



Annual Program Report

Program: **Bachelor degree 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: **24-25**

Main Location: **Health specialties campus**

Branches offering the program (if any):

-N/A.....
-
-

Table of Contents

A.Improvement Plans from the Previous Year	3
B. Program Statistics	5
C. Program Assessment.....	6
1. Program Learning Outcomes Assessment and analysis according to PLOs assessment plan *	7
2. Students Evaluation of Courses	10
3. Students' Evaluation of Program Quality	14
4. Scientific research and innovation during the reporting year	16
5. Community Partnership	20
6. Other Evaluation (if any).....	25
D. Program Key Performance Indicators (KPIs)	27
E. Challenges and difficulties encountered by the program (if any).....	32
F. Program Development Plan.....	32
G. Approval of Annual Program Report.....	33



A.Improvement Plans from the Previous Year

Priorities for Improvement	Percentage of Completion	Comments
Train faculty on active learning techniques	50%	Faculty members were trained on active learning techniques through introductory workshops on problem-based learning (PBL) and access to free trial versions of leading online educational platforms, including Osmosis, ClinicalKey, and Complete Anatomy. These resources supported faculty in integrating technology-enhanced, student-centered approaches into their teaching. Following these initial efforts, a needs assessment was conducted to identify further areas for development. Based on the results, targeted training in Educational Technology and Innovation, as well as advanced Teaching Strategies, is scheduled for implementation in the upcoming academic year.
Incorporate interactive and practical sessions	100%	To enhance student engagement and bridge theory with practice, all courses incorporated interactive and practical sessions. Each course included a minimum of two problem-based learning (PBL) sessions and case discussion scenarios to promote critical thinking and clinical reasoning. Furthermore, all clinical courses utilized the simulation lab to provide hands-on experience in a controlled, safe environment, allowing students to apply their knowledge and skills in realistic clinical situations. These efforts significantly contributed to active learning



		and improved competency development across the curriculum.
Offer supplemental instruction and tutoring	100%	The Advising, Counselling, and Student Rights Unit has actively implemented key initiatives to support students academically and personally. Faculty academic advisors were introduced to their advising roles and connected with their assigned students through official university communication channels (email, phone, and batch leaders). Advisors held one-on-one meetings to understand each student's academic status, identify challenges, and provide necessary guidance. Each meeting was documented using a designated academic supervision form developed by the unit. Additionally, members of the unit focused on supporting academically underperforming students, particularly those facing recurring absences, requesting leaves of absence, or experiencing social and psychological difficulties that impact their academic progress. These students were provided with targeted counselling sessions. To further support student success, the unit also facilitated access to supplemental instruction and tutoring resources, helping students improve their academic performance and stay on track.
Partner with hospitals and clinics and utilize simulation labs	100%	We have officially communicated with multiple hospitals to arrange clinical training opportunities for our students,



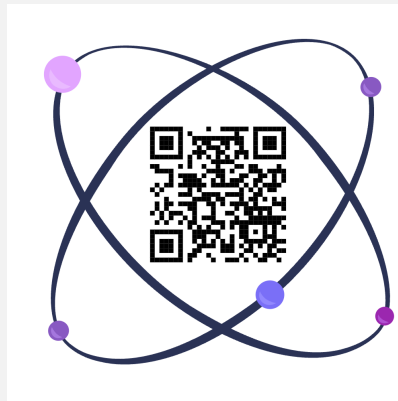


and all institutions have approved our requests. The following hospitals confirmed their agreement to host students from the Faculty of Medicine, University of Jeddah, during the 25-26 academic year:

- **King Abdullah Medical Complex**
- **King Fahad General Hospital**
- **Al Aziziyah Maternity and Children Hospital**
- **King Abdulaziz Hospital**
- **East Jeddah Hospital**

These approvals were based on formal letters and existing cooperation agreements, and students will be distributed across these hospitals according to the planned training schedules.

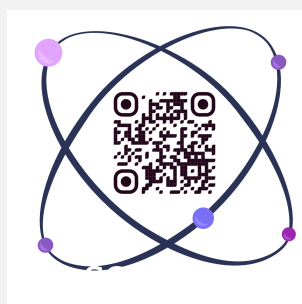
Improvement Plans from the Previous Year



B. Program Statistics

Item	Number
Number of students enrolled in the program	1350
Number of students who started the program (in reporting year)	196
Number of students who completed the program	485
Number of students who completed an intermediate award specified as an early exit point (if any)	N/A
Number of Faculty	141
Student/Faculty Ratio	1:6.5

[Program Statistics](#)





C. 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				
K1	State relevant details, based on scientific and clinical knowledge, of the healthy and diseased human body during different stages of human development.	Quiz Mid Term Exam Final Exam Survey	75%	76.5
Skills				
S1	Demonstrate basic, scientific and clinical skills relevant to the healthcare setting.	Objective Structured Clinical Examination (OSCE) Objective Structured Practical Examination (OSPE) Survey	75%	81.8
S2	Apply clinical reasoning, decision-making, critical-thinking and problem-solving skills to medical practice.	Objective Structured Clinical Examination (OSCE) Objective Structured Practical Examination (OSPE) Direct observation of procedural skills (DOPS) Survey	75%	82.2
S3	Design optimal clinical management plans for patients with common and life-threatening medical conditions.	Objective Structured Practical Examination (OSPE) Logbook and Portfolio Survey	75%	79.8
S4	Implement a patient-centered approach ensuring their needs and safety by adhering to national and international healthcare policies and regulations.	Objective Structured Clinical Examination (OSCE) Continuous Assessment Survey	75%	85.6
S5	Practice appropriate verbal and non-verbal communication with patients, their families, the care team, the interdisciplinary team, other healthcare professionals, and external authorities.	VIVA Voce (Oral exam) Performance-Based Assessment Objective Structured Clinical Examination (OSCE) Survey	75%	82.1
S6	Apply research skills, information technology and health informatics to healthcare.	Projects Logbook and Portfolio Critical Thinking Multiple-choice questions (MCQs) Survey	75%	83.5
S7	Integrate principles of healthcare promotion and disease prevention into	Projects Logbook and Portfolio Survey	75%	89.7





	clinical practice aimed at improving quality of life.			
Values, autonomy, and responsibility				
V1	Combine Islamic, ethical, legal, and professional principles in healthcare practice and disease prevention.	OSCE Logbook and Portfolio Projects Survey	75%	86.4
V2	Illustrate ongoing professional development while working collaboratively and constructively within a team.	Performance-Based Assessment Projects Survey	75%	88.3

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

Strengths:

The assessment results for the academic year 2024–2025 indicate several areas of strength across the Program Learning Outcomes (PLOs). These areas highlight the program's progress in curriculum implementation, student engagement, and assessment design.

- **All PLOs met or exceeded the targeted performance benchmark of 75%**, suggesting that students are achieving the expected learning outcomes in knowledge, skills, and values. This outcome reflects consistent efforts across courses to align instruction with defined program objectives.
- **The assessment process included a combination of direct and indirect methods**, allowing for a broader perspective on student performance. The tools used covered:
 - **Objective assessments**, such as OSCEs (Objective Structured Clinical Examinations), OSPEs (Objective Structured Practical Examinations), DOPS (Direct Observation of Procedural Skills), and multiple-choice exams, which provided structured evaluations of clinical and cognitive skills.
 - **Subjective assessments**, including portfolios, projects, and student surveys, which offered insight into students' professional behavior, teamwork, and reflective practice.
- **The values domain (V1 and V2) showed strong results**, with scores of 86.4% and 88.3%, indicating that students are developing in areas related to professionalism, ethics, and collaboration. These aspects are important for preparing students to work effectively in healthcare environments.
- **Skills-related outcomes also showed consistent performance**, particularly in clinical reasoning, patient-centered care, communication, and health promotion. The use of practical activities, simulations, and continuous observation likely supported students in building competence in these areas.
- **Each assessment method was clearly mapped to specific outcomes**, which helped maintain consistency and ensured that student evaluations were aligned with what the program intended to measure. This mapping supports both faculty planning and student understanding of expectations.
- **Comparative improvement from the previous academic year** was seen in several outcomes, particularly in K1, S1, S2, and S7. This suggests that prior feedback and



performance data were taken into account when planning teaching activities and assessments for the current year.

Overall, the results suggest that the program's structure and delivery are supporting students in meeting learning expectations, particularly in clinical practice, communication, and professional behavior.

Aspects that need improvement with priorities:

1. Enhance Teaching of Basic and Clinical Sciences (K1)

Although the knowledge domain (K1) showed improvement compared to the previous year, it remained the lowest scoring PLO in the current cycle. This suggests that some students may still face challenges in connecting theoretical content with clinical relevance.

Suggested Actions:

- Strengthen the integration of clinical examples and scenarios into pre-clinical teaching.
- Incorporate more case-based discussions, concept mapping, and interactive learning sessions to support student understanding.

2. Improve Student Skills in Clinical Management Planning (S3)

While the outcome for S3 remained above target, the score declined compared to the previous year. This may indicate the need for additional support in helping students develop structured, logical approaches to patient management.

Suggested Actions:

- Increase exposure to multidisciplinary case discussions in both simulated and clinical environments.

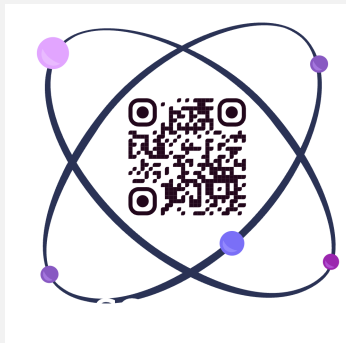
3. Expand Use of Continuous Assessment Methods

Currently, continuous assessment is used in a limited number of courses. Expanding its use can provide more frequent feedback to students and a clearer picture of their ongoing progress.

Suggested Actions:

- Revise course assessment plans to include 20–30% continuous assessment where applicable.
- Encourage the use of formative tools such as short quizzes, reflective tasks, progress tests, and in-class practical evaluations.

PLOs



2. Students Evaluation of Courses

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
MDPH-214	Foundation Course	152	78 %	3.77	Revise and standardize course syllabus, ensure it is uploaded and explained in week 1.
MDAN-214	General Anatomy	156	80 %	3.83	Ensure exams and tasks accurately reflect the course objectives and content. Address general experience by increasing interaction opportunities, formative feedback.
MDAN-212	Cells and tissue	149	76 %	4.24	Ensure clearer communication on availability.
MDAN-211	Embryology	156	80 %	4.41	Clarify grading rubrics and expected standards.
MDBM-215	Clinical Biochemistry	153	78 %	4.25	Reinforce clarity on schedule.





Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
MDPT-225	General Pathology	184	94 %	3.97	Develop and share detailed grading rubrics.
MDMB-224	Medical Microbiology	184	94 %	4.40	Revisit exam rubrics and examples.
MDPR-222	Medical Pharmacology	180	92 %	3.93	Provide clearer schedules and expectations for office hours.
MDBM-224	Nutrition and Metabolism	182	93 %	4.23	Ensure regular and communicated office hours.
MDGN-222	Basics of Medical Genetics	179	91 %	4.09	Communicate office hours more clearly.
MDPH-221	BLS	177	90 %	4.33	Ensure timely grading and detailed feedback, especially after major assessments
MDMB-314	Blood and Lymph module	170	76 %	3.56	Reassess scheduled hours based on student availability.
MDPH-315	Cardiovascular System Module	162	72 %	3.63	Ensure faculty availability is clearly posted and flexible.
MDPR-314	Respiratory System Module	149	66 %	3.47	Publicize fixed weekly office hours.
MDBM-315	Musculoskeletal System Module	174	77 %	4.03	Remind students of available hours.
MDAN-316	Nervous System Module	175	78 %	3.69	Increase visibility of office hour timings.
MDPT-324	Gastrointestinal Module	122	54 %	3.50	Schedule and share fixed weekly office hours early in the semester.



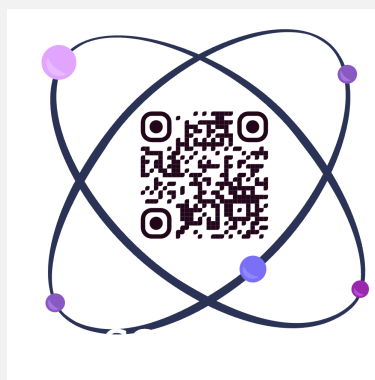
Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
MDPH-324	Endocrine Module	175	78 %	3.92	Re-announce fixed weekly office hours.
MDAN-324	Reproduction Module	173	77 %	4.07	Announce office hours from week 1.
MDPT-325	Urinary System Module	137	61 %	3.68	Set and announce fixed weekly hours.
MDPH-322	ECE	174	77 %	3.05	Conduct a full audit of exam design and question quality.
MDMS-471	Clinical Skills	145	83 %	3.78	Collect student feedback mid-course to identify and resolve instructor-related concerns early.
MDMS-472	Elective 1	146	83 %	3.94	Provide fixed, visible hour slots.
MDBM-481	Laboratory Medicine	118	67 %	4.04	Schedule flexible office hours and offer virtual consultations
MDBI-482	Basic imaging	144	82 %	3.87	Clearer scheduling, broader availability, or digital options to increase accessibility
MDNT-483	ENT	144	82 %	3.87	Clearer scheduling, broader availability, or digital options to increase accessibility.
MDOP-484	Ophthalmology	140	80 %	4.06	Increase flexibility in scheduling and promote office hours actively



Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
MDCM-485	Community M	133	76 %	3.78	Provide clear rubrics and grading criteria
MDPT-486	Forensic Medicine	146	83 %	3.89	Enhance access to and communication regarding office hours
MDSR-487	Professionalism	136	78 %	4.10	Ensure office hours are clearly posted and communicated at the start of the course.
MDSR-593	Elective 2	108	64 %	4.00	Offer schedules earlier.
MDOG-591	OB/GYN	83	49 %	3.50	Collect mid-semester feedback and provide mentoring/support services
MDCM-592	Pediatrics	68	40 %	3.27	Clearly communicate office hours at the start of the semester
MDPD-501	Psychiatry	134	79 %	4.04	Encourage faculty to actively promote and personalize office hours.
MDMS-502	Anesthesia	85	50 %	3.93	Increasing student engagement and responsiveness throughout the course.
MDIC-503	Family Medicine	152	89 %	3.73	Improve effectiveness and accessibility of office hours.
MDMS-611	Medicine	129	80 %	3.18	Increase effectiveness of office hours

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
MDSR-621	Surgery	131	81 %	3.81	Provide detailed rubrics and grading schemes at the beginning of the course.

[Course Survey 24-25](#)



3. Students' Evaluation of Program Quality

Evaluation Date: 2024 -2025	Number of Participants: 121
Students Feedback	Program Response
Strengths: 1. Clear and Relevant Program Objectives Students expressed strong satisfaction with the clarity, structure, and societal relevance of the program's objectives. The alignment of these objectives with job market demands and national development priorities was particularly well-received, indicating a solid strategic foundation for the program. 2. Well-Organized Program Plan The program plan was praised for its organization, structure. Students appreciated the balance between theoretical and practical learning and noted that the plan supports academic flexibility and personal learning pathways.	<i>1. Enhancing Academic Support from Faculty Members</i>



3. Updated and Integrated Program Content

Students acknowledged that the content of the program is up-to-date and well-aligned with both academic advancements and industry needs. The presence of field training and the integration of various courses to build a cohesive learning experience were viewed positively.

4. Professional Faculty Members

Faculty members were generally described as competent, engaging, and supportive. Their ability to use diverse teaching tools and provide academic guidance and feedback contributed positively to student satisfaction.

5. Positive General Student Experience

Students felt that their overall experience in the program was positive. They appreciated the availability of clear guides at the start of their studies, transparent admission policies, and fair implementation of grievance and complaint procedures, which reflects strong academic governance and student support.

In response to concerns regarding inconsistent academic support, the program will implement a faculty development plan focused on strengthening student engagement, timely feedback, and academic advising. Standardized guidelines for student interaction will be introduced to ensure equitable support across all courses and instructors. Periodic peer reviews and student feedback will be used to monitor adherence.

2. Improving Learning Resources and Facilities

Acknowledging feedback about physical and digital learning environments, the program will coordinate with relevant administrative units to upgrade classroom infrastructure, expand access to digital libraries, and ensure the availability of up-to-date lab and instructional equipment. A phased improvement plan will be initiated, starting with high-demand courses and facilities.

3. Expanding Use of Modern Teaching Methods

To address student interest in more diverse and dynamic teaching approaches, the program will conduct workshops on technology-enhanced learning, flipped classrooms, and active learning strategies. Faculty will be encouraged to integrate multimedia tools, simulation, and case-based teaching into their instruction.

Areas of Improvement:

1. Inconsistent Academic Support from Faculty

While many students praised faculty professionalism, some noted a lack of consistency in the level of feedback, academic guidance, and engagement. Not all faculty members appear equally committed to student interaction, which may affect the learning experience for some students.

2. Limited Effectiveness of Resources and Facilities

The lowest-rated domain was resources and facilities, indicating concerns about the adequacy of physical learning spaces (labs, classrooms) and access to electronic or research resources. Students may be





experiencing crowding, outdated equipment, or limited resource availability in some courses.

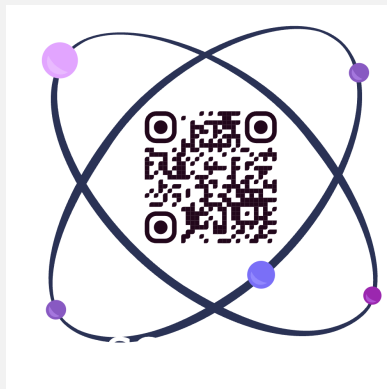
3. Need for More Diverse and Updated Teaching Methods

Despite the generally positive view of teaching practices, students may expect more dynamic and technologically enhanced learning experiences. The feedback suggests room for improvement in integrating modern digital tools and teaching strategies across all instructors.

Suggestions for improvement:

1. Enhancing Academic Support from Faculty Members
2. Improving Learning Resources and Facilities
3. Expanding Use of Modern Teaching Methods

Students' Evaluation of Program Quality

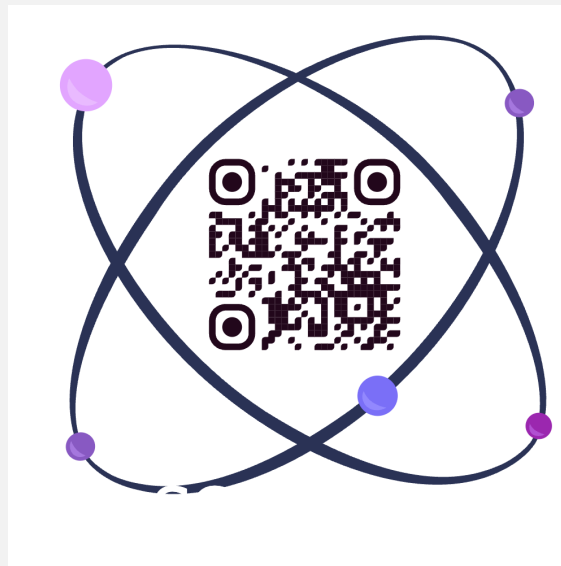


4. Scientific research and innovation during the reporting year

Activities Implemented	Number
Published scientific research	173
Current research projects	358
conferences organized by the program	1
Seminars held by the program	13
Conferences attendees	134
Seminars attendees	186

Discussion and analysis of scientific research and innovation activities:

Research Data



1. Published Scientific Research

- **2023–2024:** 139 publications
- **2024–2025:** 173 publications

There has been a notable increase in the number of published scientific papers (up by 34 publications), which represents a **24.5% increase** over the previous year. This positive development reflects strengthened faculty involvement in research and an increased capacity for knowledge production. The growth may be attributed to enhanced research support, improved academic supervision, or targeted encouragement for publication in peer-reviewed journals.

2. Current Research Projects

- **2023–2024:** Data not available
- **2024–2025:** 358 active research projects

For 2024–2025, the availability of data on current research projects (358 in total) offers a clear view of the program's research engagement. Although a year-on-year comparison is not possible due to the absence of corresponding data for 2023–2024, the figure itself reflects a **high level of ongoing research activity**. This suggests a well-established research culture and the presence of multiple active investigators and research teams within the program.

3. Conferences Organized by the Program

- **2023–2024:** Data not available
- **2024–2025:** 1 conference organized

In the current year, the program hosted one scientific conference. While no comparison can be made with the previous year due to unavailable data, the organization of even a single conference marks an important step in providing a platform for research dissemination, academic discussion, and institutional visibility. Future efforts may focus on increasing the number of such events to further strengthen academic exchange.

4. Seminars Held by the Program

- **2023–2024:** 5 seminars
- **2024–2025:** 13 seminars

The number of seminars increased significantly from 5 to 13, representing a **160% increase**. This growth reflects the program's active role in promoting research engagement and academic dialogue throughout the year. Regular seminars contribute to building a culture of scholarly exchange, encouraging faculty and students to share knowledge, present findings, and discuss emerging topics in their fields.



5. Attendance at Conferences and Seminars

- **Conference Attendance:**

- 2023–2024: 48 participants
- 2024–2025: 134 participants

This reflects a **179% increase** in conference attendance, which may suggest improved promotion, relevance of content, or increased institutional interest in scientific events.

- **Seminar Attendance:**

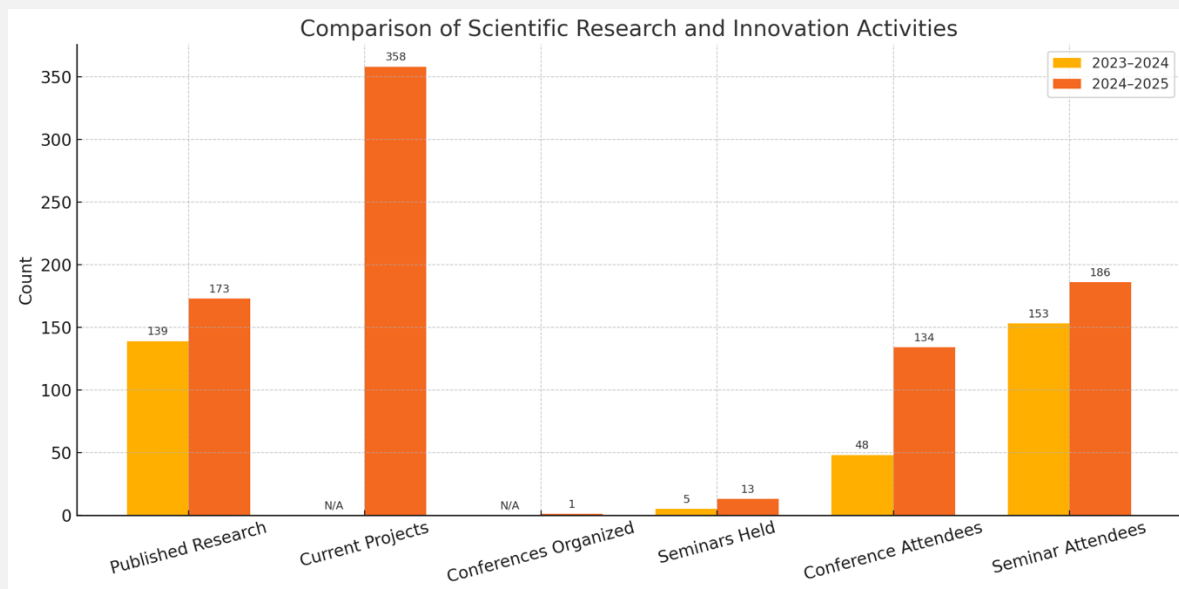
- 2023–2024: 153 participants
- 2024–2025: 186 participants

A **21.6% increase** in seminar participation further indicates growing engagement with internal academic activities and may reflect enhanced awareness and accessibility of these events.

Summary and Recommendations

The comparison between the two academic years shows **positive progress in nearly all measurable aspects of research and innovation:**

- Research output (publications) and seminar activities have increased.
- Data on current projects provides a clearer picture of ongoing research activity.
- The program has made measurable efforts to organize and promote scientific events.
- Participant engagement in both conferences and seminars has improved.



5. Community Partnership

Activities Implemented	Brief Description*
خفف دمك (Lighten Your Blood)	Timing of implementation: 15/09/2024; Number of Beneficiaries: 61; Number of Volunteers: 10
جدري القردة (Monkeypox Awareness)	Timing of implementation: 16/10/2024; Number of Beneficiaries: 60; Number of Volunteers: 2
اليوم العالمي للتخدير (World Anesthesia Day)	Timing of implementation: 16/10/2024; Number of Beneficiaries: 50; Number of Volunteers: 1
سرطان الثدي (Breast Cancer Awareness)	Timing of implementation: 22/10/2024; Number of Beneficiaries: 40; Number of Volunteers: 10
الإنفلونزا الموسمية (Seasonal Flu Awareness)	Timing of implementation: 24/10/2024; Number of Beneficiaries: 34; Number of Volunteers: 11
اليوم العالمي للتطوع (International Volunteer Day)	Timing of implementation: 05/12/2024; Number of Beneficiaries: 25; Number of Volunteers: 2
الحوادث والإصابات (Accident and Injury Awareness)	Timing of implementation: 09/12/2024; Number of Beneficiaries: 46; Number of Volunteers: 5
إكرام المسنين (Elderly Care)	Timing of implementation: 02/10/2024; Number of Beneficiaries: 55; Number of Volunteers: 18
تمثيل الكلية في المؤتمر الثالث للتعليم الطبي (3rd Medical Education Conference Representation)	Timing of implementation: 12/11/2024; Number of Beneficiaries: 10; Number of Volunteers: 6
التوعية بمرض السكري (Diabetes Awareness)	Timing of implementation: 22/12/2024; Number of Beneficiaries: 500; Number of Volunteers: 15
طريقك نحو طب الأطفال (Your Way to Pediatric Residency)	Timing of implementation: 10/1/2025 Number of Beneficiaries: 300 Number of Volunteers: 13
التوعية بارتفاع الضغط داخل الجمجمة (Awareness about Increased Intracranial Pressure)	Timing of implementation: 18/1/2025 Number of Beneficiaries: 218 Number of Volunteers: 27
محاضرة DermXpert (DermXpert Lecture)	Timing of implementation: 20/1/2025 Number of Beneficiaries: 300 Number of Volunteers: 21
نصائح لعرض المؤتمرات (Tips & Hacks: Conference Presentations)	Timing of implementation: 6/2/2025 Number of Beneficiaries: 40 Number of Volunteers: 5
طريقك نحو طب الأسرة (Your Way to Family Medicine Residency)	Timing of implementation: 20/2/2025 Number of Beneficiaries: 100 Number of Volunteers: 13
ورشة الجهاز العضلي الهيكلي (Workshop on Musculoskeletal System Examination)	Timing of implementation: 27/2/2025 Number of Beneficiaries: 37 Number of Volunteers: 9
مبادرة فوانيس رمضان (Ramadan Flashlights Initiative)	Timing of implementation: 2/3/2025 Number of Beneficiaries: 1125 Number of Volunteers: 2



اختبار OSCE التجريبي (Mock OSCE – Internal Medicine Simulation Exam)	Timing of implementation: 13/3/2025 Number of Beneficiaries: 14 Number of Volunteers: 15
مبادرة التوعية بالتجارب السريرية (Clinical Trials Awareness Initiative)	Timing of implementation: 10/4/2025 Number of Beneficiaries: 200 Number of Volunteers: 46
مبادرة يوم البحث العلمي (Scientific Research Day Initiative)	Timing of implementation: 10/4/2025 Number of Beneficiaries: 500 Number of Volunteers: 24
مبادرة العيادة الاستشارية (Research Consultation Clinic Initiative)	Timing of implementation: 24/4/2025 Number of Beneficiaries: 100 Number of Volunteers: 0
حملة التوعية بالسكري (Diabetes Awareness Campaign: 'Our Eyes Today, Protection for Tomorrow')	Timing of implementation: 6/2/2025 Number of Beneficiaries: 385 Number of Volunteers: 14
مبادرة ذكرى للتوعية بالزهايمر (Zikra Initiative for Alzheimer's Awareness)	Timing of implementation: 19/2/2025 Number of Beneficiaries: 6000 Number of Volunteers: 53
مبادرة فرحة العيد (Eid Joy Initiative: Together to Bring Smiles to the Faces of Orphans)	Timing of implementation: 17/4/2025 Number of Beneficiaries: 45 Number of Volunteers: 9
حملة التوعية بالصمت المزدوج (Silent Duo Awareness Campaign: Hypertension and Diabetes)	Timing of implementation: 18/4/2025 Number of Beneficiaries: 200 Number of Volunteers: 12
مبادرة لنحقق أحلامهم (Let Them See Their Dreams Initiative)	Timing of implementation: 18/4/2025 Number of Beneficiaries: 500 Number of Volunteers: 14
مبادرة الطفل السليم (Healthy Child Initiative)	Timing of implementation: 6/5/2025 Number of Beneficiaries: 500 Number of Volunteers: 21

*including timing of implementation, number of participants, and outcomes.

Comment on community partnership activities**

1. Diversity and Breadth of Activities

The program implemented a wide range of community service and volunteer initiatives, covering health awareness (e.g., diabetes, hypertension, seasonal flu), professional development (e.g., residency workshops, conference presentation tips), simulation training, and social outreach (e.g., elderly care, Eid celebrations for orphans). These activities catered to a variety of beneficiaries, indicating a well-rounded and inclusive approach to community engagement.

2. Volume of Participation and Reach

- **Number of Initiatives:** Over 30 unique activities were documented.
- **Volunteers Involved:** Many initiatives were well-supported, with several activities engaging over 10–20 volunteers.
- **Beneficiary Impact:** Notable campaigns such as the **Zikra Alzheimer's Awareness** and **Ramadan Flashlights Initiative** reached exceptionally high numbers, with 6,000 and 1,125 beneficiaries respectively.
- The average number of beneficiaries across multiple activities exceeded expectations, showing good visibility and public interest.

3. Timeliness and Distribution

- Activities were well-distributed across the academic year, from **September 2024 to May 2025**, ensuring continuous community engagement.
- Events occurred during relevant health observances (e.g., Breast Cancer Awareness in October), aligning program efforts with national and global awareness days.

4. Alignment with Educational and Institutional Goals

- Many of the initiatives directly supported student learning outcomes (e.g., mock OSCE, scientific day) and institutional goals for social responsibility and sustainable development.
- Student and faculty engagement in real-life health advocacy projects enhanced experiential learning and leadership development.

5. Sustainability and Social Impact

- Activities such as **Healthy Child Initiative** and **Silent Duo Campaign** demonstrate a strong focus on preventive care, which aligns with broader public health priorities.
- Inclusion of underrepresented groups (e.g., elderly, orphans) shows commitment to equity and social inclusiveness.

Comparative Evaluation of Community Partnership Activities

1. Number and Diversity of Activities

- **2023–2024** saw approximately **12 initiatives**, mostly centered on public awareness campaigns such as **men's health, blood donation, pregnancy, and autism**.
- **2024–2025** recorded a **significant increase** with over **30 initiatives**, including **scientific events, simulation-based learning, residency pathway sessions**, and broader health outreach efforts like **Ramadan Flashlights** and the **Zikra Alzheimer's Awareness Campaign**.

Observation:

The current year demonstrated expanded scope, combining clinical education, social awareness, and preventive health in diverse formats (workshops, conferences, volunteer days).



2. Volunteer Engagement

- In **2023–2024**, most activities involved **10–15 volunteers**, totaling approximately **160 volunteers** across all listed events.
- In **2024–2025**, multiple activities involved **more than 20 volunteers**, especially in events such as:
 - **Scientific Research Day (26 volunteers)**
 - **Zikra Alzheimer’s Initiative (53 volunteers)**
 - **Clinical Trials Awareness (46 volunteers)**

Observation:

There is a notable rise in student and faculty volunteer participation, suggesting improved awareness, planning, and internal motivation to engage in community work.

3. Number of Beneficiaries

- **2023–2024** reached around **4,500 beneficiaries**, with the largest being the **MS initiative (3,000 people)**.
- **2024–2025** showed a **significant increase**, with events like:
 - **Ramadan Flashlights** reaching **1,125 beneficiaries**
 - **Zikra Alzheimer’s** impacting **6,000 individuals**
 - The total estimated beneficiaries exceed **10,000** for the year.

Observation:

Community reach has more than doubled. This reflects stronger partnerships, outreach strategies, and selection of high-impact topics.

4. Program Alignment and Development

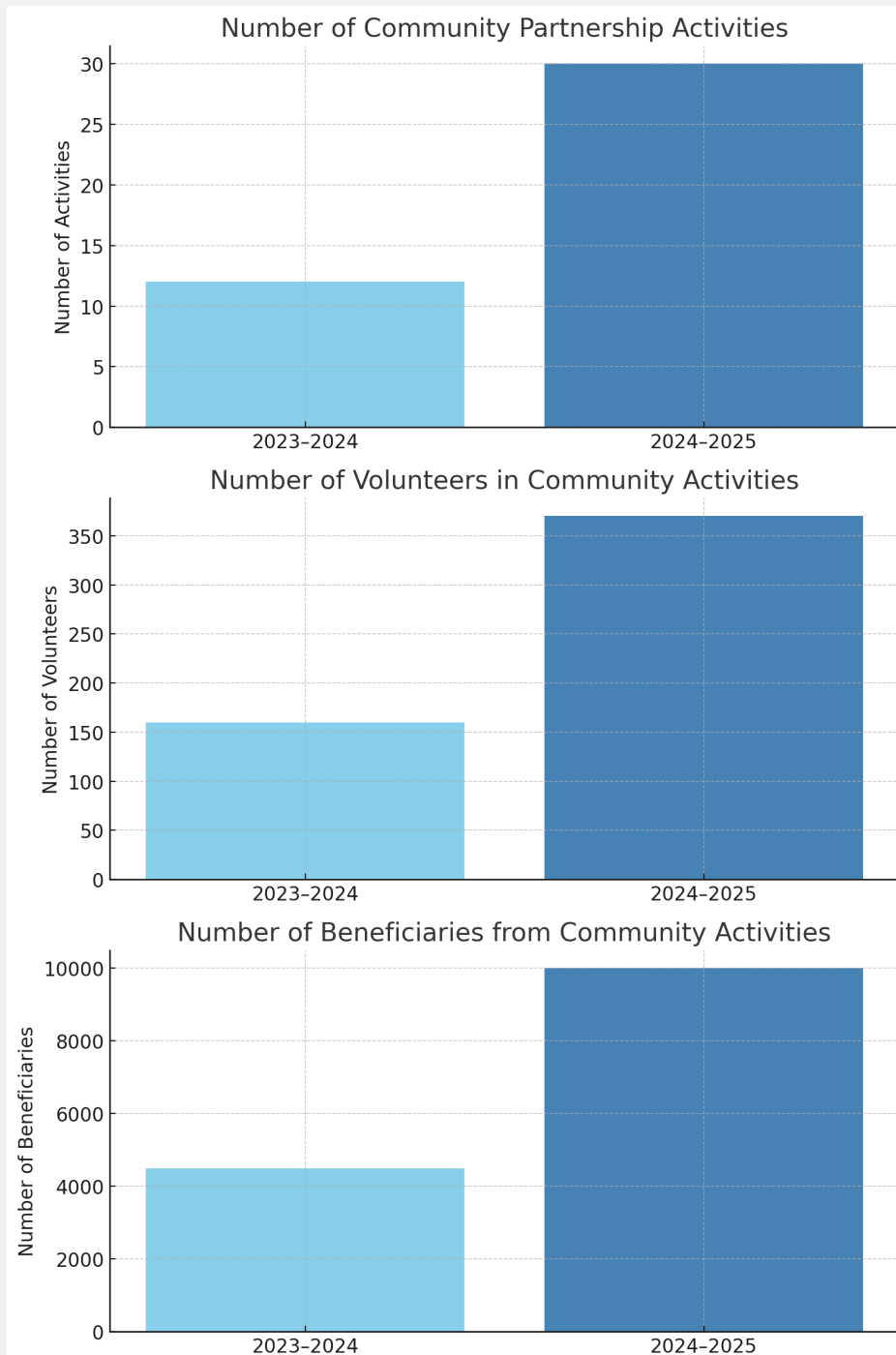
- In **2023–2024**, activities were largely **standalone awareness events** with limited integration into medical education.
- In **2024–2025**, initiatives were aligned with educational goals, simulation exams, research exposure, and national campaigns—offering direct educational value to students.

Observation:

The shift from passive awareness to **active, outcome-focused engagement** has strengthened both the educational experience and community impact.

Conclusion

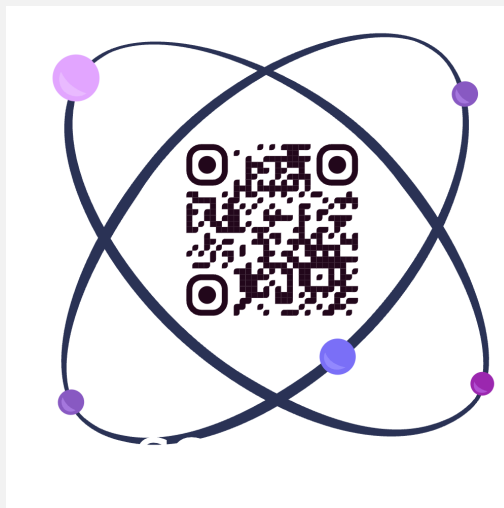
The College of Medicine significantly enhanced its community partnership performance during 2023–2024 compared to the previous year. With a broader range of activities, increased volunteer and beneficiary numbers, and stronger integration with academic objectives, the program has demonstrated tangible growth in its social responsibility efforts. This progress supports institutional goals related to community engagement and graduate readiness.



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



Community Partnership



6. Other Evaluation (if any)

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

Evaluation method: Facilities and Equipment Quality Evaluation – Teaching Staff		Date: 24 - 25	Number of Participants: 130
Summary of Evaluator Review		Program Response	
Strengths: • Laboratories scored the highest (3.22), indicating relatively better provision of lab equipment, materials, and technical staff. • Availability of prayer areas and cafeteria services were rated favorably, highlighting basic amenities are being met.		<i>1. Academic Office Availability and Suitability</i> The Program acknowledges the concerns raised about the insufficiency and suitability of academic office spaces. In collaboration with college administration, the program will initiate a review of current office allocations and workspaces. Efforts are underway to reallocate and refurbish existing spaces, ensuring faculty have a conducive environment for academic tasks, student meetings, and research.	
Points for Improvements: • Accessibility for students with disabilities and safety compliance in facilities received lower ratings. • Academic office availability and suitability for faculty work scored poorly, impacting faculty satisfaction.		<i>2. Accessibility and Safety Compliance</i> Ensuring inclusivity and safety is a top priority. The program will coordinate	

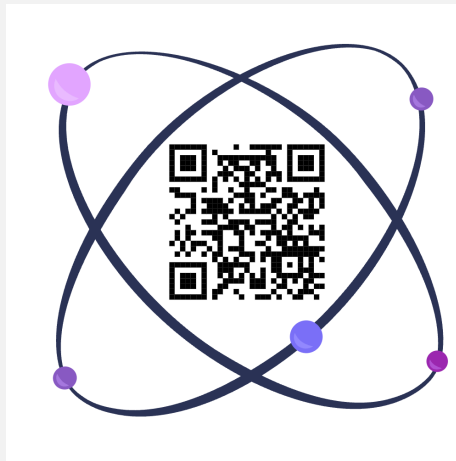
Suggestions for development:

- **Inadequate academic offices**
- **Accessibility issues for disabled students**

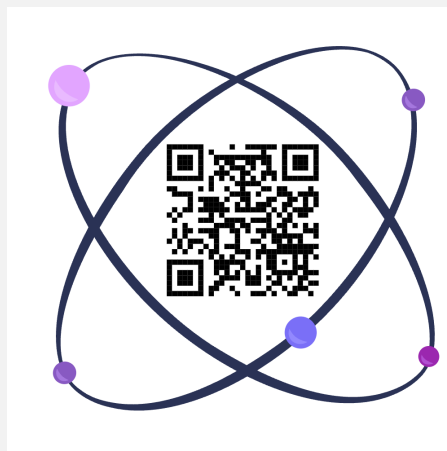
with the facilities and safety units to conduct a full audit of building accessibility and compliance with safety standards, especially for students with disabilities. Required adjustments, such as ramps, elevators, signage, and safety protocols, will be prioritized in the facility upgrade plan.

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

General Surveys 24-25



Independent Reviewer



D. 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	Students' Evaluation of quality of learning experience in the program	3.5	3.61	3.52	The result exceeds the target, indicating that students are generally satisfied with the learning experience. This reflects positively on the instructional design, faculty interaction, and overall academic environment.	3.6
2	Students' evaluation of the quality of the courses	3.9	3.91	3.88	The achieved level slightly surpasses the target, suggesting that the courses are well-designed and meet students' expectations in terms of content, delivery, and assessment.	3.9
3	Completion rate	97 %	87 %	97 %	The actual completion rate is significantly below the target and benchmark. This may indicate challenges in curriculum load, student support services, or academic progression monitoring. A more realistic target of 90% has been set, with action needed	90 %



					to address causes of attrition.	
4	First-year students retention rate	95 %	98.6 %	94.75 %	The program exceeded the retention target, reflecting strong student engagement, orientation, and academic support systems. The new target was slightly increased to 98% to maintain and improve retention sustainability.	98%
5	Students' performance in the professional and/or national examinations	638	692	634.14	Students outperformed both the target and internal benchmark. This indicates strong curriculum alignment with national standards and effective exam preparation. A higher target of 690 has been adopted to continue academic excellence.	690
6A	Graduates' employability and enrolment in postgraduate programs	55 %	93.3 %	53 %	Outstanding performance in graduate employability/enrolment demonstrates high program relevance and graduate readiness. The target was raised significantly to 70% to align more closely with actual achievements and sustain momentum.	70 %



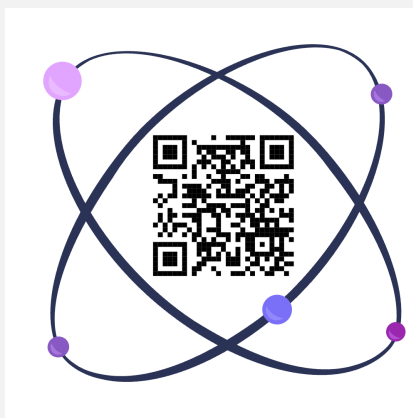


6B	Enrolment in postgraduate programs	40 %	43.3 %	36.67 %	The actual rate slightly exceeded the target and benchmark, showing growing interest in advanced education. A modest target increase ensures ambition while staying realistic.	42 %
7	Employers' evaluation of the program graduates proficiency	4.3	4.3	4.39	Employers are satisfied with graduates' skills, meeting the expected proficiency level.	4.3
8	Ratio of students to teaching staff	1:6	1:6.5	1:6	The current student-to-staff ratio exceeds the target slightly. While still acceptable, it may affect teaching quality and student interaction. Efforts should focus on recruitment or load redistribution to meet the 1:6 target.	1:6
9	Percentage of publications of faculty members	41 %	49 %	41 %	Faculty members exceeded the publication target, indicating strong research activity. Raising the target to 45% supports continued productivity and academic visibility.	45 %



10	Rate of published research per faculty member	1.3	1	1	The actual rate did not meet the target but aligns with the benchmark. This suggests steady performance with room for improvement. A slightly lowered target reflects a more achievable standard while encouraging growth.	1.1
11	Citations rate in refereed journals per faculty member	7.5	8.1	7.5	The citation rate exceeds both the target and benchmark, reflecting the quality and impact of published research. A new target of 7.7 supports the upward trend in scholarly influence.	7.7

[KPIs-24-25](#)



Comments on the Program KPIs and Benchmarks results:

KPI-P-01 exceeds the target, indicating high student satisfaction with the overall learning experience. This suggests effective instructional methods, engaging faculty, and a supportive academic environment that meets students' educational needs.

KPI-P-02 slightly surpasses the target, showing that courses are generally well-structured, relevant, and effectively delivered. This reflects positively on curriculum design and alignment with student expectations.

KPI-P-03 falls below the target, pointing to possible issues with students' timely graduation. Factors may include course scheduling, academic challenges, or limited academic support. A root cause analysis is needed to address these barriers and improve progression.

KPI-P-04 exceeds the target, suggesting that new students are integrating well and receiving the support needed to continue their studies. Strong orientation, early advising, and foundational course support likely contribute to this outcome.

KPI-P-05 significantly exceeds the target, indicating that students are well-prepared for the national licensing exam. This confirms the curriculum's alignment with national standards and the effectiveness of academic preparation.

KPI-P-06 exceeds the targets for both employment and postgraduate enrollment, reflecting strong graduate readiness, market relevance, and the program's ability to prepare students for further academic and professional paths.

KPI-P-07 meets the target, suggesting that employers are satisfied with graduates' performance. While this is positive, enhancing employer engagement and feedback could lead to even better alignment with workplace expectations.

KPI-P-08 is higher than the target, which may strain instructional quality and limit personalized student support. A review of faculty workload and student distribution is recommended to ensure optimal teaching and mentoring capacity.

KPI-P-09 exceeds the target, demonstrating a healthy research culture and broad faculty participation in scholarly activity. This contributes positively to academic reputation and teaching quality.

KPI-P-10 falls below the target, indicating that while many faculty members publish, the overall research output per person is uneven. Providing targeted research support and incentives could help raise productivity across the board.

KPI-P-11 exceeds the target, showing that faculty research is not only being produced but also widely cited. This reflects positively on the quality and relevance of scholarly output and the program's academic impact.

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

Teaching	
Assessment	
Guidance and counseling	
Learning Resources	
faculty	
Research Activities	
Others	

F. Program Development Plan

No.	Priorities for Improvement	Actions	Action Responsibility
1	Train faculty on active learning techniques	Conduct workshops and professional development programs on active learning strategies	Medical Education Committee
2	Enhance Teaching of Basic and Clinical Sciences	- Integrate clinical scenarios into pre-clinical courses - Increase use of interactive tools (case-based learning, concept mapping)	Course Coordinators Curriculum Committee
3	Expand Use of Continuous Assessment	- Revise assessment blueprints to include 20–30% continuous assessment - Introduce more formative tools (quizzes, progress tests, reflective tasks)	Course Coordinators Curriculum Committee
4	Improve Learning Resources and Facilities	-Coordinate infrastructure upgrades (labs, classrooms) - Enhance access to digital libraries and equipment	Program Administration
5	Address Accessibility and Safety Issues	- Conduct accessibility and safety audit	Deanship of Student Affairs

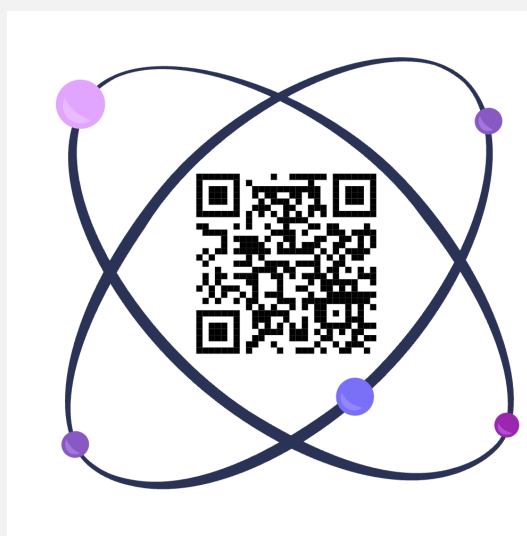




		- Upgrade facilities to meet inclusion and safety standards	
6	Improve Academic Office Space	- Reallocate and refurbish office spaces for academic use	Program Administration

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

Improvement Plans from the Previous Year



G. Approval of Annual Program Report

COUNCIL	Committee of Vice Deans of the College of Medicine
REFERENCE NO.	71376
DATE:	3/8/2025

