



هيئة تقويم التعليم

Education Evaluation Commission

المركز الوطني للتقويم والاعتماد الأكاديمي

National Center for Academic Accreditation and Evaluation



Qassim University, College of Medicine

Medicine and Surgery Program

ANNUAL PROGRAM REPORT

(APR)

2017/2018

Annual Program Report

1. Institution: Qassim University, College of Medicine		Date: 25/7/2018
2. College/ Department: College of Medicine		
3. Dean: Dr. Ahmad Alamro		
4. List All Campus Branch/Locations (approved by Ministry of HE or Higher Council of Education).		
Campus Branch/Location	Approval By	Date
Main Campus: During Years 1-3: <ul style="list-style-type: none"> • Main Campus, Qassim University During Years 4-5 (Clinical Phase): <ul style="list-style-type: none"> • MOH Affiliated teaching hospitals (King Fahd Specialist Hospital in Buraidah, Buraidah Central Hospital, Maternity and Children Hospital in Buraidah, King Saud Hospital in Unaizah) 	King Saud University Council	28/11/1995 (5/7/1416)
	Higher Education Council	09/09/2001 (1/3/1421)

A. Program Identification and General Information

Program title and code: Medicine and Surgery	Code: 38
Name and position of persons completing the APR Dr. Saleh Alrebish; Vice Dean, College of Medicine, Qassim University	
Academic year to which this report applies:	2017/2018

B. Statistical Information

1. Number of students who started the program in the year concerned:	134
2. (a) Number of students who completed the program in the year concerned: Completed the final year of the program:	96
3. Apparent completion rate.	69.0%

4. Enrollment Management and Cohort Analysis (Table 1)

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

Enrollment Management and Cohort Analysis Table 1.

Student Categories	Years	*PYP	4 Years Ago	3 Years Ago	2 Years Ago	1 Year Ago	Current Year 2017/2018
1. Total cohort enrollment		*PYP	139	120	108	98	96
2. Retained till year end							
3. Withdrawn			4	2	0	0	0
4. Cohort graduated successfully			120	108	98	96	
5. Total graduated successfully							96

Provide a summary cohort analysis for each of the above cohorts by listing strengths and recommendations for improvement.

Year to year progression rates:

The cohort commenced 4 years ago and continued to commence next year:	86%
The cohort commenced 3 years ago and continued to commence next year:	90%
The cohort commenced 2 years ago and continued to commence next year:	91%
The cohort commenced 1 year ago and continued to commence next year:	98%
The cohort commenced in the current year and has been graduated:	100%

Follow up of this cohort indicates that about 69% of the commenced students have successfully completed the program in the minimum time.

*** PYP - Preparatory Year**

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

Date of Survey

February 2018

Number Surveyed

95

Number Responded

84

Response Rate %

88%

Destination	Not Available for Employment		Available for Employment		
	Further Study	Other Reasons	Employed in Subject Field	Other Employment	Unemployed
Number			84		
Percent of Respondents			100%		

Analysis: List the strengths and recommendations.

The response rate of those who finished the internship year was 88%. All responding graduates are employed in the medical field. The need for Saudi medical practitioners provides good job opportunities for all graduates to find a satisfactory position in the medical field.

The facilities for postgraduate study are also available, accordingly, many of the graduates would continue for further study after they have settled in their jobs. Most of the graduates expressed their overall satisfaction about the program; they expressed their satisfaction with the scientific contents and agreed that it helped them to build up their abilities to diagnose a problem, collect and analyze data, and suggest solutions. They also agreed that it helped them to enhance their professional ethics, improve their abilities to work in team and their communication skills.

Approximately, 89% are satisfied about their abilities to diagnose a problem, collect and analyze data, and suggest solutions.

C. Program Context

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

- In year 2016, the College has fully National accredited.
- The College started in responding to the recommendations of NCAAA by assigning staff members to be responsible for the action plan.
- This academic year 2017-2018, large number of Saudi staff members has joined the College after they finished their study abroad. They will take over the responsibilities and get the experiences in different fields of education and administration.
- The process of reforming the curriculum has been started by surveying the stakeholder about the running curriculum and suggestion for the suggested one.
- Qassim University has improved prep year courses putting more stress on teaching of English language and medicine-related courses like biology and biochemistry.

Implications for the program

- These changes have positively influences the program outcome.
- First year students has better level of English language and medical topics.

D. Course Reports Information Summary

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

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

Course reports pass by the following steps:

- Individual course reports are used for evaluation of course as well as the program.
- Course reports includes observations and comments of the organizer of the course in addition to feedback from students
- The course organizer is responsible for analysis of students' feedback, faculty comments and other observations, with consideration of the students' results. S/he has also to include suggestions for improvement.
- At the end of course (block), the report and the End-of-course survey are sent to the Quality Assurance Unit (QAU). QAU sends the report with student survey to the pre-assigned reviewer to check the report by using the checklist form designed by QAU.
- Within a week, the reviewer sends his report with comments and suggestions that are checked and revised by the QAU conducts analysis
- Students' performance in each course; and coverage of the course ILOs is stressed in the report; areas of deficiencies are highlighted to be reemphasized through the spiral approach.

Use of course reports for improvement

- Suggestions of course organizers and/or students are raised to Departments or Phase Academic Coordination Committee according to the situation. Recommendations of the departments, Phase Committee and Quality Assurance Unit are discussed among relevant bodies; minor modifications confined to a specific course are accordingly decided and implemented from subsequent round.
- Issues recurring in many courses or those needing adjustments of the educational process are projected to the Medical Education Department (MED). Recommendations of MED will be implemented after approval of Vice Dean for Academic affairs
- Issues that need major changes are raised as proposals to the curriculum committee.

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

i. Completion rate analysis:

- Some students who join the college face difficulties in the first year because of the highly demanding student centered learning approach. These results in a relatively high dropout rate in the first year, about 10% of intake. Course completion rates increase with program advance

Course code	Course	Course Completion Rate % 2017/2018		
		Boys	Girls	Total
CMD 211	Concepts and Principles of Medical Education	100.0	100.0	100.0
CMD 212	Man, His Environment and Metabolism	83.5	96.8	89.2
CMD 213	Growth and Development	96.3	100.0	98.6
CMD 221	Principles of Diseases	86.1	90.0	87.4
CMD 222	Musculoskeletal and Integumentary Systems	85.1	87.6	86.8
CMD 214	Clinical Skills 1	100.0	100.0	100.0
HIC 211	Health and Illness in the Community 1	100.0	100.0	100.0
CMD 322	Endocrine and Reproductive Systems	92.8	89.4	91.7
CMD 311	Hemopoietic and Immune Systems	86.3	95.7	89.4
CMD 312	Cardiovascular System	91.0	93.3	92.1
CMD 321	Respiratory System	86.7	93.7	91.7
CMD 313	Clinical Skills 2	100.0	100.0	100.0
HIC 311	Health and Illness in the Community 2	100.0	100.0	100.0
CMD 332	Digestive System	95.9	95.1	95.6
CMD 341	Urinary System	95.8	100.0	97.2
CMD 331	Nervous System, Special Senses and Behavioral Sciences	89.0	95.7	91.3
CMD 342	Integrated Multi-Systems and Therapeutics	98.6	100.0	90.5
CMD 333	Clinical Skills 3	100.0	100.0	100.0
HIC 331	Health and Illness in the Community 3	100.0	100.0	100.0
MED 341	Clinical Skills 4	100.0	100.0	100.0
MED 411	Internal Medicine 1	72.3	82.9	76.1
MED 412	Internal Medicine 2	72.3	82.9	76.1
IMG 421	Medical Imaging	86.8	92.5	89.8
DERM411	Dermatology	95.3	98.0	96.8
SURG421	General Surgery	100.0	100.0	100.0

ORTH421	Orthopedic Surgery	100.0	97.6	99.1
OPHT421	Ophthalmology	98.2	100.0	99.0
ENT 421	Ear, Nose and Throat Diseases	100.0	100.0	100.0
PED 431	Pediatrics	98.5	100.0	99.1
OBGN441	Gynecology and Obstetrics	95.5	95.8	95.7
FCM 431	Family Medicine	100.0	100.0	100.0
EMR 441	Emergency Medicine	100.0	100.0	100.0
PSYC441	Psychiatry	100.0	100.0	100.0
CMD 431	Forensic Medicine	100.0	100.0	100.0
CMD 441	Medical Ethics in Islam	100.0	100.0	100.0

ii. Grade distribution analysis:

- In most courses, students' grades show normal distribution. In short courses, more high grades were got rather than in long courses with more learning material.
- Analysis of results of the two genders confirms that girls tend to be ahead of boys especially in the early phase of the program.

E. Summary Program Evaluation

List most important recommendations for improvement, strengths and suggestions

Strengths:

- Most of the graduates expressed their overall satisfaction about the program. They also agreed that it helped them to enhance their professional ethics, improve their abilities to work in team and communication skills.
- Faculty are aware about requirements of the program and different courses, they are available, helpful and fair to students.
- Learning resources are adequate for the program and facilities are of good quality.
- The educational material is offered in appropriate time to students.

Suggestions for improvement

- More details of assessments results may be declared to students.
- Enhancement of preparation of the University Hospital and college building.
- Orientation of students for postgraduate study and career choice.
- To offer a recreation room in the College's building.

KPI Assessment Table

KPI # 12 : Proportion of students who complete the program in minimum time

Assessment Year: 2017-2018	
Program Learning Outcome: All learning outcomes of the program	
NQF Learning Domain	All Learning Domains
KPI Target Benchmark	75%
KPI Actual Benchmark	69%
Last year's Benchmark (Internal Benchmarks)	68.6%
New Target Benchmark	72%
Strengths Although there is a trend of high drop rate in the first year because of the highly demanding self-dependent, student-centered learning atmosphere; yearly progression rate is close to 90% in early years and higher in the clerkship phase. This indicates the all- in-all performance of the college and the adherence to the best practice in different aspects of the educational process.	
Recommendation	
<ul style="list-style-type: none"> • More emphasis to Student Guidance and Support especially in the first year • Monitoring of students' progress should be continued, assistance to those having problems provided. 	

Orientation programs for new teaching staff	
Orientation programs provided? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If offered how many participated? <input type="text" value="15"/>	
Brief Description Workshops were conducted by the University and the College. The College's newcomer workshop, designed for staff who joined the college recently, or those who want to learn more basic skills. Working as co-organizer for a course/block, at least for one year, before working independently	
List recommendations for improvement by teaching staff.	
<ul style="list-style-type: none"> • Repetition of tutor training workshops is needed • More hands-on training activities • Participation in training program in the university and other medical colleges in the kingdom • Inclusion of training in e-learning in the newcomer training program 	

Professional Development Activities for Faculty, Teaching and Other Staff a. Activities Provided Only the activities related to improving of teaching and research capacities are list here.	How many Participated	
	Teaching Staff	Other Staff
1. Newcomer training workshop	12	5
2. Updates in progress Test	27 M 18 F	
3. Curriculum reform and SaudiMeds	35 M 25 F	
4. Medicine update Symposium	40 M 25 F	
5. Managing Articles and Citations using Mendeley	15 M 8 F	
6. Basic statistics in medicine	33 M 24 F	
7. Sampling and sample size calculation & Presenting Tables and figures for publication	27 M 20 F	
8. SPSS Training Workshop	15 M 8 F	
9. Problem scenario Construction in PBL	18 M 8 F	
10. Generator, Proposal writing for fund	25 M 15 F	

Program Action Plan Table

No	Recommendations	Actions	Assessment Mechanism or Criteria	Responsible Person	Start Date	Completion Date
1	Review and reforming of the Curriculum	<ul style="list-style-type: none"> o Formulation of the steering committee. o Orientation of staff and students of the whole process. o Conduction of curriculum analysis through students' feedback, stakeholders' surveys. o Preparation of provisional Curriculum Map with new courses. 	<p>Direct methods of assessment like completion rate and success rate of the courses.</p> <p>Indirect methods of assessment like surveys and FGD</p>	Vice Dean for Academic Affairs	September 2016	At the end of academic year 18-19
2	Review and updating the College's admission criteria	<ul style="list-style-type: none"> o Student selection should be aligned to the college vision and mission, considers the college's values, quality, relevance and impact, and respects the local standards. As per university regulations, students can join the college of medicine only after finishing the preparatory year program (PYP). 	Assigned KPI and indirect methods of assessment like surveys and FGD	Vice Dean for Academic Affairs	January 2017	18-19
3	Develop a system to ensure the regular external validation of evaluation data related to student outcomes	<ul style="list-style-type: none"> o The Assessment Unit will establish a mechanism for regular external validation of exams; o In addition to the College Advisory Board, independent advice about evaluation data related to student outcomes will 	Assigned KPI and indirect methods of assessment like surveys and FGD	Head of Medical Education Department, Assessment Unit Supervisor	January 2017	

		be regularly sought from medical education experts in the Kingdom on annual basis.				
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Program Chair: Dr. Ahmad Alamro

Signature:

Date Report Completed: 25/July/2018

Received by: Dr. Ahmad Alamro

Dean

Signature:



Date: July/2018