%





	inter-professional collaboration			
PLO12	Use medical informatics in healthcare system effectively	Direct	70%	64%
PLO13	Demonstrate professional attitudes and ethical behaviours of physicians.	Direct	70%	-
PLO14	Apply Islamic legal and ethical principles in professional practice	Direct	70%	96%
PLO15	Demonstrate the capacity for self reflection and professional development	Direct	70%	-
PLO16	Demonstrate basic research skills	Direct	70%	-
Values, autonomy, and responsibility				
PLO17	Demonstrate scholarly behaviors	Direct	70%	92.1

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

Strengths:

- Strong theoretical knowledge





- Being attached to another hospital, students had the opportunity to witness real life scenarios where a patient's need is the 1st priority.
- The program prepares a consistent Long-life learner, and leaders with appropriate decision-making skills.

Aspects that need improvement with priorities:

- Establish partnerships with different regional hospitals to expand the scope of clinical exposure, ensuring students witness a wide range of real-life scenarios and diverse patient needs
- Hire staff specializing in healthcare regulations to deliver lectures, igniting students' passion and knowledge about the evolving Saudi healthcare system.
- Implement a faculty development program to enhance the expertise and capabilities of staff members at Jeddah University, enabling them to deliver the course that is currently taught by staff from another university
- Create a dedicated computer lab equipped with the necessary hardware and software to facilitate hands-on training and practice with various medical informatics applications relevant to the Saudi healthcare system, enabling students to develop their skills and explore innovative solutions in this rapidly evolving field.
- Four PLOs, were not measured so an area for improvement is needed to revise and reduce the 17 PLOs, maintaining comprehensive coverage of essential medical competencies while aligning efficiently with national standards and stakeholder expectations.

2. Students Evaluation of Courses

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 5)	Developmental Recommendations
MDAN-211	Embryology	34	22	4.6	Surveys from 34 students indicate that the objective of the course where well constructed the faculty members were knowledge, wind, and adhere to the courses plan. Also the students acknowledge that the course develop their learning skills, however, improvement to further in courage, learning engagements can benefit the overall quality of the course.





Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 5)	Developmental Recommendations
MDAN-212	Cells and Tissues	36	23	4.4	Surveys from 36 students indicate that the objective of the course where well constructed the faculty members were knowledge, wind, and adhere to the courses plan. Also the students acknowledge that the course develop their learning skills, however, improvement to further in courage, learning engagements can benefit the overall quality of the course.
MDAN-214	General Anatomy	36	23	4.5	Surveys from 36 students indicate that the objective of the course where well constructed the faculty members were knowledge, wind, and adhere to the courses plan. Also the students acknowledge that the course develop their learning skills, however, improvement to further in courage, learning engagements can benefit the overall quality of the course.
MDBM-215	Biochemical Basis of Medicine	33	22	4.4	Surveys from 33 students indicate that the object lives of the course where well constructed, and the faculty members were knowledgeable and adhere to the closest plants. Also the students acknowledge that the course develop their learning skills. However, improvements to further inquiries joining engagement can benefit the overall quality of the course.
MDBM-224	Nutrition and Metabolism	-	-	-	-





Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 5)	Developmental Recommendations
MDGN-222	Medical Genetics	71	46	4.5	71 students responded to the medical genetic course's quality assurance survey. Their responses indicated that the course was introduced in a very nice and new method by using small videos as trailer provided before each lecture on the blackboard. The course was structured and instructed very well. on how to succeed. Course resources and the academic team were available throughout the course, they provided Whatsup group included the students and with Dr Abeer and Dr Wed. The instructors were knowledgeable, professional, encouraging and enthusiastic. The course helped in improving communication and problem-solving skills, and teamwork ethics and research aspect specially in the poster competition. Grade reports to the students on time. The responses illustrated Excellent students' satisfaction of the overall quality of this course.
MDMB-224	Clinical Microbiology	-	-	-	-
MDPH-214	Foundation Module	34	22	4.5	Thirty-four students responded to the foundation course's quality assurance survey. Their responses indicated that the course was well-structured and had clear instructions on how to succeed. Course resources and the academic team were available throughout the course. The instructors were knowledgeable, professional, and encouraging. The time available was sufficient to complete the requested tasks. The responses illustrated students' satisfaction of the overall quality of this course.



Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 5)	Developmental Recommendations
MDPR-222	Clinical Pharmacology	75	48	4.2	75 students responded to the pharmacology course's quality assurance survey. Their responses illustrated that the course had clear guidelines and criteria. The resources and educational staff were available and cooperative, which supported the students. The educational staff were well educated and skilled in the pharmacological fields. Educational tools were used, and there was a response to student inquiries. Problem-solving and communication skills were exercised during this course. The responses of students are "above" average satisfaction; the average score was 3.9, which can be improved.





Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 5)	Developmental Recommendations
MDPT-225	Pathology	24	16	4.2	<p>The overall average of 4.2/5 for all 24 survey questions indicates a consistently good to excellent performance level by the pathology course in accordance with the 65 student responses. Areas surveyed included course learning outcomes and learning environment, assessments and evaluations as well as the instructors involved in teaching this course. Recommendations: Areas for future improvement (specific points that fall below average – Qs 7/11/15/17/23) include: Instructor: Unavailable to help during office hours. Course: Insufficient resources. Lack of appropriate development of KSA due to little understanding of student requirements during course (activities, practicals). Insufficient communication skills. Assessment: Late grade distribution.</p> <p>Recommendations: Revise timetable and course contact hours. Revise course learning outcomes and proper alignment with MVA, P-K-S/LOs, graduate attributes, teaching and assessment. Revise course content (e.g., practical skills lab/ medical simulation) as well as teaching strategies utilized. Consider addition of formative assessment to evaluate on-going student learning or obstacles during the course. Discuss instructor issues with the teaching staff (insight, awareness and future prevention of problems such as office hours)</p>



Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 5)	Developmental Recommendations
MBPH-315	Cardiovascular System Module	31	18	4.2	31 students responded to the CVS Module's quality assurance survey. Their responses indicated that the course was overall well-structured and had clear instructions on how to succeed. Course resources and the academic team were mostly available throughout the course. The instructors were knowledgeable, professional, encouraging and enthusiastic. Duration of the course was somewhat insufficient for the educational material given. Areas for future improvements include activities focusing on improving communication skills and teamwork ethics. The responses illustrated students' satisfaction of the overall quality of this course.
MDAN-316	Nervous System Module	-	-	-	-
MDAN-324	Reproductive System Module	-	-	-	-



Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 5)	Developmental Recommendations
MDBM-315	Musculoskeletal System Module	28	17	4.1	28 students responded to the MSK Module's quality assurance survey. Their responses indicated that the course was overall well-structured and had clear instructions on how to succeed. Course resources and the academic team were mostly available throughout the course. The instructors were knowledgeable, professional, and enthusiastic. Encouragement of questions and discussions was somewhat suboptimal. The time available was sufficient to complete the requested tasks. The course helped in improving communication and problem solving skills, and teamwork ethics. The responses illustrated students' satisfaction of the overall quality of this course.





Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 5)	Developmental Recommendations
MDMB-314	Immune, Blood and Lymph Module	24	15	4.2	The overall average of 4.2/5 for all 24 survey questions indicates a consistently good performance level by the IBL module course in accordance with the 28 student responses. This includes the course learning outcomes, the course learning environment, assessments and evaluations as well as the instructors involved in teaching this course. Recommendations: Areas for future improvement (specific scores that fall below average – Qs 7/8/10/15/17/19-22) include: Instructor: Office hours. Revise timetable and staff office hours. Passionate in teaching. Discuss issue with teaching staff. Faculty development. Course: Usefulness of material. Development of intended knowledge and skills by course activities. Add orientation (if applicable). Revise course content and study-load. Clarify the connection with other courses. Clarify importance of course in clinical setting. Addition of more problem-solving and critical thinking exercises. Addition of more team-based assignments/tasks. Both theory and practical sessions. Proper alignment with teaching strategies and assessments. Setting and equipment availability. Assessment. Grading and distribution. Revise timetable . Revise specific reasons for delay"
MDPH-324	Endocrinology Module	-	-	-	-



Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 5)	Developmental Recommendations
MDPH-322	Early Clinical Experience and Communication Skills	98	56	4.2	98 Students in the early clinical experience, course reported being highly satisfied with various aspects of the course. They expressed positive feedback regarding the clarity of course, outlines objectives, assessment, and evaluation methods as well as the availability of resources. Additionally, they praise the faculty for the time management, professionalism and competence, and appreciated their passion for teaching and dedication to students progress. The students also found the study material to be up-to-date and helpful. They felt encouraged to develop critical thinking, problem-solving, communication, skills and teamwork. Furthermore, the students were pleased with the time released of assessment and evaluation results.
MDPR-314	Respiratory System Module	-	-	-	-
MDPT-324	Gastroenterology Module	-	-	-	-





Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 5)	Developmental Recommendations
MDPT-325	Urinary System Module	25	15	4.1	The survey responses from 25 students highlight the vital role of the course in building their fundamental knowledge, with positive recognition for knowledgeable faculty and effective delivery of scientific materials. Additionally, there is an encouraging call for increased student participation and a recommendation to improve the time it takes to deliver exam results, aiming to enhance the overall learning experience. Efforts to strengthen communication include the suggestion to set regular office hours for faculty-student interactions, providing a structured avenue for clarifications and additional support outside of class time. This proactive approach aims to foster a more collaborative and engaged learning environment.
MDBM-481	Laboratory Medicine	-	-	-	-
MDBI-482	Basic Imaging	46	32	4.1	The feedback received from 46 students suggests that they recognize the course's significance in establishing their foundational knowledge. Moreover, they express satisfaction with the faculty members, noting their expertise and commitment to delivering scientific content as outlined. The students value the efforts invested in defining the course's objectives and teaching plan. There is a call for enhancements in communication between faculty and students, particularly for setting office hours.



Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 5)	Developmental Recommendations
MDMS-471	Clinical Skills Module	31	22	3.2	The clinical skills course has received a positive response from the 31 students who found out to service the expressed satisfaction with the course, outline objectives, assessment methods and available resources. The feedback is this time management professionalism and Passion for teaching where I was surprised. Students report being encouraged to develop critical thinking problem-solving, communication, skills and teamwork. However, there were some concerns about the late assessment and evaluation results. Lastly, the overall evaluation of the course quality was neutral.



Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 5)	Developmental Recommendations
MDOP-484	Ophthalmology	30	22	3.6	The evaluation of the ophthalmology course was generally positive. Students rated the design of the curriculum, including objectives, lesson outline, assessment methods, and grade distribution, as satisfactory. They found the course references and material to be up-to-date and available, with sufficient use of electronic teaching material when applicable. The faculty members' performance exceeded expectations, as they were praised for their professional attitude, availability for support, and approachability at all times. The learning environment was safe and encouraged critical thinking skills, a growth mindset, and the development of soft skills such as teamwork and communication between students and faculty members. However, there were some concerns regarding the delay in releasing marks, which received unsatisfactory responses. Despite this, the overall consensus was that the ophthalmology course was relevant and provided a continuous pathway for professional development.



Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 5)	Developmental Recommendations
MDCM-592	Family Medicine	28	20	4.4	28 students responded to the Family medicine course's quality assurance survey. Their responses indicated that the course was successful in its introduction and structure. Students indicated that course resources and the academic team were mostly available throughout the course. Their responses showed a high level of satisfaction about the clarity of teaching plan and course objectives. The instructors were knowledgeable, professional, encouraging and enthusiastic. The course helped in improving students' communication skills and teamwork ethics. Grade reports were provided to the students on time. The responses illustrated a high level of students' satisfaction with the quality of this course.
MDIC-503	Anesthesia & Critical Care	30	21	4.6	Students were asked for their feedback on course design and clarity of steps, educational staff competence, availability, punctuality, collaboration and approachability, whether the course encouraged them to participate and whether they found the course material to be useful. Finally, they were asked about their overall satisfaction with the course. The average score for all questions was more than 4, showing a high level of satisfaction.





MDOG-591	Obstetrics and Gynaecology	24	34	4.2	<p>The overall average of 4.2/5 for all 24 survey questions indicates a consistently good performance level by the pathology course in accordance with the 65 student responses. Areas surveyed included course learning outcomes and learning environment, assessments and evaluations as well as the instructors involved in teaching this course. Recommendations: Areas for future improvement (specific points that fall below average – Qs 1-5/ 7/12/15-17/22-24) include: Instructor: Insufficient commitment from faculty to deliver the course completely (time management, organization, content, workload). Unavailable to help during office hours. Course: Unclear course learning outcomes and course instruction. Unclear course assistance (office hours and references). NON-alignment of course learning outcomes/ expectations from students and actual course implemented. Insufficient utilization of technology with teaching. Lack of appropriate development of KSA due to little understanding of student requirements during course (activities, practicals). Overwhelming course content (unrealistic amount of work to amount of credit hours). Insufficient communication skills. Insufficient teamwork and collaboration. Overall dissatisfaction with course quality. Assessment: Unclear assessment information. Late grade distribution. Recommendations: Revise timetable and course contact hours. Revise course learning outcomes and proper alignment with MVA, P-K-S/LOs, graduate attributes, teaching and assessment. Revise course content (e.g., practical skills lab/ medical simulation) as well as teaching strategies and technology utilized. Incorporate more diverse teaching methods and technology tools. Consider addition of formative assessment to evaluate on-going student learning or obstacles during the course.</p>
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Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 5)	Developmental Recommendations
					Discuss instructor issues with the teaching staff (insight, awareness and future prevention of problems such as office hours and incomplete teaching). Revise all aspects of course – LOs, teaching and learning, assessment and clarify each to better help the students understand. Revise teamwork activities and collaboration (projects/presentation). Incorporate more communication skills into teaching. Re-evaluate the course more regularly to observe if any shift is noted towards student satisfaction with course
MDPD 501	Pediatrics	31	41	4.3	31 students responded to the pediatrics course's quality assurance survey. Their responses implied that the course had clear guidelines and criteria for assessments. The course scientific resources and staff members were available, which helped the students in their educational process. The course staff members were knowledgeable and skilled in the course topics. Educational methods were also used, and there was a response to students' questions and clarification of all their inquiries. Communication skills and problem-solving were exercised during this course.





Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results (out of 5)	Developmental Recommendations
MDMS-611	Internal Medicine	30	75	3.6	Revise timetable and course contact hours. Revise course learning outcomes and proper alignment with MVA, P-K-S/LOs, graduate attributes, teaching and assessment. Revise course content (e.g., practical skills lab/ medical simulation) as well as teaching strategies utilized and incorporate technology when applicable. Consider addition of formative assessment to evaluate on-going student learning or obstacles during the course. Discuss instructor issues with the teaching staff (insight, awareness and future prevention of problems such as office hours). Assess and address insufficient resources affecting clinical development and experience (hospital, medical simulation, skills lab, SDL areas, classrooms and necessary associated amenities such as restrooms and cafeteria/kiosk). Re-evaluate certain teaching methods that are hindered by cultural and/or religious beliefs – course MUST be fair to BOTH males and females
SURM-601	Advanced Surgery Course	30	75	4.2	Students were asked their feedback on course design and clarity of steps, educational staff competence, availability, punctuality, collaboration and approachability, whether the course encouraged them to participate and whether they found the course material to be useful. Finally they were asked about their overall satisfaction of the course. The average score of all questions was around 4 showing high level of satisfaction.



3. Students Evaluation of Program Quality

Evaluation Date:	Number of Participants:
Students Feedback	Program Response
<p>Strengths:</p> <ul style="list-style-type: none"> • Courses were well-structured with clear objectives. • Faculty members were knowledgeable, professional, and encouraging. • Effective use of small videos as trailers before lectures. • Good availability of course resources and academic teams. • Improvement in communication, problem-solving skills, and teamwork. • High student satisfaction with the quality of the courses 	<ul style="list-style-type: none"> • The program will take into consideration the feedback provided by the students. • Plans to revise course structures, resources, and teaching methods will be implemented. • Faculty development initiatives will be undertaken to address the concerns raised. • Continuous monitoring and quality assurance measures will be strengthened to ensure improvements are effective and sustained.
<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Some courses had insufficient time allocated for the content. • In some instances, late distribution of grades. • Need for improved student engagement in learning. • Insufficient resources for some courses. • Office hours and faculty availability for student inquiries were limited. • Inadequate development of Knowledge, Skills, and Attitudes (KSA) due to a lack of understanding of student requirements. 	
<p>Suggestions for improvement:</p> <ul style="list-style-type: none"> • Review and adjust course timetables and contact hours. • Revise course learning outcomes for better alignment with educational goals. • Enhance resources, including technology utilization in teaching. • Provide more opportunities for formative assessment to track student progress. • Address and improve faculty-student communication, including setting regular office hours. • Integrate more diverse teaching methods and hands-on practical experiences. 	





- Regularly re-evaluate courses to ensure ongoing improvement and student satisfaction.

4. Scientific research and innovation during the reporting year

Activities Implemented	Number
Published scientific research	54
Current research projects	-
conferences organized by the program	1
Seminars held by the program	0
Conferences attendees	0
Seminars attendees	0

Discussion and analysis of scientific research and innovation activities:

Publication of Scientific Research: The number of published research papers (54) is indicative of active research involvement and productivity within the program. This shows that there is a significant output in terms of adding to the academic and scientific community's body of knowledge.

Current Research Projects: The absence of data could mean that the number of ongoing projects wasn't tracked, or the information wasn't available at the time of this reporting.

Conferences and Seminars: The zero count across organized and attended conferences and seminars could be due to various reasons:

- Low Response Rates: If this data comes from a survey, it is possible that respondents did not participate in these activities or that the respondents who did were not included in the survey sample.
- Reporting Errors: There could be a reporting error or oversight that resulted in these activities not being recorded.

5. Community Partnership

Activities Implemented	Brief Description*
National Day Celebration:	Held on 3/3/1444H with 85 student attendees at the college's theater and building.
World Breast Cancer Day:	Observed on 23/3/1441H at the Al-Manarat School in Jeddah, with 300 attendees.
Lecture on Mental Health Diseases and Social Security	Conducted on 10/3/1441H, addressing the relationship with drug abuse, with 100 students attending



Founding Day	took place on February 2, 2023, in the cafeteria building's lobby. The event saw participation from 150 female students.
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*including timing of implementation, number of participants, and outcomes.

Comment on community partnership activities**

The activities achieved by the College of Medicine exemplify exceptional community service. The National Day Celebration and World Breast Cancer Day events demonstrate a commitment to cultural engagement and health awareness. The lecture on Mental Health Diseases and Social Security shows a dedication to addressing important social issues, contributing significantly to the well-being and education of both the student body and the broader community. These initiatives reflect the university's strong focus on community involvement and health education. Additionally, a range of activities encompassing lectures, courses, and workshops in diverse fields including culture, social awareness, intellectual and religious education, and sports. These initiatives, totaling 36 in the first semester and 48 in the second semester, significantly contributed to community service, reflecting the college's dedication to holistic education and community engagement.

**including overall evaluation of the program's performance in these activities (if any).

6. Other Evaluation (if any)

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

Evaluation method:	Date:	Number of Participants:
Summary of Evaluator Review	Program Response	
Strengths: • •		
Points for Improvements: • •		
Suggestions for development: • •		

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



C. Program Key Performance Indicators (KPIs)

Including the key performance indicators required by the NCAAA.

No	KPI	Targeted Value	Actual Value	Internal Benchmark	Analysis	New Target
1	Percentage of achieved indicators of the program operational plan objectives	50%	39.75%	0	Plans were made to encourage departments to start working on this aspect	75%
2	Students' Evaluation of quality of learning experience in the program	3.4	3.475	0	No intrnal benchmark due to zero response for last year (21/22)	3.6
3	Students' evaluation of the quality of the courses	4.5	4.195	4.41	a slight drop was noted	4.3
4	Completion rate	97%	95%	78%	There is a significant increase in the completion rate, and 2024 will mark the first female graduates in the program's history	97%
5	First-year students retention rate	99%	99.70%	95%	An increase was noted	100%
6	Students' performance in the professional and/or national examinations	92%	88%	90%	a slight drop according to Saudi comission	90%
8	Graduates' employability and	92%	0	90%	There is no data	95%





	enrolment in postgraduate programs					
9	Average number of students in the class	40	35.5	37.5	a slight drop was noted, which reflect a better teaching environment	40
10	Employers' evaluation of the program graduates proficiency	3.75	0	0	There is no data	3.75
11	Students' satisfaction with the offered services	3.4	3.265	3.3	A drop was noted and plans were made to compensate it	3.4
12	Ratio of students to teaching staff	6:1	6.9:1	10.5	The average for 21/22 (Internal Benchmark) looks off	6:1
13	Percentage of teaching staff distribution	11.08	10.06	20	The average for 21/22 (Internal Benchmark) looks off	11
14	Proportion of teaching staff leaving the program	0.02	0.05	0.024	A slight increase was noted	0.02
15	Percentage of publications of faculty members	20	17.35	83%	The average for 21/22 (Internal Benchmark) looks off	20%
16	Rate of published research per faculty member	2.3	2.1	2.27	There is a drop noted	2.3



17	Citations rate in refereed journals per faculty member	34	32.55	14.2	An increase was noted	33
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Comments on the Program KPIs and Benchmarks results:

1. Percentage of Achieved Indicators of the Program Operational Plan Objectives:

- The actual value falls short of the targeted 50%, indicating underperformance in meeting operational plan objectives. The absence of an internal benchmark may suggest a new focus area or a lack of data from the previous year. The new target of 75% indicates a significant push for improvement.

2. Students' Evaluation of Quality of Learning Experience:

- A slight improvement over the targeted value, although without an internal benchmark for comparison. The program aims to continue this upward trend with a new target of 3.6.

3. Students' Evaluation of the Quality of the Courses:

- The actual value is lower than both the targeted and the internal benchmark, indicating a decline in perceived course quality. The new target is set lower than the original, which may be a recalibration in response to the drop.

4. Completion Rate:

- There's a notable gap between the actual value and the target, but an improvement from the internal benchmark. The consistent target of 97% suggests a commitment to revert to higher completion rates.

5. First-Year Students Retention Rate:





- Exceeds the target and shows an improvement from the internal benchmark. The new target of 100% represents an aspiration for perfect retention.

6. Students' Performance in Professional and/or National Examinations:

- The actual performance is below the target but an improvement over the internal benchmark. The new target is adjusted to 90%, acknowledging the need for improvement while being slightly more attainable.

7. Graduates' Employability and Enrolment in Postgraduate Programs:

- With no actual value reported and no internal benchmark, it's difficult to assess performance against the target. The new target of 95% is ambitious, aiming for improvement in this area.

8. Average Number of Students in the Class:

- The actual number indicates a decrease from the target and the internal benchmark, which could suggest a more favorable student-to-teacher ratio. The new target is set to return to previous class sizes.

9. Employers' Evaluation of the Program Graduates' Proficiency:

- No data available for actual or internal benchmark values, making it challenging to evaluate performance against the target. The target remains unchanged.

11. Students' Satisfaction with the Offered Services:

- The actual value is lower than both the target and the internal benchmark, indicating a decline in satisfaction. The new target aims to restore satisfaction levels to previous standards.

12. Ratio of Students to Teaching Staff:





- The actual ratio has worsened compared to both the target and the internal benchmark. The new target aims to improve the ratio to 6:1, which would likely enhance educational quality and access to faculty.

13. Percentage of Teaching Staff Distribution:

- The actual value is below the target but a significant improvement over the internal benchmark. The new target aims for a slight increase in teaching staff distribution.

14. Proportion of Teaching Staff Leaving the Program:

- There's an increase in the actual value over the internal benchmark and target, indicating a potential issue with staff retention. The new target is set to reduce staff turnover to previous levels.

15. Percentage of Publications of Faculty Members:

- The actual value shows a decline from an extraordinarily high internal benchmark but is still below the target. The new target of 20% suggests an emphasis on increasing faculty research output.

16. Rate of Published Research per Faculty Member:

- A slight decrease from the internal benchmark and below the target indicates a drop in research productivity per faculty member. The new target remains the same, signifying a goal to revert to higher productivity levels.

17. Citations Rate in Refereed Journals per Faculty Member:

- The actual value is below the target but shows a significant increase over the internal benchmark. The new target is set slightly lower than the previous target, possibly reflecting a strategic focus on improving citation impact.

Overall, the KPIs suggest a program with several areas for improvement, particularly in course quality, faculty retention, and research output. The setting of



new targets generally indicates a commitment to addressing these areas and enhancing overall program performance.

D. Challenges and difficulties encountered by the program (if any)

Teaching	<ul style="list-style-type: none"> • Need to enhance student engagement and active participation during courses. • Challenges in adapting teaching methods to meet diverse student requirements and expectations. ☒
Assessment	<ul style="list-style-type: none"> • Late distribution of grades has been a consistent issue across several courses. • Assessment methods may not be fully aligned with the intended learning outcomes in some courses. • Insufficient utilization of formative assessments to provide ongoing feedback to students.
Guidance and counseling	<ul style="list-style-type: none"> • Faculty office hours are limited, reducing the availability for student inquiries and support. • Guidance and counseling services may need to be more proactive and accessible.
Learning Resources	<ul style="list-style-type: none"> • Some courses reported having insufficient resources, impacting the learning experience. • Utilization of technology in teaching is not optimal, requiring further development
faculty	<ul style="list-style-type: none"> • Concerns about the insufficient commitment from faculty to deliver courses comprehensively. • Need for faculty development to address teaching and communication skills.
Research Activities	<ul style="list-style-type: none"> • Lack of engagement in academic community events such as conferences and seminars. • Data on current research projects are missing, suggesting potential issues with tracking or ongoing engagement.
Others	<ul style="list-style-type: none"> • -



E. Program development Plan

No.	Priorities for Improvement	Actions	Action Responsibility
1	All Courses should be taught by UJ faculty members	5 new committees were made to manage the courses and they started working on courses by the beginning of 23-24 academic year	The Dean of the College of Medicine
2	Renovations include bigger classroom	During summer break, major renovation was done	The vice Dean for Educational Affairs
3	Cafeteria onsite	Proposals to be discussed with the administration	The Dean of the College of Medicine

- Attach any unachieved improvement plans from previous report.
- The annual program report needs to be discussed in department council

F. Approval of Annual Program Report

COUNCIL / COMMITTEE	COLLEGE COUNCIL
REFERENCE NO.	33430
DATE:	28/12/2023

