



Annual Program Report

(Bachelor)

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: 25/26

Main Location: Health specialties campus

Branches offering the program (if any):

- ...N/A.....
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A.Improvement Plans from the Previous Year

Priorities for Improvement	Percentage of Completion	Comments
Expand Use of Continuous Assessment	30%	- Mandate the revision of assessment blueprints to allocate 20–30% of the total grade to continuous assessment. - Introduce additional formative assessment tools, such as quizzes, progress tests, and reflective tasks.

B. Program Statistics

Item	Number
Number of students enrolled in the program	919
Number of students who started the program (in reporting year)	198
Number of students who completed the program	171
Number of students who completed an intermediate award specified as an early exit point (if any)	n/a
Number of Faculty	164
Student/Faculty Ratio	1:6

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%	80.4
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%	84.7
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%	82.7
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%	87.8
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%	88.9
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%	86.8
S6	Apply research skills, information technology and health informatics to healthcare.	Projects Logbook and Portfolio Critical Thinking Multiple choice questions (MCQs)	75%	88.1



		Survey		
S7	Integrate principles of healthcare promotion and disease prevention into clinical practice aimed at improving quality of life.	Projects Logbook and Portfolio Survey	75%	89.4
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%	92.8
V2	Illustrate ongoing professional development while working collaboratively and constructively within a team.	Performance-Based Assessment Projects Survey	75%	91.6

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

PLOs

Strengths:

All Program Learning Outcomes (PLOs) achieved the targeted performance level of 75%, with results ranging from 80.4% to 92.8%. This indicates that students generally demonstrated satisfactory achievement across the three learning domains: knowledge and understanding, skills, and values, autonomy, and responsibility.

The highest achievement levels were recorded in the values domain, particularly V1 (92.8%) and V2 (91.6%), reflecting students' strong adherence to ethical, legal, Islamic, and professional principles, as well as their ability to work collaboratively and engage in ongoing professional development.

Strong performance was also observed in healthcare promotion and disease prevention (S7, 89.4%), patient-centred care and safety (S4, 88.9%), and the application of research, information technology, and health informatics skills (S6, 88.1%).

The program uses a variety of direct and indirect assessment methods, including written examinations, OSCEs, OSPEs, projects, portfolios, logbooks, performance-based assessments, DOPS, oral examinations, and surveys. This provides multiple sources of evidence for evaluating students' achievement of the PLOs.



Aspects that need improvement with priorities:

Improve achievement of knowledge-based outcomes:

Although K1 achieved the target, it recorded the lowest result at 80.4%. The program should review students' performance in quizzes, midterm examinations, and final examinations to identify difficult topics and areas of recurring underperformance. Additional formative assessments, progress tests, revision sessions, and targeted academic support should be introduced.

Strengthen clinical reasoning and problem-solving skills:

S2 recorded the second-lowest result at 82.7%. Greater emphasis should be placed on case-based learning, simulation, clinical scenarios, structured problem-solving activities, and workplace-based assessments to enhance students' clinical reasoning, critical-thinking, and decision-making abilities.

Enhance basic scientific and clinical skills:

Although S1 achieved 84.7%, further improvement may be achieved through increased simulation-based training, supervised clinical practice, structured feedback, and remediation sessions before OSCE and OSPE assessments.

2. Students Evaluation of Courses

Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
MDSM 211	Foundation Course	11	5.6%	4.46	Link Attached
MDSM 212	General Anatomy	22	11%	4.16	
MDSM 213	Cells and tissue	24	12%	4.71	
MDSM 214	Embryology	23	11.6%	4.98	
MDSM 215	Clinical Biochemistry	27	13.6%	4.62	
MDSM 221	General Pathology	55	27.7%	4.09	
MDSM 222	Medical Microbiology and Parasitology	52	26%	4.33	





Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
MDSM 223	Clinical Pharmacology	48	24%	4.11	Link Attached
MDSM 224	Nutrition and Metabolism	50	25%	4.22	
MDSM 225	Basics of Medical Genetics	49	24%	4.2	
MDCM 226	Basic Life Support Course	74	37%	4.15	
MDMB -314	Blood and Lymph Module	35	19%	4.38	
MDPH-315	Cardiovascular System Module	32	17.6%	4.32	
MDPT-325	Urinary System Module	31	17%	4.3	
MDPR-314	Respiratory System Module	13	7%	4.04	
MDBM -315	Musculoskeletal System Module	18	9.9%	4.4	
MDAN-316	Nervous System Module	35	19%	4.19	
MDPT-324	Gastrointestinal Module	27	14.9%	4.28	
MDPH-324	Endocrine Module	28	15%	4.47	
MDAN-324	Reproduction Module	27	14.9%	4.41	
MDPH-322	Early Clinical Experience	27	14.9%	4.33	
MDMS-471	Clinical Skills	93	44%	3.6	
MDMS-472	Elective course -1	118	55.9%	3.67	
MDCM-485	Community Medicine	124	58.7%	3.85	





Course Code	Course Title	Number of Students Who Evaluated the Course	Percentage of Participants	Evaluation Results	Developmental Recommendations
MDPT-486	Forensic Medicine	22	10%	4.14	Link Attached
MDSR-487	Professionalism	74	35%	4.1	
MDBM-481	Laboratory Medicine	42	19.9%	3.9	
MDBI-482	Basic imaging	94	44.5%	3.98	
MDNT-483	Otolaryngology	126	59.7%	3.9	
MDOP-484	Ophthalmology	126	59.7%	4	
MDOG-591	Gyn/Obstetrics	12	7.5%	3.6	
MDCM-592	Family Medicine	13	8%	3.7	
MDSR-593	Elective course -2	11	6.9%	3.6	
MDPD-501	Pediatrics	36	22.7%	3.8	
MDMS-502	Psychiatry	14	8.8%	3.7	
MDIC-503	Anesthesia	11	6.9%	3.6	
MDMS-611	Medicine	65	41%	3.1	
MDSR-621	Surgery	15	9%	3.5	

[Courses Surveys](#)

3. Students' Evaluation of Program Quality

Evaluation Date: 25-26	Number of Participants: 111
Students Feedback	Program Response
Strengths: - Program objectives are well aligned with students' knowledge, skills, values, and labor market needs. - Program content is well aligned with the objectives and covers different areas of specialization.	- Maintain regular review of program objectives and curriculum alignment. - Continue updating program content to meet academic and labor market developments.



Areas of Improvement:	• Assess and upgrade priority electronic and physical learning resources. • Review and enhance practical activities and field-training experiences.
• Electronic resources, equipment, classrooms, and laboratories require further improvement. • Practical, field-training, and experiential learning opportunities need strengthening.	
Suggestions for improvement:	• Implement the approved improvement plan and monitor progress through defined KPIs. • Reassess student satisfaction in the next survey cycle to evaluate improvement.
• Improve access to electronic resources and learning facilities. • Increase practical projects, field training, and research-related learning opportunities.	

Students' Evaluation of Program Quality

4. Scientific research and innovation during the reporting year

Activities Implemented	Number
Published scientific research	416
Current research projects	369
conferences organized by the program	1
Seminars held by the program	3
Conferences attendees	266
Seminars attendees	91

Discussion and analysis of scientific research and innovation activities:

Discussion of Research Activities in the MBBS Program

Research activities represent an important component of the academic environment supporting the MBBS program. During the 2025–2026 academic year, the Scientific Research Unit provided a structured platform for promoting research engagement among students and faculty members. Research Unit services were actively communicated across the College, while research-focused lectures and workshops were organized to strengthen research knowledge and awareness. Sessions included research ethics, ethical approval, and research misconduct, reflecting an emphasis on responsible conduct of research in addition to research productivity.

A major research activity was the 3rd Annual Research Day 2026, which provided medical students and faculty members with opportunities to present and discuss scientific work through oral and poster presentations. The event attracted more than 300 attendees and participation from 12 universities, while abstract submissions increased substantially compared with the previous year. Thirty abstracts were selected for oral presentation and 50 for poster presentation through a structured evaluation process. The event therefore provided an important platform for developing students' scientific communication, presentation, critical appraisal, and academic networking skills.

Student engagement extended beyond presenting research. Approximately 60 medical students participated in Research Day activities and received recognized volunteering hours through collaboration between the Research Unit and the Volunteer and Community Service Unit. Competitive awards were also provided for the best oral and poster presentations, encouraging students to pursue higher-quality research and actively participate in scholarly activities.

The MBBS program also benefits from a strong faculty research environment. During the reporting period, faculty members produced 416 scientific publications and were involved in 369 current research projects. Of the responding faculty members, 69.7% had published research, with 10 University-funded and 39 externally funded projects reported. Although these indicators mainly reflect faculty research activity, they demonstrate the availability of a research-active academic environment that can support student supervision, collaboration, and mentorship.

The findings also identify opportunities for further development of research activities within the MBBS program. The Research Unit proposed increasing the frequency of research workshops to at least eight annually, strengthening the research consultation service, and enhancing student research through mentorship programs, internal competitions, and targeted research training. These initiatives are expected to improve both the quality and proportion of University of Jeddah student contributions to future research activities.

Overall, the research activities demonstrate a supportive and progressively developing research culture within the MBBS program. The combination of research training, ethical awareness, faculty research expertise, scientific presentation opportunities, and the Annual Research Day provides students with meaningful exposure to scholarly activities. Future efforts should focus on more structured student mentorship, regular research-skills workshops, increased student participation in faculty research projects, and systematic monitoring of student research outputs such as presentations, publications, awards, and participation in funded projects.

[Research unit report.pdf](#)



5. Community Partnership

Activities Implemented	Brief Description*
Rabies Prevention Awareness	Implemented on 28/09/2025. Participants: 41 volunteers (1 staff, 40 students); 450 beneficiaries. Outcome: increased community awareness regarding rabies prevention.
Surgical Suturing Training Workshop	Implemented on 06/10/2025. Participants: 17 volunteers/participants (4 staff, 13 students); 40 beneficiaries. Outcome: strengthened practical surgical suturing skills.
Mental Wellness 2	Implemented on 21/10/2025. Participants: 2 staff; 82 beneficiaries. Outcome: promoted mental health awareness.
Seasonal Influenza Vaccination Initiative	Implemented on 23/10/2025. Participants: 9 volunteers (1 staff, 8 students); 70 beneficiaries. Outcome: supported influenza prevention and vaccination awareness.
Breast Cancer and Immunotherapy Awareness Initiative	Implemented on 27/10/2025. Participants: 31 volunteers (6 staff, 25 students); 250 beneficiaries. Outcome: raised awareness of breast cancer and immunotherapy.
Antimicrobial Resistance Awareness Initiative	Implemented on 03/11/2025. Participants: 35 volunteers (7 staff, 28 students); 250 beneficiaries. Outcome: promoted awareness of antimicrobial resistance and appropriate antibiotic use.
Lung Cancer Awareness Initiative	Implemented on 11/11/2025. Participants: 47 volunteers (12 staff, 35 students); 250 beneficiaries. Outcome: increased awareness of lung cancer.
Medical Specialties Forum	Implemented on 15/11/2025. Participants: 30 volunteers (19 staff, 11 students); 120 beneficiaries. Outcome: enhanced students' exposure to different medical specialties and career pathways.
Ophthalmoscopy Workshop	Implemented on 30/11/2025. Participants: 26 volunteers/participants (14 staff, 12 students); 8 beneficiaries. Outcome: developed practical ophthalmoscopy and eye-examination skills.
KSA 10 Cancer Awareness Event	Implemented on 03/12/2025. Participants: 51 volunteers (19 staff, 32 students); 250 beneficiaries. Outcome: enhanced community cancer awareness.
Vascular Disease Awareness Initiative	Implemented on 05/12/2025. Participants: 46 volunteers (12 staff, 34 students); 170 beneficiaries. Outcome: increased awareness of vascular diseases and prevention.
Endoscopy Skills Workshop	Implemented on 09/12/2025. Participants: 16 volunteers/participants (12 staff, 4 students); 8 beneficiaries. Outcome: provided practical exposure to endoscopy skills.
Interactive Discussion with a Physician Practicing in Canada	Implemented on 14/12/2025. Participants: 14 volunteers (2 staff, 12 students); 50 beneficiaries. Outcome: provided exposure to international medical practice and professional experience.
Journey into Obstetrics and Gynecology Initiative	Implemented on 06/01/2026. Participants: 6 volunteers (1 staff, 5 students); 150 beneficiaries. Outcome: increased students' knowledge and interest in Obstetrics and Gynecology.



Pediatric History Taking and Clinical Examination Lecture	Implemented on 28/01/2026. Participants: 14 volunteers (1 staff, 13 students); 45 beneficiaries. Outcome: enhanced knowledge and practical skills in pediatric history taking and clinical examination.
ECG Workshop	Implemented on 08/02/2026. Participants: 20 volunteers/participants (1 staff, 19 students); 35 beneficiaries. Outcome: strengthened practical ECG-related skills.
Fetal Assessment and Obstetric Skills Workshop	Implemented on 23/04/2026. Participants: 11 volunteers (8 staff, 3 students); 100 beneficiaries. Outcome: developed skills in fetal assessment, labor simulation, delivery maneuvers, and pelvic examination.
Colorectal Cancer Awareness Initiative	Implemented on 03/05/2026. Participants: 53 volunteers (35 staff, 18 students); 250 beneficiaries. Outcome: increased awareness of colorectal cancer.
Hand Health Awareness Initiative	Implemented on 05/05/2026. Participants: 52 volunteers (32 staff, 20 students); 250 beneficiaries. Outcome: promoted awareness of hand health.
Internship Experience in Obstetrics and Gynecology	Implemented on 07/05/2026. Participants: 7 volunteers (3 staff, 4 students); 100 beneficiaries. Outcome: improved students' understanding of the Obstetrics and Gynecology internship experience.
Hantavirus Awareness Initiative	Implemented on 19/05/2026. Participants: 57 volunteers (26 staff, 31 students); 250 beneficiaries. Outcome: raised awareness regarding Hantavirus.
Senior Paramedic	Implemented on 14/09/2025. Participants: 20 volunteers (2 staff, 18 students); 100 beneficiaries. Outcome: supported community emergency and first-aid awareness.
"Lighten Your Blood – From Every Vein, for the Nation"	Implemented on 24/09/2025. Participants: 7 volunteers (1 staff, 6 students); 95 beneficiaries. Outcome: supported community participation in a blood-related health initiative.
Think Pink: Breast Cancer Awareness	Implemented on 02/10/2025. Participants: 9 volunteers (4 staff, 5 students); 50 beneficiaries. Outcome: increased breast cancer awareness.
The First Rescuer	Implemented on 04/10/2025. Participants: 57 volunteers (3 staff, 54 students); 400 beneficiaries. Outcome: promoted first-aid and emergency-response awareness.
Honoring the Elderly	Implemented on 16/10/2025. Participants: 16 volunteers (3 staff, 13 students); 54 beneficiaries. Outcome: supported community engagement and service to elderly people.
Clear Vision	Implemented on 18/10/2025. Participants: 84 volunteers (7 staff, 77 students); 350 beneficiaries. Outcome: provided an eye-health focused community service activity.
Ramadan Food Basket Initiative	Implemented on 16/02/2026. Participants: 52 volunteers (9 staff, 43 students); 60 beneficiaries. Outcome: provided community support during Ramadan.



“Lighten Your Blood 11”	Implemented on 10/06/2026. Participants: 8 volunteers (3 staff, 5 students); 68 beneficiaries. Outcome: continued community engagement through a blood-related health initiative.
Diabetes Awareness and Prevention of Complications	Implemented on 27/01/2026. Participants: 57 volunteers (29 staff, 28 students); 250 beneficiaries. Outcome: increased awareness of diabetes prevention and complications.
3rd Scientific Research Day – Scientific Committee	Implemented on 19/05/2026. Participants: 24 volunteers (21 staff, 3 students); 300 beneficiaries. Outcome: supported scientific research activities and student scholarly engagement.
3rd Scientific Research Day – Organizing Committee	Implemented on 23/05/2026. Participants: 67 volunteers (4 staff, 63 students); 300 beneficiaries. Outcome: supported the organization and delivery of the Research Day.
3rd Scientific Research Day – Judging Committee	Implemented on 27/05/2026. Participants: 22 staff volunteers; 300 beneficiaries. Outcome: supported evaluation and scientific quality of Research Day activities.

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

Comment on community partnership activities**

Community partnership activities during 2025–2026 demonstrated strong engagement with health clusters, educational institutions, and charitable organizations. The activities included health awareness campaigns, field screening, volunteer initiatives, skills training, and support for vulnerable groups, contributing to improved health awareness and wider community outreach.

The College participated in 38 activities inside and outside the University, with 41% of faculty members and 42% of students participating, resulting in an overall participation rate of 42%.

Overall, the activities reflect effective community engagement and good participation by students and faculty. Future efforts should focus on expanding partnerships with health, educational, and charitable organizations and increasing initiatives targeting priority and vulnerable community groups.

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

[Community services.pdf](#)

6. Other Evaluation (if any)

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

Evaluation method: Survey	Date: 25-26	Number of Participants: 9
Summary of Evaluator Review		Program Response
Strengths: • Graduates demonstrate strong professional ethics, values, and national identity. • Graduates show high professional and specialized competence, including practical skills and effective use of technology.		• Maintain the current emphasis on professional ethics, values, and workplace readiness. • Continue reviewing the curriculum and practical training to sustain alignment with employer expectations.





Points for Improvements: • Leadership skills should be strengthened. • Graduates' ability to work independently should be further developed.	• Integrate more leadership roles, team-based responsibilities, and student-led activities. • Increase opportunities for independent tasks, self-directed learning, and decision-making during training.
Suggestions for development: • Expand activities that develop leadership, problem-solving, and independent decision-making. • Increase workplace-based and practical learning opportunities linked to employer needs.	• Incorporate targeted leadership and problem-solving activities into relevant courses and clinical training. • Monitor employer feedback in the next survey cycle to evaluate the effectiveness of the implemented actions.

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

[Surveys](#)

D. Program Key Performance Indicators (KPIs)

Including the key performance indicators required by the NCAAAA.

No	KPI	Targeted Value	Actual Value	Internal Benchmark	Analysis	New Target
1	Students' Evaluation of Quality of Learning Experience in the Program	3.6	3.8	3.61	Increased and exceeded the target	3.8
2	Students' Evaluation of the Quality of the Courses	3.9	4.2	3.91	Increased and exceeded the target	4
3	Completion Rate	90%	93.5%	87%	Increased and exceeded the target	94%
4	First-Year Students Retention Rate	98%	95.8%	98.60%	Didn't reach the target	98%
5	Students' Performance in Professional and/or National Examinations	690	692	692	Slightly increased and exceeded the target	692
6A	Graduates' Employability and Enrolment in Postgraduate Programs	70%	70.5%	93.30%	exceeded the target	70%
6B	Enrolment in Postgraduate Programs	42%	70.5%	43.30%		70%



7	Employers' Evaluation of the Program Graduates' Proficiency	4.3	4.3	4.3	Remained stable and met the target.	4.3
8	Ratio of Students to Teaching Staff	1:6	1:6	01:6.5	Remained stable and met the target.	1:6
9	Percentage of Publications of Faculty Members	45%	69.7%	49%	Increased and exceeded the target.	60%
10	Rate of Published Research per Faculty Member	1.1	1	1	Remained stable and met the target	1:1
11	Citations Rate in Refereed Journals per Faculty Member	7.7	25	8.1	Increased and exceeded the target	10

Link to KPI Report

[KPIs](#)

Comments on the Program KPIs and Benchmarks results:

Overall, the program demonstrated strong KPI performance, with most indicators meeting or exceeding their targets. Student satisfaction improved, with the learning experience reaching 3.8 and course quality 4.2, while the completion rate increased to 93.5%. Performance in professional examinations remained stable at 692, and employer satisfaction was maintained at 4.3. Postgraduate enrolment showed a major improvement, reaching 70.5%, and the student-to-teaching-staff ratio remained optimal at 1:6.

Research performance was particularly strong. The percentage of faculty members with publications increased to 69.7%, and the citation rate rose significantly to 25 citations per faculty member, both well above their targets and benchmarks. However, the rate of published research per faculty member remained at 1.0, slightly below the target of 1.1.

The main area requiring improvement is the first-year student retention rate, which declined to 95.8%, below both the 98% target and the 98.6% benchmark. In addition, although graduate employability and postgraduate enrolment combined achieved the 70% target, the result of 70.5% remained below the internal benchmark of 93.3%, indicating the need for continued monitoring and graduate-support initiatives.

Overall, the results indicate positive program performance, improved student satisfaction and completion, strong research impact, and increased postgraduate progression, with priority improvement efforts needed in first-year retention, graduate outcomes, and individual faculty research productivity.

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

Teaching	N/A
Assessment	N/A
Guidance and counseling	N/A
Learning Resources	N/A
faculty	N/A
Research Activities	N/A
Others	N/A

F. Program Development Plan

No.	Priorities for Improvement	Actions	Action Responsibility
1	Improve first-year student retention	Analyse causes of withdrawal, interruption, and academic difficulty among first-year students. Establish early identification of at-risk students and provide structured academic advising, mentoring, remedial support, and follow-up.	Academic Affairs, Academic Advising Unit,
2	Strengthen graduate readiness, leadership and independent practice	Integrate leadership, teamwork, problem-solving, self-directed learning, independent decision-making, and student-led responsibilities into relevant courses and clinical training.	Alumni Unit
3	Strengthen participation in program and course evaluation surveys	Develop a systematic mechanism to improve student and stakeholder participation in course, program, graduate, and employer surveys.	Quality Unit, Quality Denship



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

G. Approval of Annual Program Report

COUNCIL	COLLEGE COUNCIL
REFERENCE NO.	103829
DATE:	27/08/2026

