

Surveys, Analytics and Reflection
Learning, Development, and Social Accountability
Center of Excellence

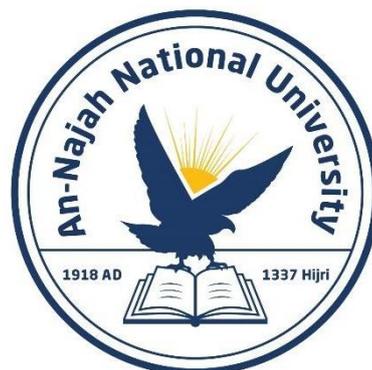
Faculty of Medicine and Allied Medical Sciences

An-Najah National University

2026

Current statistics, surveys feedback, and reflections

Prepared by:
Dr. Hammam Abdalrazeq



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Created by	Created on	Modified by	Reason of modification	Date of modification
Dr. Hammam Abdalrazeq – Teaching and Research Assistant (Quality Assurance)	15-2-2026			

Reviewed & approved by	Reviewed on	Need for modification
Dr. Souad Belkebir – Medical Education, CPD and Staff Appraisal Unit head		

Reviewed & approved by	Reviewed on	Need for modification
Dr. Ithar Beshtawi – Director of Learning, Development, and Social Accountability Center of Excellence		

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Introduction

This report was prepared by the **Learning, Development, and Social Accountability Center of Excellence** to consolidate and present **surveys and related statistics** conducted during the **previous academic year** and the **current academic year (2025-2026)**.

During the 2024–2025 period, the Medical Education, CPD, and Staff Appraisal Unit analyzed survey data and documented reflections on the findings.

This report presents all surveys conducted during the 2024–2025 academic year, including those already analyzed, and covers surveys conducted in the current academic year (2025–February 2026) that have been analyzed or still require analysis.

For the current academic year, the report differentiates between surveys that have already been analyzed and those still pending analysis, ensuring transparent tracking of progress and guiding the next required actions and priorities.

Surveys conducted during the 2024–2025 academic year

SURVEYS, ANALYTICS AND REFLECTION DURING THE ACADEMIC YEAR 2024–2025

SURVEYS	Data	Response	Note
PEDIATRICS OSCE 1- 5th year pediatrics-A 2- 5th year pediatrics-B 3- 5th year pediatrics- C 4- 6th year pediatrics- (A1-B2)	1-24-10-2024 2-16-01-2025 3-13-04-2025 4-02-05-2025	1-70.3% 2-80.3% 3-100% 4-82%	<ul style="list-style-type: none"> Students raised concerns about variability between routes/hospitals and noted that some assessed topics were insufficiently covered during the academic year. Dry OSCE timing and station clarity need urgent improvement
GYN-OBS OSCE 1- GYN-OBS -4th year -A 2- GYN-OBS -4th year -B 3- GYN-OBS -4th year -C 4- GYN-OBS -6th year	1-01-11-2024 2-24-01-2025 3-11-04-2025 4-25-04-2025	1-66.1% 2-66.1% 3- 81.2% 4-83.8%	<ul style="list-style-type: none"> Dry station + curriculum alignment: The dry station received the most criticism, mainly due to unclear ultrasound image quality and inclusion of content students felt was not adequately covered Fairness and exam conditions require strengthening: Feedback highlighted inconsistent availability of two examiners, time pressure for complex tasks, and environmental distractions
Surgery OSCE 1- 4th Year - Surgery -A 2- 4th Year - Surgery - B 3- 4th Year - Surgery -C 4- 6th Year - Surgery	1-01-11-2024 2-17-01-2025 3-02-05-2025 4-11-04-2025	1-66% 2-68% 3- 91.1% 4- 88.2%	<ul style="list-style-type: none"> Assessment quality is strengthening: Surgery OSCEs show clear progress in structured, checklist-driven assessment, with students frequently acknowledging examiner professionalism and dual-examiner presence Feedback highlighted unclear station design/communication station misalignment, rushed interactions in some physical exam stations, and logistical issues (long waiting, short transitions); disrupted rotations also led to unequal exposure to subspecialties (e.g., urology/vascular/burns/plastics)

<p>Internal Medicine OSCE</p> <p>1- 4th Year - IM - A 2- 4th Year - IM -B 3- 4th Year - IM -C 4- 6th Year - IM</p>	<p>1-25-10-2024 2-24-01-2025 3-25-04-2025 4-18-04-2025</p>	<p>1- 64% 2-78.2% 3- 79.8% 4- 86%</p>	<ul style="list-style-type: none"> • (4th year): Students described stations as overly difficult for their level, with complex cases not sufficiently covered during rotations, rushed timing, and stress related to examiner behavior • For the 6th-year OSCE, students reported noise/crowding, challenges with uncooperative/very ill patients, and perceived differences in station difficulty across routes, creating fairness concerns
<p>Pediatrics NBME</p> <p>1- 5th year 2- 6th year</p>	<p>6/2025</p>	<p>-</p>	<ul style="list-style-type: none"> • Pediatrics 5th year (NA) • Pediatrics 6th year Students demonstrating strengths in foundational science (e.g., genetics, immunology, endocrine disorders) and management skills, but showing significant underperformance in behavioral health, ethics/social sciences, and congenital disorders. While students exceeded national averages in foundational knowledge (+4%) and clinical management (+5%), there were substantial gaps in ethics (-54%), behavioral health (-18%), and specific clinical diagnoses such as dermatology (eczema: -65%) and nervous system infections (-43%).
<p>Internal Medicine NBME</p> <p>1- 4th year 2- 6th year</p>	<p>6/2025</p>	<p>-</p>	<ul style="list-style-type: none"> • Internal Medicine 4th year (NA) • Internal Medicine 6th year: Overall, students demonstrated competency in clinical reasoning, particularly in Diagnosis, where the performance was nearly aligned (1-point difference). However, there were notable underperformance trends in Foundational Science Concepts (6-point gap) and Pharmacotherapy/Management (10-point gap), particularly in areas like parasitic infections, substance abuse, and respiratory failure.

Obstetrics & Gynecology

- 1- 4th year
- 2- 6th year

6/2025

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- 4th year: Student performance showed notable underperformance compared to U.S. national averages, with deficits ranging from 4 to 12 points across all physician task areas. The most critical gaps appeared in Diagnosis and Health Maintenance, Prevention & Surveillance, both with a 12-point deficit. Pharmacotherapy/Management also showed a 9-point gap. These results highlight weaknesses in clinical reasoning, preventive care, and therapeutic decision-making, particularly in breast disorders, pregnancy-related care, and endocrine conditions.
- 6th year: The performance of our students compared to first-time U.S. test-takers, was generally satisfactory, with slight underperformance (2-9 points) across key physician task domains. The strongest areas were Diagnosis and Pharmacotherapy/Management, showing minimal gaps (3 and 2 points respectively). The greatest performance gap (9 points) was in Health Maintenance, Prevention, and Surveillance, especially regarding preventive care in reproductive health and prenatal supervision.

Surgery

- 1- 4th year
- 2- 6th year

6/2025

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- The NBME General Surgery exam results for 4th-year students showed underperformance compared to U.S. benchmarks, with answer percentages 10-30% lower, and some items showing gaps of up to 45%. Students performed relatively better in core surgical knowledge (e.g., ILOs 2, 4-7) but struggled in areas requiring higher-order reasoning, subspecialty knowledge, and advanced clinical integration (e.g., ILOs 1, 8-10, 12). Key factors contributing to this underperformance include limited clinical responsibility, misaligned curriculum timing (no

			<p>formal exposure to many subspecialties), and major disruptions due to war and movement restrictions.</p> <ul style="list-style-type: none"> The 6th-year medical students' performance on the NBME General Surgery exam was strong and closely aligned with—or above—the national average, particularly in areas related to clinical reasoning, surgical judgment, and decision-making (ILOs 3–5). Students showed solid overall readiness, scoring above 70% on most ILOs, with a slight dip (68%) in systems-based practice and patient management (ILO 6). These results reflect effective curriculum delivery, appropriate clinical exposure, and student resilience despite ongoing regional disruptions.
<p>EVALUATION OF STRATEGIC PLAN (2024-2025)</p>	<p>14/9/2025</p>	<p>60 administrative staff members and 80 Academic staff members responded to the survey.</p>	<ul style="list-style-type: none"> Governance & communication: Clear objectives linked to KPIs + stronger internal communication. Academic & research excellence: Regular curriculum updates, research incentives, and earlier student research/clinical exposure. Capacity, tech & wellbeing: Upgrade infrastructure + integrate AI/VR/digital tools, expand staff development/partnerships, and strengthen work environment & psychological support.

EXIT SURVEY (2024-2025)	11/9/2025	100%	<ul style="list-style-type: none"> Overall program quality is strong: Graduates reported $\geq 70\%$ satisfaction across all seven PLOs, and overall program quality was rated mainly Good/Very good (57%/18%). Clinical training is strong in core rotations, but Psychiatry & Neurology are priority gaps: Pediatrics and Internal Medicine rotations were rated higher, while Psychiatry and Neurology consistently received lower ratings Graduates highlighted improvement needs in faculty responsiveness/career guidance/student involvement, and in services (especially internet/health services) and student-to-classroom ratio—linked to recommendations for upgrading
Training and Workshops for the Academic (Faculty Member's Needs)	23-10-2025	57 faculty members participated in this survey	<ul style="list-style-type: none"> Top requested training priorities: Highest interest topics were Effective Supervision of Research Projects (31 selections), Integrating AI in Medical Education (25), Journey of Publication (25), and Proposal Writing (21) highlighting strong demand for research mentorship capacity and AI-enabled education.
Satisfaction surveys (2024-2025) 1- BASIC & CLINICALSTAFF SURVEY 2- BASIC STUDENTS SURVEY 3- CLINICAL STUDENTS SURVEY	11/9/2025	1- 22.8% 2- 20% 3- 13%	Provisional analysis
Community needs 1- Doctors 2- Researcher 3- Community	1- 05-05-2025 2- 04-05-2025 3- 04-05-2025	1- 9Participants completed the survey	Doctors: 100% of surveyed doctors stated the community requires health awareness initiatives, confirming a critical gap in community health education.

		<p>2- 59Participants completed the survey</p> <p>3- 500 participants completed the survey</p>	<p>Top priority topics to target: The most pressing education needs were mental & psychological health (72.73%), diabetes (70.91%), nutrition/obesity-related diseases (70.91%), and hypertension (69.09%); with cancer (63.64%) and infectious diseases (58.18%) also high priority.</p> <p>Researcher: 96.61% of researchers confirmed the community needs health awareness activities. Top needs were Nutrition/obesity (60.71%), Diabetes (57.14%), Hypertension (51.79%), and Mental & psychological health (51.79%), with notable burdens also in infectious diseases and cancer (44.64% each).</p>
USMLE	April to July 2024	34 participants	The analysis represents the outcomes of 34 records of exams taken during 2024.The majority of examinee were male and a successful rateof:94%.

<p>Employer surveys</p>	<p>17-04-2025</p>	<p>22 employers from 12 different institutions.</p>	<ul style="list-style-type: none"> • Employers confirm strong graduate readiness and competence: Across core clinical domains, most ratings were Excellent/Above Average—including medical knowledge (52.94% Excellent; 35.29% Above Average), diagnostic/problem-solving, teamwork, stress handling, and history-taking; only 5.88% rated physical exam/management planning as below average and 0% poor across items • Research & evidence-based practice are good but need strengthening in “appraisal/application”: Employers rated engagement in clinical research and use of technology positively, but 47.06% rated “analyze and apply evidence-based findings” as Average, indicating a clear area to improve EBM integration in clinical training.
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Workshops and Training conducted during the 2024–2025 academic year

One of the main goals of MEU, staff development and Appraisal, is to assist faculty members in their professional development by providing continuous education activities. To plan for future activities, we gather staff interests and potential training subjects with which they would like to deepen their knowledge and skills

Summary of Workshops and Training Conducted During 2024–2025

Name of Workshops	# of participants
Effective Feedback in Medical Education 29-04-2025	More than 65 faculty members from various medical and allied health specialties attended the session.
Considering the whole problem: how to write and think analytically in academia 4-02-2025	28
Psychological First Aid Training Session 17-10-2024	15 staff members
Qualitative Research Methods workshop on semi-structured interviews workshop 05-02-2025	20 individuals took part in the session. 7 individuals completed an evaluation form
Rubric Development and Analysis Workshop 17-02-2025	27 individuals took part in the session. 6 individuals completed an evaluation form
self-care workshop 31-10-2024	16 individuals took part in the session. 10 individuals completed an evaluation form
Medical liability and bioethics in Palestine: an Overview Workshop 26-02-2025	33 individuals took part in the session. 7 individuals completed an evaluation form

Best Practices on Communication within Medical Education Field Workshop 13-05-2025	50 individuals took part in the session. 12 individuals completed an evaluation form
Utilizing Generative Artificial Intelligence Tools 26/10/2024	16
The Use of Artificial Intelligence and Machine Learning Algorithms in Radiological Image Analysis and Medical Diagnosis 28/11/2024	13

Surveys conducted during the 2025–2026 academic year

SURVEYS, ANALYTICS AND REFLECTION DURING THE ACADEMIC YEAR 2024–February 2026

OSCE SURVEYS (2025-2026)	Progress	Date	Response	Note
Training and Workshops for the Academic (Faculty Member's Needs)	Analyzed and reflected on by the Head of Medical Education.	30/8/2025	29% (54 responses)	<ul style="list-style-type: none"> Highest-demand topics were AI in medical research (68.5%), AI tools (ChatGPT/DeepSeek) (55.6%), AI in assessment/feedback (46.3%), and research competencies including qualitative and quantitative data analysis (46.3% each) plus research supervision/proposal writing. PDP training coverage achieved across departments: PDP training was delivered to all departments by the Head of Medical Education (Dr. Souad Belkebir)
First cycle (A)				
<ul style="list-style-type: none"> GYN-OBS 4TH YEAR 		31-10-2025	69.6% (163 responses)	<ul style="list-style-type: none"> Clinical/oral stations are moderate, with clearer strengths in examiner professionalism than content coverage: Obstetric station: ~60% felt it was comprehensive, but question ambiguity remains (only 39% agreed it was free of ambiguity). Gynecology station: coverage during the academic year was weak (only 29% agreed; 40% disagreed) and clarity/difficulty concerns persist (high neutral/disagree). Dry station is the critical gap (highest dissatisfaction): Only

				26% agreed it covered the topic comprehensively, while 51% disagreed; 62% said it was not covered during the year; 66% reported it was not easy; and 64% reported ambiguous questions. Student comments emphasized misalignment with taught curriculum, insufficient time, unclear ultrasound images, and stress/logistical issues—making dry station redesign a priority.
<ul style="list-style-type: none"> IM 4TH YEAR 	<p>All analyses were completed and sent to the heads of division for their comments. The Internal Medicine and Obstetrics & Gynecology divisions submitted their reflections; however, Pediatrics and Surgery did not.</p>	14-11-2025	73.5% (131 responses)	<ul style="list-style-type: none"> Strong engagement + positive OSCE setting: 131/178 students responded (73.5%). Most students rated the OSCE setting positively—room suitability 84.62% agree and environment supporting smooth performance 83.08% agree. Across cardiology, respiratory, abdomen, and history-taking stations, students reported generally favorable views of comprehensive coverage (~69–74% agree) and examiner professionalism (~68–77% agree), with high use of checklists (~93–94%) and two examiners (~93–99%). Only 36.92% agreed station duration was adequate, while 30% disagreed. Student comments emphasized mismatch between assessed level and 4th-year expectations
<ul style="list-style-type: none"> SURGERY 4TH YEAR 		7-11-2025	91% (138 responses)	<ul style="list-style-type: none"> Time pressure and station design issues especially the Approach station: 28.8% reported insufficient time (mainly in the Approach station) and 23.1% reported ambiguity/lack of specificity; 17.3% noted non-standardization across stations/shifts with related fairness concerns (15.4%).

				<ul style="list-style-type: none"> Across 52 comments, 50% reported examiner actions that increased stress/interfered with performance (e.g., harsh tone, not allowing students to answer), making examiner calibration and professionalism a priority.
<ul style="list-style-type: none"> PEDIATRICS 5TH YEAR 		23-10-2025	99.4% (164 responses)	<ul style="list-style-type: none"> Most students reported supportive station environments and professionalism clinical/oral stations: 69.51% said environment helped performance and 81.10% rated examiners respectful; dry station: 78.05% said environment helped and 82.93% confirmed examiners followed time. Checklist use and two examiners were near-universal (~98%). Student comments emphasized variation in case difficulty between hospitals (perceived unfairness), some cases not covered during rotations/rare topics, and requests to increase time per station and strengthen standardized questioning/checklist adherence to improve clarity and equity.
Second cycle (B) <ul style="list-style-type: none"> GYN-OBS 4TH YEAR IM 4TH YEAR SURGERY 4TH YEAR PEDIATRICS 5TH YEAR 	All surveys were sent via SurveyMonkey, and the response rate remained below 50% across all OSCE feedback forms.	-	-	-

<p>➤ Satisfaction surveys (2024-2025)</p> <ul style="list-style-type: none"> • BASIC STAFF SURVEY • CLINICAL STAFF SURVEY • BASIC AND CLINICAL STUDENTS SURVEY 	<p>We need to reanalyze them after the response rate has increased.</p>	<p>-</p>	<p>-</p>	<p>-</p>
<p>➤ SHADOWING SYRVAYS</p> <ol style="list-style-type: none"> 1. CLINICAL STUDENT EVALUATION 2. DOCTOR EVALUATION 3. STUDENT FEEDBACK ABOUT SHADOWING EXPERIENCE 	<p>All analyses were completed, reviewed, and commented on by the Head of Medical Education, and then sent to the Department of Biomedical Sciences and Basic Clinical Skills.</p>	<p>2-11-2025</p>	<p>-</p>	<ul style="list-style-type: none"> • Major early-clinical-exposure initiative implemented: Shadowing was introduced for the first time for 1st-year MD students; 242 students completed the program (Sep 3–Oct 27, 2025), mainly at An-Najah National University Hospital (97.88%) • Strong performance ratings in professionalism and communication: Among evaluated students (189/242), both senior clinical students and doctors reported high professionalism and communication scores (e.g., professionalism median ~11/12; communication median ~10–11/12), with overwhelmingly positive qualitative feedback • Student feedback rated the experience mostly Good/Excellent, but survey participation was low (41/240). Key improvement requests were longer duration, more equitable access (e.g., OR entry), more hands-on participation, and better orientation. MEU reflection also recommended reconsidering/discontinuing the aptitude exam due to limited validity and limited educational value after only short exposure.

<p>Micro-Credentials Survey</p>	<p>Analyzed and sanded to the Najah Interprofessional Skills and Simulation Department</p>	<p>4-12-2025</p>	<p>255 responses</p>	<ul style="list-style-type: none"> • Students prioritized Surgical Skills in Medicine (80.2%), Advanced Radiopathology in Applied/Allied (59.4%), and Research Skills & Experience in Biomedical/Basic Clinical Skills (72%), with additional interest in AI in healthcare • Most preferred participation during summer vacation (54.8%), with morning sessions (58.2%), and learning mode split between mixed (in-person+Zoom) (48.7%) and in-person (48.1%). • The main barriers were limited time/workload, schedule conflicts, and transportation/checkpoints, supporting micro-credentials that are well-scheduled, low-conflict, small-group, hands-on, and linked to recognized certifications (e.g., BLS/ACLS/FAST) and practical skills.
<p>Preferred Timing for 4th Year Surgery Lectures</p>	<p>Analyzed and sanded to the Department of Medicine</p>	<p>20-11-2025</p>	<p>100% (151 responses)</p>	<ul style="list-style-type: none"> • Clear preference for one full teaching day: 96.69% preferred 8:00 AM–3:00 PM face-to-face vs 3.31% for 2:00–4:00 PM after hospital training. • Key rationale + improvement requests: Students emphasized reduced fatigue after clinical duties, less travel cost/time, need for scheduled breaks, better alignment between lectures and hospital learning, and sharing slides before class; several suggested hybrid options when scheduling after hospital hours.

Workshops and Training conducted during the 2025–2026 academic year

Summary of Workshops and Training Conducted During 2024 –February 2026

Name of Workshops	# of participants
Conducting OSCE Exams, Evaluating Student Performance, and Interpreting Post-Exam Analysis On December 17, 2025	30 completed an evaluation form
Exploring Cardiff University’s Assessment Framework: AI Integration and Best Practices in OSCE Implementation On October 29, 2025	56 completed an evaluation form
Prompt Engineering: Crafting Effective Prompts to Achieve Optimal Results from AI tools On December 21, 2025	>25
Ethics and Law in Clinical Practice: Navigating Professional Responsibility in the Palestinian Context On November 11	28 completed an evaluation form