NCAAA
Accreditation Journey Process
and External Reviewers

2015-2016

بسم الله الرحمن الرحيم

The President of University of Dammams

The Faculty of Nursing at the University of Dammam is considered one of the first colleges which sought to get accreditation from The National Commission for Assessment and Academic Accreditation (NCAAA). After nine years of continuous work Since ٢٠٠٧, having prepared two self-studies in ٢٠٠٩ and ٢٠١٣ and one external evaluators visit team received during the period ٢٠-١٧ July ٢٠١٣ which recommended commissioning program for the official presentation to obtain accreditation, the Faculty of Nursing is entering the final stage of accreditation in March ٢٠١٦.

This report provides a simple step-by-step description of the experience pursued by the Faculty of Nursing to attain accreditation of its BSc Nursing Program. The report provides a road map useful and beneficial for all other programs attempting to go through the same tack in our University and other universities of the Kingdome.

I thank the report writer Prof. Dr. Mohamed Higazy who has provided us with this valuable experience of the Faculty of Nursing. My appreciations extend to all faculty members, associates and technicians for their sincere volunteering in the experience and for making it visible to others for the sake of public benefit. I wish them and the Nursing Program all progress and advancement. It is enough pride for them that they are among the earliest programs of UOD that moved into the race of accreditation, in order to reach the horizons of excellence and leadership.

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تقديم معالي مدير جامعه الدمام

تعتبر كلية التمريض بجامعة الدمام من أول الكليات التي سعت للحصول على الاعتماد الأكاديمي، وبعد تسع سنوات من العمل المستمر منذ عام ٢٠٠٧ وبعد أن أعدت الكلية دراستين ذاتيتين عامي ٢٠٠٩م و٢٠١٣م واستقبلت فريق المقيمين الخارجيين خلال الفترة ٢٠-١٧ فبراير ٢٠١٣ الذي أوصى بجهوزية البرنامج للتقديم الرسمي للحصول على الاعتماد الأكاديمي، ها هي تدخل في مارس ٢٠١٦ إلى المرحلة النهائية من مراحل الاعتماد الأكاديمي.

يشرح هذا التقرير تجربة كلية التمريض للحصول على اعتماد برنامج البكالوريوس ويقدم خريطة طريق مفيدة ونافعة لكل البرامج التي ستجرب الدخول إلى هذه التجربة بالجامعة وغيرها من الجامعات السعودية.

أشكر معد التقرير الأستاذ الدكتور محمد حجازي على مجهوده في إثراء هذه التجربة الرائدة، كما أشكر فريق العمل الذين ساهموا معه من أعضاء هيئة التدريس كلية التمريض ومعاونين وفنيين وأثمن تطوعهم لإظهار التجربة وإبرازها للغير تحقيقاً للفائدة والمنفعة العامة، متمنيا لهم وللبرنامج دوام التقدم والرقي، ويكفيهم فخراً أنهم من أوائل البرامج في جامعة الدمام التي اقتحمت سباق الاعتماد الأكاديمي ، سعياً للوصول إلى آفاق رحبة من التميز والريادة بإذن الله.

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الدكتور عبدالله بن محمد الربيش

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Prof. Abdullah M. AlRubaish

UOD Vice President for Studies, Development and Community Services

This report contains The outcome of the experience and effort and the work of extended for many years from ٢٠١٦ -٢٠٠٧. Along its journey to get the accreditation from the National Commission for Assessment and Academic Accreditation (NCAAA), the College of Nursing followed all the procedures established by the Commission. It began the journey-which is summarized in this study in the year -٢٠٠٨/٢٠٠٧ preparing the first BSN Program Self-study while part of King Faisal University. After separating University of Dammam (UOD) in ٢٠٠٩ the College continued its journey. In ٢٠١٣/٢٠١٢ the College prepared a second self-study. It conducted the Mock –survey and invited the External Evaluators Team during the period ٢٠-١٧ February ٢٠١٣ which recommended commissioning the BSN program for the official application to obtain accreditation from NCAAA.

In preparation for its final phase of accreditation, the College preparing to enter recently, this useful report is published aiming to describe the experience and highlight the most important measures and instructions that the College has learned from the process. The report is meant to be a guide and a directive manual for other programs planning to enter this experience from the UOD or any other Saudi universities.

My sincere thanks and tribute to Prof. Mohamed Hijazi the author of this important report. I do value the information he provided the audiences. The included useful tips will have the greatest impact in helping other programs peruse similar journeys, reflecting positively on the future of the University for years ahead.

Prof. Abdullah H. Alkadi

تقديم وكيل جامعة الدمام للدراسات والتطوير وخدمة المجتمع

يتضمن هذا التقرير حصيلة خبرة وجهد ودؤوب امتد لسنوات عديدة منذ ٢٠٠٧ حتى ٢٠١٦م، ففي رحلتها للحصول على الاعتماد الأكاديمي من الهيئة الوطنية للتقويم والاعتماد الأكاديمي، اتبعت كلية التمريض كافة الإجراءات التي حددتها الهيئة، لقد بدأت الرحلة- التي تلخصها هذه الدراسة- عام ٢٠٠٨/٢٠٠٧م مع أول دراسة ذاتية أعدتها كلية التمريض عندما كانت تتبع جامعة الملك فيصل، واستمرت الكلية في الإجراءات بعد استقلال جامعة الدمام عام ٢٠٠٩م، وفي عام ٢٠١٣/٢٠١٢م أعدت الكلية الدراسة الذاتية الثانية، وقامت بدعوة فريق المقيمين الخارجيين خلال الفترة ١٧-٢٠ فبراير ٢٠١٣ الذي أوصى بجهوزية البرنامج للتقديم الرسمي للحصول على الاعتماد الأكاديمي.

واستعداداً للمرحلة النهائية من مراحل الاعتماد الأكاديمي، الذي تستعد كلية التمريض للدخول إليها الآن، يأتي هذا التقرير المفيد الذي يهدف إلى وصف التجربة وإبراز أهم الضوابط والإرشادات التي استخلصتها الكلية لكي تكون دليلاً ومرشداً لمن يريد أن يدخل إلى هذه التجربة من البرامج المختلفة بالجامعة وغيرها من الجامعات السعودية.

أتوجه بخالص الشكر والتحية للأستاذ الدكتور محمد حجازي معد هذا التقرير الهام، وأثمن ما تضمنه من معلومات ونصائح مفيدة سيكون لها أكبر الأثر في مساعدة باقي البرامج في رحلتها المشابهة ومما سينعكس إيجاباً على مستقبل الجامعة لسنوات ممتدة قادمة.

أ.د. عبدالله بن حسين القاضي

INTRODUCTION

NCAAA is the National Commission for Academic Accreditation and Assessment in the Kingdom of Saudi Arabia. As a newly introduced body of the Ministry of Higher Education (MoHE), NCAAA is chartered to regulate, monitor and execute the accreditation and assessment of higher education institutions in the Kingdom. NCAAA system is benchmarked after typical national accreditation bodies in North America and Australia. NCAAA has established the following publications, policies and procedures to be adopted by institutions and programs seeking accreditation in the Kingdom:

1. **National Qualification Framework (NQF) for Higher Education in the Kingdom of Saudi Arabia (May 2009):** "The framework is intended to ensure consistency within the Kingdom in the standards of student learning outcomes regardless of institution attended. It is also intended to make clear the equivalence of those standards with those for equivalent awards granted in other parts of the world"

2. **Handbook for Quality Assurance and Accreditation in Saudi Arabia:**
   - PART1: THE SYSTEM FOR QUALITY ASSURANCE AND ACCREDITATION
   - PRAT2: INTERNAL QUALITY ASSURANCE ARRANGEMENTS: This is a handbook to guide higher education institutions to establish internal quality assurance process that meets the NCAAA criteria for quality improvement.
   - PART 3: EXTERNAL REVIEWS FOR ACCREDITATION AND QUALITY ASSURANCE: This is a handbook that guides institutions to the process of applying for accreditation, timeline for the process to plan external review, conducting the external review and role and responsibilities of the external review panels.

3. **Standards for Quality Assurance and Accreditation of Higher Education Institutions (June 2009):** NCAAA has developed a set of 11 standards for quality assurance and accreditation of higher education.

Standards& substandard for Quality Assurance and Accreditation of Higher Education Programs:
   - 11 Standards.
   - 58 Sub standard.
   - 439 Good practice.

Standard	Sub-Standard	Good Practice	% Good Practice to Standard
1. Mission Goals and Objectives.	5	22	5
2. Governance and administration.	8	60	13.7
3. Management of Quality Assurance and improvement.	5	34	7.7
4. Learning and teaching.	11	100	22.8
5. Student administration and support serves.	6	46	10.5
6. Learning resources.	4	31	7
7. Facilities and Equipment.	5	41	9.3
8. Financial Planning and Management.	3	23	5.3
9. Faculty and Staff Employment process.	4	34	7.7
10. Research.	4	28	6.4
11. Institutional Relationships with the community.	3	20	4.6

4. Institutional Commitment:
The commitment to quality starts at the highest level of the University's leadership, with both the Rector and Vice Rector Studies, Development and Community Service directory involved in quality management. The rector hairs the " Higher Standing Committee" for Quality at the Institutional level with the Vice rectors, Dean and Head of DQAA as member's and is responsible for policy-making and overseeing the quality assurance system. The Vice Rector for Quality and Development, assisted by the Head of DQAA and Dean's /Heads of Quality at the college level across different clusters form the " Standing Executive Committee" is responsible for the operation of the procedures; it also advises on mechanisms, policies and procedures, for operating the quality assurance systems both at the Institutional Program level.

5. College Level:
Quality assurance plays an integral role as a strategic goal to be achieved through program accreditation. The commitment towards quality management led to the establishment of Vice Deanship for Quality & Development and creating the post of the Vice Dean for quality in the college of Nursing. The Rector appointed a position of a general principle for quality and accreditation who responsible who is responsible for the quality management & accreditation activities, in addition, to giving direction to the faculty and staffs with regard to issues related to NCAAA requirements. All teaching staffs in the College are involved in the process of self-assessment& improvements through their contributions and involvement in activates.

6. Academic Accreditation:

College of Nursing in its journey towards Quality initiated its first self-study in 2007/08 for which an external review was done by NCAAA when the college was under King Faisal University (then) and the Action plan for the recommendations were completed by the committees. The second self-study process started in the year 2012/13 as per the NCAAA requirements based on the administrative decision of the Dean, College of Nursing a principle committee and ten Steering Committees (working groups) were formed to carry out the process with respect to each of the eleven standards of NCAAA. The committees were formed to prepare a report of self-study, as well as for collecting and providing evidence and documents required for the Accreditation.

7. Independent Verification of Standards:

Verification of standards of performance related to student achievement, faculties, and the overall program are carried through various mechanisms such as monitoring of overall program and courses through various students evaluations, surveys eg. Course evaluation survey (CES), Program Evaluation survey (PES), Student experience survey (SES) etc. and planning on the improvements based on the feedbacks through the comprehensive action plans, reflections on the learning and teaching through student and course portfolios, item analysis for MCQs, internal moderation through class room and clinical teaching assessment, external (supervisor at the training site/hospital) and internal evaluation of interns 'performance during internship year, assessment & analysis by external examiners, internship satisfaction survey, feedbacks from the advisory committee, Alumni satisfaction survey , Employer satisfaction survey.

8. External Mock Review:

An external review panel was invited by the University of Conduct a 'Mock' External Review (17-20 February 2013) of the BSN program, according to standards established by the National Commission for Academic Accreditation &Assessment (NCAAA) in the Kingdom of Saudi Arabia, preliminary to submitting a formal application for academic accreditation. The Panel was asked to make commendations, recommendations, and suggestions related to each of the standards, and comment of the readiness of the program for academic accreditation by the NCAAA. The Panel members were: DR Beverley Wood, research Fellow, School of Nursing and Midwifery, Deakin University. Victoria, Australia and Professor Mari Botti, Chair in Nursing, Epworth/Deakin Centre for Clinical Nursing Research, School of Nursing and Midwifery, Deakin University. Victoria, Australia. After the 4-day review, the Panel submitted a separate report with commendations, recommendations & suggestions for all eleven standards to the college. The steering committees derived the action plans towards the recommendations form the review.

9. Key performance Indicators (KPIs)

The College of Nursing, UOD in its journey towards quality, monitors it through KPIs and considers if as a means for tracking performance against the goals or objectives. The college uses KPI to assess its current performance and guide action towards planning and improvement. The college monitors the KPIs prescribed by NCAAA as well as additional indicators approved and provided by the Deanship of Quality & Academic Accreditation (DQAA) at the institutional level.

10. Self-Evaluation Scales for Higher Education Program:

A documentation that "provides guidance for programs in their planning, self –review and quality improvement strategies". A methodology for rating each of the 11 standards is described in this document.

11. Eligibility Requirements for an Applicant for Program Accreditation: These are requirements that must be satisfied prior to applying for the accreditation of a degree program (see page 10,11,12).

Activities towards Accreditation by NCAAA (program)

	ACTIVITIES	
1.	Planning for College/ Program.	2007
2.	QM Plan	2008
3.	Prospectus, Handbooks, Policies & Procedures	
4.	Strategic Plan (Mission, Vision, Goals & Objectives)	
5.	Course Portfolio & Course Specifications	
6.	Program Portfolio & Program Specification	
7.	Semester Course Reports	
8.	Annual Program Reports	
9.	Student Course Evaluation (CES, SES, PES) Survey.	
10.	Survey From For Program Evaluation By Graduates.	
11.	Employer Survey & Other Stake Holders.	
12.	Key Performance Indicators.	
13.	Self-Study Process.	
14.	Self-Study Reports Generated by committees.	
15.	Self-Study Documents reports (SSR/D) Generated.	
16.	SSR/D Submitted to NCAAA	
17.	Develop TRENDS (3-Yr. MINIMUM).	
18.	Onsite Inspection – DRY RUN (External Evaluators).	February-2013 (Appendix I.14)
19.	NCAAA Input incorporated in SSR/D.	December 2015
20.	Onsite Inspection – NCAAA.	
21.	Reports & Recommendation from Experts.	
22.	Action Plans.	
23.	Real Accreditation.	

Eligibility for Program Accreditation Checklist: UOD
Eligibility Checklist

Name of Institution: College of Nursing, University of Dammam

Program Name: Bachelor of Science in Nursing (B.Sc. N)	Criteria		
	Criteri a Met	Required Evidence	Confirmed (NCAAA)
Program Requirements			
1. Program authorized	Approval letter of the MOHE/ Decision of University Council		
2. Application for accreditation approved.	Application for accreditation Signed by Rector.		
3. Program specification using the NCAAA template (including program learning outcomes)	Program specification.		
4. Course specification using the NCAAA template	Sample copies of Course Specification (15 courses from different levels).		
5. Descriptions of course and program requirements and regulations.	Copies of Course & Program Requirements & Regulations.		
6. Annual course and program reports using the NCAAA templates.	13 Copies of Course Reports & Annual Program Report-2013/14 and 2014/15)		
7. Summary report of student evaluation survey results.	Student Evaluation Survey Reports (Six Surveys (2013 – 2015).		
8. Students graduated, evaluations by the students are available.	• Graduates Satisfaction Survey Report. • Employer Satisfaction Survey Results. • Alumni Satisfaction Survey Report.		
9. Program advisory committees.	The College Advisory Board & Details.		
10. Approved KPIs and benchmarks with analysis.	Reports of Key Performance Indicators and Benchmarks (KPI Manual-CON).		
11. Consistency with NQF.	Report on verification of NQF requirements.		
12. Self-evaluation scales are complete and an initial draft of the SSRP.	Program Self-Evaluation Scales report and the first draft of the SSRP		
13. Strategic plan for the program.	Strategic Plan of College (2015-2019).		
14. Student advising and counselling system.	Academic Advising & Counselling Guide.		
15. QA process and improvement.	Report on QA Process & Improvement.		
16. Facilities for extra-curricular activities	Extra-Curricular Activities Report (2014/15)		
17. Provision of learning resources and system for responding to program requirements	Learning Resources/ Infrastructural Facilities		
18. Institutional system for provision and storage of statistical data	System for Storage of Statistical Data.		

External Reviewers Team For Accreditation

NCAAA review panels fulfill an important role that requires considerable commitment. To be fully effective, an NCAAA review panel must be diligent and prepared to invest the time necessary to understand the requirements of the NCAAA and also the institution or program under review.

NCAAA reviewers make a vital contribution to the work of the NCAAA by evaluating and reviewing information provided by institutions or programs against the national standards.

The value of an external review is highly dependent on the credibility, knowledge and experience of its review panel. It is therefore important that all NCAAA reviewers have a current understanding of systems and processes required to conduct reviews in Saudi Arabia.

The NCAAA provides all of the information required to conduct an accreditation review. NCAAA staff and accreditation consultants are available to provide information and support throughout the accreditation process.

When determining the composition of a review team, the NCAAA attempts to balance experience in a number of areas with a wide range of knowledge, skills and personal attributes, such as:

- Sound professional judgment.
- Integrity and reliability.
- The ability to evaluate and question intelligently, based on sound professional knowledge, reasoning skills, and experience.
- The ability to demonstrate highly regarded professional behavior within a team environment.

The NCAAA has a responsibility to ensure the professional and ethical conduct of staff and reviewers when conducting quality assurance reviews.

As an NCAAA reviewer or consultant, you assume part of the responsibility to act in a professional and ethical manner, protecting the rights of the organizations who are involved in a review. In order to comply with the NCAAA professional and ethical standards, it is a requirement that all reviewers read and sign the Code of Practice incorporated in the Declaration Form prior to participating in a review.

KEY PERSONNEL INVOLVED IN THE REVIEW

The entire NCAAA staff provides guidance and support. Outlined are the roles and responsibilities of the staff directly involved in an accreditation review?
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NCAAA ACCREDITATION CONSULTANT

An accreditation consultant (AC) is a professional Ph.D. consultant who communicates, provides information, and coordinates the activities between the institution or program under review and the review panel. The NCAAA has commissioned accreditation consultant(s) to ensure that all the accreditation services, and the work required for accreditation, are complete according to the NCAAA policies, procedures and standards.

Specific roles and responsibilities of accreditation consultant (s) are:

PRE- REVIEW:
- Provides information and assistance to the institution or program in preparation for the accreditation review.
- Facilitates eligibility and document review.
- Provides a link between the institution or program and review panel in the preparation of the review.
- Preparation of the review schedule in consultation with the Chair, the institution or program, and the Assistant Secretary General.
- Provides information and support with the NCAAA administration officer in preparation for the review.

DURING THE ACCREDITATION REVIEW:
- Provides orientation and presents information to the review panel regarding the NCAAA accreditation standards and processes.
- Attends meetings with the review panel.
- Obtains additional information or evidence needed from the institution or program for the review panel.
- Facilitates changes to the review schedule if necessary.
- Assists the review panel in the preparation of the Review Panel Report (RPR).
- Ensures that recommendations and conditions (if any) are properly written.
- Assists the review panel in preparation for the exit meeting and presentation.
- Receives the first, initial draft RPR on completion of the review.

POST REVIEW
- Follows through with the Chair to obtain final RPR.
- Provides updates on status of the RPR.
- Provides information on the review process as requested by NCAAA.

ADMINISTRATION OFFICER AND OTHER ADMINISTRATIVE STAFF

The Administration Officer (AO) and administrative staff are the initial link between the accreditation consultant and the review panel before the accreditation visit. This role includes:

- Manage and coordinate contact with international reviewers for review panels.
- Assist in setting up review panels in consultation with the Assistant Secretary General for Quality Assurance and Accreditation.
- Organize travel, visas and accommodation for review panels.
- Coordinates reviewers with the NCAAA accreditation management system (AMS).
- Coordinates the management of the RPR and follow-up reports.

THE ROLE OF THE REVIEW PANEL

The NCAAA review panel is comprised of individuals that have substantial senior level experience in teaching and/or administration in postsecondary education relevant to the institution or program under review. Panel members must possess a wide range of knowledge, skills, and personal attributes; including sound judgment, cultural sensitivity, high ethical skills, strong interpersonal skills and the willingness to challenge and probe objectively in order to merit the trust and confidence of the institution, the NCAAA, and the wider community. Panel members must demonstrate and show evidence of international experience and currency in quality assurance.

Review panel members must be prepared to follow the NCAAA processes and invest the time necessary to understand and work through review documentation and write a RPR.

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SPECIFIC ROLES AND RESPONSIBILITES OF THE REVIEW PANEL MEMBERS ARE:

PRE-REVIEW:
- Complete all the necessary NCAAA administrative documentation to ensure successful travel arrangements.
- Prepare for six days of intense work with long evenings.
- Utilize the NCAAA accreditation management system to access information and documents.
- Evaluate the Self Study Report (SSR) and other documents in order to determine in advance
- Questions and areas of investigation using the NCAAA template (NCAAA Review Questions).
- Participate fully as a panel member and assists the Chair to complete the preliminary work.
- Commence writing the RPR, using the template, based on the SSRI or SSRP.
- Communicate with the Chair, accreditation consultant, and other panel members.

NOTE: It is important that the NCAAA Review Questions template is complete prior to the review as this forms the basis of questions and areas to investigate during the review (a copy of the final list of the question should be given to the lead accreditation consultant).

DURING ACCREDITATION REVIEW:
- Practice advanced professional, scientific, and reasonable thinking skills.
- Must not compare institutions or programs with other institutions or programs.
- Respect cultural and religious practices and traditions at all times;
- Reframe from expressing personal bias or pre-conceived ideas;
- Support NCAAA standards, policy, practice, and personnel;
- Convey a professional appearance and demeanour at all times (refer FAQ).
- Attend all scheduled meetings and be on time.
- Work with the Chair to ensure cohesiveness in the panel and a successful outcome.
- Avoid becoming involved in any confrontation during the visit;
- Adhere to the NCAAA code of conduct.
- Participate in discussions regarding the RPR if queries are made by the NCAAA.
- Complete the NCAAA evaluation sheet.

THE ROLE OF THE REVIEW CHAIR

NCAAA Chairs are recognized for leadership, experience, currency in quality assurance and experience with the NCAAA standards and review process. The Chair has a crucial role in driving the NCAAA review process, ensuring that all relevant issues are included and discussed. It is important that the Chair of the NCAAA review panel is familiar with the NCAAA standards and relevant documents, audit requirements and possible accreditation actions.

SPECIFIC ROLES AND RESPONSIBILITIES OF THE CHAIR ARE:

PRE-REVIEW:
- Contact each panel member (normally by email) to establish a basis of introduction on receipt of the SSR and associated documentation.
- Work with the review panel to allocate standards between the members that is to be examined prior to the review.
- Work with the panel to evaluate the SSR and record questions and areas of investigation using the NCAAA template (NCAAA Review Questions).
- Ensure that the panel completes the NCAAA questions or concerns template according to the prescribed timeline and collates them into one master document for use during the review and for submission to the NCAAA.
- Advise the accreditation consultant of any special requirements for the arrangements and in preparing the review schedule.
- Request additional information via the accreditation consultant from the review institution or program.
- Meet with the review panel on arrival to discuss the conduct of the visit with particular emphasis on being positive and supportive at all times.

During the Review Visit:
- Carry out assigned responsibilities and direct the panel members to complete their responsibilities.
- Direct panel organizational meeting to structure the visit, clarify the responsibilities, and to build positive working relationships.
- Use the master questions and areas of investigation as a basis for discussions and interviews.
- Be the spokesperson for the panel, a responsibility is shared with the accreditation consultant.
- Encourage open and constructive communication in the panel about issues and concerns that emerge.
- Ensure that the panel stays on track and does not digress to irrelevant subjects or topics.
- Ensure that all meetings and interviews commence and conclude on time, according to the review schedule.
- Ensure the preparation of the initial drafts of the RPR address the NCAAA standards and sub-standards with accompanying commendations, suggestions and recommendations that are measurable for assessment.
- Ensure that all documentation is destroyed on completion of the review.

Post-Review:
- Work with the panel to complete the final draft of the RPR;
- Address issues related to the RPR during the period of the review cycle (time will be dependent on the nature of the accreditation action).

NOTE
It should be understood that the NCAAA will normally follow the advice that it has received from the review panel, however it is not bound to do so in all respects, and may seek further advice on particular matters if it believes it is necessary to do so.

CULTURAL CONSIDERATIONS

An important cultural and traditional part of Saudi Arabia is male and female separation. This practice applies in all types of businesses. For example, in many shopping malls and in some individual stores or in restaurants and coffee shops there is a separate "single section" for males. Nearby there is a separate "family section" for females and families. Family sections include husbands with wives and children. A review panel with both males and females or if there are just females should go to the family section, whereas, a group of males must go to the single section.

In a majority of instances of educational institutions or programs, male and female students are on separate campuses or sites on the same campus. Some institutions or programs mix genders, particularly in medical science areas. Thus most review panels are comprised of both males and females and the schedule is designed according to the specific requirements of the institution.

THE REVIEW PROCESS:
The NCAAA review process is scheduled over a 6 day period.
- Day 1.
- Day 2- 5.
- Day 6.

BEFORE THE REVIEW:
Orientation and organizational meetings Review site visit Writing RPR and presentation Panel members must familiarize themselves with the standards and requirements for quality assurance and accreditation as specified in the documents provided by the NCAAA before the visit starts.

In order to facilitate the review process the NCAAA accreditation consultant(s) are assigned to work with the institution or program, the review panel, and the Chair. Contact details regarding the accreditation consultant(s) are forwarded to all review panel members as soon as the review panel commitments are complete.

The following pre-visit documentation will be provided by the NCAAA accreditation management system for each institution or program participating in the accreditation review:
- Name, contact information, and profile details of the review panel members.
- Review schedule.
- Profile information regarding the institution or program.
- Self-study report.
- Program and Course specification and Reports.
- Self-Evaluation Scales Report.
- Template for the external RPR.
- Power point template for exit report.
- NCAAA Expenses Claim Form.

- NCAAA Travel Booking Form.
- Disclosure Declaration Form.
- Review Evaluation Form.
- Other attachments and evidence.

PRE VISIT PREPARATION:

The Chair, appointed by the NCAAA, will coordinate the assignment of responsibilities to the panel members for document review and RPR writing. It is expected that panel members:

- Treat all documentation as confidential.
- Read the materials and identify matters that require investigation and complete the NCAAA
- Review Questions template.
- Request additional information, documents or evidence relating to the institution or program SSR.

Make contact with the Chair as required. It is expected that each panel member will download Skype 4.1 http://www.skype.com so that direct communication can be made using the computer. **"Skype to Skype"** calls are no charge. More details will be provided by the Administration Officer. o It is recommended that panelist begin writing their assigned RPR sections prior to the visit in order to better use the visit time to assess evidence and verification of documents.

DAY ONE – ORIENTATION AND ORGANISATIONAL MEETINGS

- Orientation and organizational meetings are conducted prior to the commencement of the institutional or program review. The first meeting will provide information required for the review and updates of the NCAAA review process. During the second meeting the Chair will complete organization arrangements and discuss the visit strategy. The panel will also discuss the questions that have been prepared in advance to the visit.
- The location of the meeting will be stated in the review schedule or a notice will be provided on arrival to the hotel.
- On accepting the role as a reviewer, all matters pertaining to the institution or the program, the deliberations during the review and the contents of the reports must be considered as confidential.

DURING THE REVIEW:

Once on site, adherence to the schedule is the responsibility of the panel members and the accreditation consultant. If at any modifications to the review schedule are required, the Chair must discuss the suggested changes with the accreditation consultant. Changing the schedule or cancelling meetings is strongly discouraged. Although there are times when the Chair must assign a panel member to investigate a specific question for the panel, otherwise all panel members are expected to attend all of the scheduled meetings. Skipping a meeting to write the RPR is unacceptable.

NOTES

1. It is the responsibility of the accreditation consultant to take an active part in all of the panel's deliberations to ensure that everyone is kept informed of the NCAAA standards and protocol, especially with regard to finalizing the panel recommendations (and condition(s) if any). If any issues or concerns arise, please inform the accreditation consultant.
2. The schedule provides time for the panel to meet and interview all stakeholders during the review. Full advantage should be taken of these times to discuss and reach preliminary conclusions or to identify additional investigations that need to be undertaken.
3. Panel members are assigned to investigate particular standards in depth during the initial preparation and during the review. In addition, members are to contribute to the overall evaluation.
4. The panel members are expected to respect the culture and tradition of Saudi Arabia (Refer sections 4 and 5 in this handbook).
5. Panel members should determine their evaluations and decisions based solely on the evidence presented to document compliance with the NCAAA standards and sub-standards. Under no circumstances are evaluations determined on the basis of comparisons with other institutions or programs.
6. According to the guidelines, each review panel must produce an initial draft RPR prior to departure using the NCAAA report template. The content of the RPR must be discussed and agreed upon by the panel on completion of the review and prior to departure.
7. Normally on the last morning of the review the panel members discuss and agree on the precise wording of their commendations, recommendations and suggestions. They also agree on the compliance state for each standard and make an overall accreditation status recommendation. In the event that the panel recommends "conditional accreditation" the panel must write out the condition(s) that are separate and distinct from the panel's recommendations.
8. Panel members must not indicate in any way the panel's accreditation recommendation to the institution or to the program. All aspects of the RPR are considered confidential.

Before the exit presentation is given for institutional accreditation, a separate, private exit meeting is held at the end of the review with the Rector or CEO, the Chair, and the NCAAA Assistant Secretary General to discuss the basic finding of the panel. The NCAAA lead accreditation consultant attends the exit meeting for program accreditation.

The panel exit presentation, using the NCAAA PowerPoint template, is given to those determined by the institutional or program. Presentations are given to highlight key commendations, recommendations and suggestions of the RPR and provide the opportunity to thank individual leaders for their cooperation and hospitality (there is no Q & A time).

All communication between the institution or program personal and review panel members is to take place through the lead accreditation consultant, whether it is prior to the visit or after the visit. No member of the review panel should contract the institution on a consultant basis for at least one year following the review process.

AFTER THE REVIEW

On completion of the visit, panel members who wish to leave any program documents should refer to the NCAAA to arrange appropriate disposal of the materials. Materials must not be left in hotels. All panel members are requested to complete an evaluation form to provide feedback to the NCAAA regarding the total review process. It is the responsibility of the Chair to submit the second RPR draft to the NCAAA lead accreditation consultant within two weeks of the review visit. The RPR will be edited for inadvertent factual errors and formatted to ensure document consistency. In the event there are substantive changes to the RPR suggested, the RPR will be returned to the Chair for revision, editing, clarifying, and approval. The Chair may contact panel members to assist.

What questions may the Evaluation team ask?

The evaluation team will be observing College operations and speaking to many people across the College. They will be talking with many faculty, staff, students and administrators either in small groups or as individuals. They will also be reviewing great amounts of documents located in our physical resource room and online via our virtual resource room.

Typical Interviews & Meetings:

- University Administrators.
- Deans and College and person responsible for accreditation.
- Self-Study Committee Members.
- Curriculum Committee Members.
- Students.
- Individual Faculty.
- Student-Affairs Officers.
- Practice-Site Preceptors.
- Site Team Members.
- Recent Graduates or Alumni.
- Employers.

Typical Tours & Observations:

- Classrooms.
- Libraries.
- Technology Centers.
- Student Lounges.
- Laboratories.
- Clinical Facilities.
- Faculty Offices.
- Recreational Facilities.
- ELearning Sites.
- Files.

The purpose of the visit:

- Verification
- appropriate
- Ensure interpolation
- Evaluate the pros and proposals and recommendations for improvement.

The assessment includes:

1. Consistency (indicators and learning outcomes).
2. College   achieved its mission and objectives according to its strategic objectives.
   - focus will be on self-study reports (validation reports) as well as the independent assessment.

Requests for information they make ask may include, but are not limited to:

1. To what extent do you agree with the self-study document? Were there any errors of commission and/or omission?
2. Tell me about some of the challenges in developing a plan to collect outcomes data for your institution.
3. Describe the procedures that you use for assessing outcomes data, and how is that information used to improve the institution?
4. Explain how program or institutional concerns are addressed through short- and long-term (strategic) planning?
5. Describe your perceptions of the students and their academic and professional development.
6. What is being done to develop students' critical thinking and problem-solving skills?
7. Give me some examples of how the college supports faculty and their professional development.
8. Describe your perceptions regarding the professional development process and your personal development opportunities.
9. What are your individual goals and objectives?
10. What do you require to address your individual needs and departmental, collegiate or institutional goals?
11. Describe your perceptions regarding the leadership and direction of the Dean (… vice dean (s)) and/or your direct supervisor (e.g., Department or Division Chair).
12. Do you feel there is an adequate flow of information and communication within the College?
13. Do you feel involved in the College affairs?
14. Is the information source reliable?
15. Is the information verifiable?
16. Does the information validate the self-study or contradict it?
17. Is the information significant for improving the institution?
18. Is the information Or situation already being addressed elsewhere by the team?

Important Advises for the external audit of the college visit

- Candidates whom they will meet the external auditors has to be present for the interview, there is no room for apology or no-show, as requested by the National Authority for Assessment and Accreditation.
- Cancel all your appointments and your connections, there is no more important than the university for academic accreditation. The College desperately needs to be to you in that period
- all candidates for interview sessions must be presence   before ten minutes at least near the Plenary Hall
- Do not allowed to leave the session after the start
- Make sure you close to your phone before the beginning of the meeting and throughout the interview period
- Do not allow the establishment of any kind of relations with the external auditors
- Be familiar with:
    - Mission of the university, vision and values.
    - Strategic Plan of the University /Nursing college and its goals and objectives and the part which relates to your unit
    - National Commission standards and sub-standards and practices under these criteria
    - And performance indicators by job and Statistics (students, faculty, administrators, alumni … etc.)
    - Self-study reports and points of improvement and weaknesses and action plans and the evidence and its figures.

How should you behave if approached by a reviewer's team?
1. Greet the person.
2. Remain calm and friendly.
3. Do not attempt to hide. Ignore, avoid or run from them.
4. Answer questions.
5. Read your standard narrative, digested and correlated to the self-scaling of standard and substandard according to the star you already you given it.
    A. If star more than three you have to be ready to defended with evidences.
    B. Be prepared to answer all questions and inquiries review body when directing the question to you.
    C. Please answer all questions candidly and thoughtfully. We will be identifying opportunities for improvements in our Self-Study so the evaluation team will be aware of them. The communication between the evaluation team and our faculty, staff and students will provide excellent evidence that we fulfill the NCAAA Criteria for Accreditation. Since the evaluation team is made up of consultant evaluators, they serve a valuable consulting function as well as evaluating our college.
    D. Mark your answer is clear and specific and useful.
    E. Do not give exact data   except if you are sure.
    F. Do not say we are the best, excellent " It has to be based on benchmark " (Dr. Nasser consultant NCAAA).
    G. Do not exaggerate towards the college in given information.

How should I prepare for the evaluation team site visit?
- The best way to prepare for the site visit is to review the Self-Study Report when it is completed. If your time is limited, you might review the executive summary that will be created and the sections of the document that related directly to your Standard or area.
- Save the dates of the visit by table given.
- Attention to the appearance of the college
- Alignment with the NCAAA consultant.
- Provide a private room for the auditors.
- Ensure alignment of the male and female sections.

How should you behave if approached by a reviewer's team?.
- Greet the person.
- Remain calm and friendly.
- Do not attempt to hide, ignore, avoid or run from them.
- Committed to the development of university tariff card.
- Be familiar with procedures, regulations and policies that must be followed, each according to their respective fields and function.
- Mark your office, your department, your obedience, your worship your college, your administration and all look the best of university facilities suit.
- Be familiar with consolidated procedures followed between male and female students partitions on administrative and academic level.
- If you are academically (faculty or head of department or agent of an academic member or even students) Be aware:
    - The national framework of qualifications.
    - Learning outcomes of the program and how they are measured.
    - Fourth National Standard Authority (learning and teaching).
    - Procedures on research and practical activities.
    - Strategic Plan for Scientific Research.
    - The ethics of scientific research.
    - Community Service.
    - Learning Resources.

External auditors during the visit focuses on:
- Asking questions.
- To get the answers.
- Verification of evidence.

Are you ready for that?

The keys to success:
1. Be positive.
2. Be honest, helpful and transparent.
3. Respect appointments.
4. Respect the privacy of their interviews and the review body.
5. Presented credible evidence and verifiable.

Things should be avoided:
1. Team members do not ask what you think at the university.
2. Do not give any kind of gifts or the amount of money.
3. Do not offer them any jobs or work or consulting or projects.
4. Do not build with them any kind of relations.
5. Do not violate the scheduling or time.

Reviewers Room should be out:
- Evidence related to the performance of students, tests, and duties, a sample of student work, Statistics.
- Models of the students tests.
- Documents sent to the former body.
- Not allowed to enter the room unless reviewers allows you to do so.
- It must be closed during their absence.

Table of Evidence during the Review:
The following documents should be available for the review panel during the visit. Members of the panel may ask for some of it to be sent to them in advance.
- All Course Specifications, Field Experience Specifications, Annual Course Reports and Annual Program Reports.
- Faculty handbook or similar document with information about faculty and staffing. policies, professional development policies and procedures and related information.
- CVs for faculty and staff teaching in the program and a listing of courses for which they are responsible. This information should include the highest qualification (and if appropriate other qualifications and experience relevant to their teaching responsibilities).
- Copies of survey responses from students and other sources of information about quality such as employers, other faculty, etc.
- Statistical data summarizing responses to these surveys for several years to indicate trends in evaluations.
- Statistical data on employment of graduates from the program.
- Representative samples of student work and assessments of that work.
- The College self-study report.
- Self-evaluation standards.
- Descriptions of programs and annual reports.
- Descriptions of courses and field experience and reports.
- The strategic plan.
- Student and manuals.
- Admission and Registration Requirements.
- A copy of the report of the external auditors.

- Keys List the contents of the report.
- Procedural guide policies (regulations Higher Education, tasks and responsibilities.
- Quality control guide.
- Teaching and other staff members of the data, with the qualification rate of faculty to students, academic load average number of students in each division, and their products and research).

The questions most likely to be asked will relate to the NCAAA Criteria for Accreditation. Here are some possible questions:
- What is accreditation?
- Why is accreditation important?

Introductory Session With the Dean /Vice Deans/person responsible of accreditation
Generally, the on-site evaluation begins with an introductory session with the Dean The responsibility of the chair:
- Coordinate the room set-up, in accordance with general guidelines.
- Start the session with introduction, a description of the time frame for the meeting, and the approach to be used for running it.
- Follow up with any housekeeping details, such as times and locations for any sessions, and a review of the schedule, including the team assignments which have been made.
- The discussion usually begins by asking the Dean general questions:
  - What progress has the College/School made since the last on-site evaluation?
  - What strengths and weaknesses were identified as a result of the self-study process?
  - Describe the College's mission statement and How does the College assess its outcomes?
  - Are the stated objectives consistent with the mission and appropriate in light of the professional program offered?
  - How has information obtained from programmatic assessments been used to enhance the program?
  - Summarize the College's strategic plan or goals and objectives for future development.
  - What resources (financial, personnel, professional practice sites, etc.) will be needed to address the identified weaknesses and to support the plans set-forth by the institution? What is the College's plan for obtaining these resources?
  - What is the Dean's general vision for the future of the College and its professional program?
  - What are the biggest challenges facing the College and you? What will be your response to those challenges?

This introductory session with the administers/and person responsible for accreditation is also a good time to obtain clarification regarding information that may be unclear in the self-study and other materials provided. Frequently, this involves clarifying budgetary information, faculty numbers, and unique aspects of the curricula and/or professional program. The Dean should provide the requested information during the visit.

Survey of Physical Facilities

At some point during the on-site evaluation, team members will tour and review the various physical facilities available in support of the College and its professional program. Team members consider the following questions during these reviews:

1. Nursing College Building for Female College/Male Campus
- Does the quantity of available space appear appropriate for the professional program?
- Is the space appropriately maintained and safe?
- Does the space enable the program to fulfill the standards?
- Can the space be used efficiently and effectively?
- Is the allocation and configuration of space (offices, teaching/classroom space,
- research/laboratory space, student space, etc.) conducive to teaching and learning?
- Does the overall space support of the professional program?
- Is there adequate space for small group discussion sessions?

2. Library Facilities
- Is the quantity of the collection appropriate for the professional program?
- Are the materials current?
- Are the support resources (personnel, computers, reference materials, on-line databases,
- etc.) adequate for the program?
- Is the mechanism for obtaining input from the College/School regarding library resources
- (library committee, etc.) appropriate?
- What is the extent of the full text journal availability via telecommunications or the Internet by
- students in professional practice experiences?
- Overall, do the library resources suggest that the requirements of the professional program
- will be fulfilled?

3. Educational and/or Learning Support Resources
- A. Are students required to own a computer? What type of software and technical support is provided?
- B. Are there resources, which may include computer facilities, audiovisual resources, etc., available for student and/or faculty use?
- C. Overall, do the educational support resources available appear adequate for the professional degree program provided?

4. General
- A. How is the adequacy of physical facilities assessed?
- B. How is information obtained from programmatic assessments used to enhance physical facilities?

Session with the Self-Study Committee

This session should focus on how the self-study process was conducted and how the resulting report was prepared.

Discussion and questioning address include:
- Describe the Self-Study Committee. What is the composition and representation of the committee? How was the committee established and formed?
- Describe the College's mission from the committee's perspective.
- What process was used to conduct the self-study and create the report?
- How did self-study process facilitate your work?
- To what extent did the self-study process bring faculty together?
- What are the major findings of the self-study?
- What (if any) surprises or revelations came about as a result of doing the self-study?
- Was the self-study report validated by a (anonymous) vote of the faculty? Did students and/or alumni participate?
- Does the majority of faculty concur with the findings of the self-study report? Summarize any minority viewpoints.
- How did the Self-Study Committee handle conflict resolution when determining strategic priority areas within the College?
- Did faculty members receive a complete, final version of the self-study report for their review?
- What programmatic assessments performed? How did the Self-Study Committee use the resulting information?
- Describe and assess how the institution systematically assures achievement of its stated goals.
- How will the self-study report be used now and into the future to support plans and progress by the institution?
- What would you change about the self-study process? (Information of the committee, length of service, etc.)
- What are the biggest challenges facing the College/School and committee? What will be your response to these challenges?
- Do you have any questions for the evaluation team?

Session with Curriculum Committee

This session should provide an opportunity for detailed review of the curriculum for the program. The following questions they may be asked

General questions to be addressed include:
- Describe the composition and function of the Curriculum Committee. Is there student representation on the committee?
- What steps (such as scheduling) are taken to assure that students can attend?
- Describe the College's mission from the committee's perspective.
- How does the college systemically assure the achievement of goals? How effective are
- these assessments?
- Describe the College's curricular model and the philosophy behind it. Describe specific curricular areas and/or approaches in detail (NOTE: refer to the Accreditation Standards for specific areas, which are expected to be included).
- Describe the pre-professional curriculum in detail. Include general education and basic science components, as well as the rationale for the inclusion of various materials, where appropriate.
- What curricular changes have been made since the last evaluation?
- What changes are currently being contemplated?
- What the committee is doing to examine and address inter-disciplinary education, cultural competence and professionalism in the curriculum?
- What process is used to revise existing courses/programs? What process is used to approve new courses/programs?
- How is the information obtained from assessments of educational achievements applied to foster enhanced student achievement?
- How is the information obtained from programmatic assessments applied to enhance the program?
- Are students required to own a computer? If so, how are computers integrated into the curriculum?
- What specific activities does the College/School do to prepare students to become practitioners?
- How much information do students get about varieties of practice to help them to make/in making career choices, including academic careers?
- How are academic assignments designed to help students to make/in making career choices?
- What are the biggest challenges facing the College/School and committee? What will be your response to these challenges?
- What would you like the ACPE team to remember from this meeting?

Session with Students

Sessions with students provide an opportunity for students to present their perspectives and concerns regarding the College and its professional program. The college is instructed that students are to be self-selected for participation in these sessions; it is important to verify exactly how this selection was made It is helpful if students indicate their class level in the professional program, and provide an indication of their interests and goals (i.e., practice intentions, post-graduate education, etc.) as a component of their introduction.

General questions to be addressed to student(s) include:
- In your opinion, what are the strengths and weakness of the College?
- What activities and organizations are available to the students? What system of student governance used by the College?
- How do students receive advice regarding the professional program, registration, etc?
- What forms of counseling available and are they accessible?
- What forms of financial aid available and is the financial aid office helpful?
- What forms of career counseling and placement available?
- What are your perceptions regarding the curriculum?
- What are your perceptions regarding the faculty and staff? How accessible are the faculty? /
- Do you feel that the faculty fosters professionalism and professional ethics?
- Does the faculty serve as role models? What is the level of faculty-student interactions?
- What are the advices given to students' prior to their entry into practice experiences to help you deal with potential personality conflicts with preceptors?
- Did you receive any recruitment brochures, catalogs, etc.? Were these materials accurate and not misleading regarding resources available, academic policies, progression policies, etc.?
- What kind of information have you received and what kind of learning activities have you done about varieties of practice to help you make a career choice?
- Are you well informed about the reality of attending this program?
- Did you have any welcome or unwelcome surprises?
- How involved are students in the affairs of the College?
- Have you noticed any results from the input that was provided?
- Describe any changes would you suggest for the institution and/or its professional program.
- Are you aware of the College's policies and procedures regarding complaints?
- Would you have any advice for someone who is taking the program?
- If you were able to live your life over, would you enroll in this program again?
- Would you recommend this program to your brother, sister, or a friend?
- What are the biggest challenges facing the College?
- What would you like the reviewer team to remember from this meeting?

Individual Faculty Interviews

During the course of an on-site visit, team members will have multiple opportunities to visit with individual faculty. The primary purpose of these individual interviews is to provide the opportunity for faculty to have individual and confidential input into the evaluation process.

Guidelines for team members to follow include:

1. Begin by introducing yourself. Describe who you are and why you are there: set the ground rules; establish the available time frame; describe the purpose of the interview; and assure confidentiality. The individual faculty member should also provide an introduction and brief overview of their background and current interests and activities. Information to supplement the team member's knowledge of faculty backgrounds may be found in the self-study materials.

2. Team members are advised to be prepared for a wide variety of reactions from individual faculty. These include everything from very quiet or withdrawn behavior, requiring more probing on the part of the team member, to very assertive, aggressive behavior, requiring restraint or redirection by the team member. Some faculty may come to the interview with supplemental documentation or a prepared presentation. In this case, the team member should receive the information for transmittal to the rest of the team. In some cases, information is presented, that is not necessarily relevant to the work of the team. In these cases, the team member is encouraged to move on to more germane issues as quickly and smoothly as possible. The objectives of the team include the verification of statements and impressions presented in written materials (self- study report, supplemental information) or in general group sessions during the on-site visit.

3. Specific questions for team members to ask individual faculty, include:
   - Do you agree with the self-study report? Were there any errors of commission or omission?
   - What are your individual goals and objectives? What do you require to address your individual needs, departmental goals, and collegiate goals?
   - Describe your perceptions regarding the leadership and direction of the Dean, Vice Dean(s), and your department/division Chair.
   - Do you feel there is an adequate flow of information and communication within the College?
   - Do you feel involved in the College affairs?
   - Describe your perceptions of the students and their professional development.
   - Describe your perceptions regarding the professional development process and your personal developmental opportunities.
   - What are the biggest challenges facing you and the College? What has been the response to the challenges?
   - What would you like the External reviewer team to remember from this meeting?
   - Do you have any questions for the evaluation team?

Session with Student Affairs/Services Staff

The evaluation team's visit includes a session with the individual(s) involved with the management of student affairs for the College of Nursing. This session should focus on all support services provided to students to assist them through the professional program.

Particular questions to be discussed and documents to be reviewed during this session include:

- Do you feel that self-study adequately assessed and described the issues pertaining to student affairs?
- Describe the policies and procedures of College for the following activities:
  - Application, admission and both at the pre-professional and professional levels. Describe any considerations relevant to the admission of non-traditional students.
  - Progression of students through the program.
  - Advising and counseling.
  - Career development and placement.
  - Alumni affairs.
  - Student complaints.
- Describe the administrative and/or professional support staff available for the management and provision of student affairs.
- Describe the information provided to prospective and existing students. What information is disclosed to prospective students?
- Describe the efforts that have been undertaken to professionalize students. How are students mentored? What is the extent of student-faculty interactions?
- What is a typical advising load?
- Describe the College efforts to evaluate the outcomes of the professional program. How
- has the College assessed student achievement, in both a short-term and long-term?
- How is the information obtained from programmatic assessments applied to enhance the student affairs?
- Describe the policies and procedures of College for handling student complaints related.
- Describe the qualitative and quantitative aspects of complaints received in the previous years.
- What are the biggest challenges?
- What would you like the External review team to remember?
- Do you have any questions?

Documents to be reviewed during the session:

- Review the policies and procedures for handling student complaints
- Review the College's file of student complaints
- Appealing policy.

Visit to Practice Sites/Clinical instructors Preceptors

Team members will have opportunities to meet with experiential Coordinator of clinical area/ program coordinators and/or preceptors or to visit selected practice sites used by the College in support of the professional program. Team members may meet individually with a preceptor, a group of preceptors, or other experiential program faculty. The general guidelines presented below for surveying practice facilities are also applicable to individual and group meetings, because the goal is to evaluate the experiential component of the professional program. Visits to practice sites provide an opportunity to see not only the clinical facilities, but also to visit with faculty/preceptors and students who are in experiential rotations.

1. Specific questions which preceptors or volunteer faculty may be asked to address include:

- How were you selected for this meeting?
- Why do you precept students?
- How you manage your course?
- What is your educational philosophy?
- What methods do you use for teaching students?
- How are you involved in the assessment of students?
- Do you assign grades? If so, what criteria do you use?
- How are you funded? What type of clinics do you have? How many hours do you spend at the site?
- How much time do you spend with the students?
- What is the quality of the time that you spend with the students?
- What is the extent of the administrative and educational support provided to the clinical affiliate by the College?
- What benefits do you receive for being a preceptor?
- Are there additional benefits that you would like for the College to offer?
- How are goals and objectives for a rotation disseminated and what help do preceptors received to interpret them?
- To what extent are preceptors involved in developing the goals and objectives for their rotations?
- Are you involved in collegiate affairs (i.e., can preceptors provide curricular suggestions, do the preceptors have a role in program evaluation)?
- How do preceptors communicate with College if there are issues that need to be addressed?
- What is your approach for handling difficult students or negative issues?
- What does the College do to help you?
- What has been your experience with the level of professionalism among the students you precept?
- How are changes made to the curriculum when clinical instructor preceptors have concerns about students' knowledge, skills or values? (For example, if students have problems with communication skills, what is the process to improve those skills in the curriculum)?
- Describe the type of feedback that the College gives preceptors about their rotations. Do preceptors receive mid-rotation feedback?
- What type of access do you have to College's library resources for Nursing?

- What advice are students given prior to going on practice experiences to help them deal with potential personality conflicts with preceptors?
- Do you have any suggestions for improving the experiential program?
- What are the biggest challenges facing preceptors?
- What has been the response to the challenges?
- What would you like the reviewer team to remember from this meeting?
- Do you have any questions for the evaluation team?
- What are the goals and objectives of the experiential rotation(s)offered at the site?
- How does the College assure standardization of experiences and subsequent evaluations for both student and site/preceptor performance?
- What is the student/faculty ratio at the site? Are there enough preceptors to give all students adequate attention?
- What percent of the rotation is devoted to dispensing versus patient care? What kinds of opportunities are available for students to care for patients?
- What opportunities are students given to adjust therapy?
- To what degree or under what conditions are students timid about working with patients (e.g., early rotations)?
- What opportunities exist for students to participate on interdisciplinary teams?
- Are students on site for the entire rotation? When do students debrief or reflect on their experiences or return to campus for in-depth case discussions?
- What type of contact do students have with the campus during rotations?
- What is being done to assure the quality of the site?
- Are their any factors affecting the quality of the sites?
- How is information obtained from programmatic assessments applied to enhance the program? What complaints to you have about the site?
- What does the College do to foster a sense of inclusiveness among preceptors?
- What is the administrative relationship between the site and the College?
- What is the nature of the faculty/preceptors at the site (i.e., College funded, shared position, volunteer faculty, etc.)?

The reviewer team will meet each standard committee.
Please note that, for most questions, individuals will be asked to "provide an example or evidence for your response".

Standard1| Mission

VISION, MISSION, AND VALUES OF THE COLLEGE OF NURSING

Vision

Be the leading College of Nursing in Saudi Arabia and in the region, as well as be recognized nationally and internationally for excellence in education, research and community service.

Mission

- Prepare nursing students to be effective specialists and leaders, who will work to improve the health care profession and health of the people of Saudi Arabia and beyond, based on Islamic values and ethical aspects of the nursing profession.
- Help in character building and promote nursing leadership by graduate nurses capable of being creative change agents, critical thinkers, and decision makers who are confident in their abilities and recognize their responsibility to use their education for the welfare of the community.

Values

- Complying with religious and community Islamic belief and ethics of the profession.
- Appreciation and respect.
- Quality performance.
- Confidence development.
- Transparency.
- Cooperation, Participation and Forgiveness.

VISION, MISSION, AND VALUES OF THE THE NURSING UNDERGRADUATE PROGRAM

Vision

To be an innovative cornerstone of nursing education nationally, regionally; and internationally through the use of technology within a caring context.

Mission

- To offer dynamic, comprehensive and innovative educational experience that will enable students to expand their nursing knowledge and enhance their professional skills to meet the health care needs of the community within the context of Islamic culture, beliefs and values.
- Complying with religious and community Islamic belief and ethics of the profession.
- Appreciation and respect.
- Quality performance.
- Develop Confidence.
- Transparency.
- Cooperation, Participation and Forgiveness.

Questions:
- What is the college's mission and how does it relate to your role at the college?
- What does college and program mission statement mean to you (be prepared to answer in your own word)
- What is the mission of your program/department? How does its mission relate to the college's mission?
- What is your vision for the future of your program/department and how does that relate to the college's vision for the future?
- How do you measure whether or not you are achieving your mission and objectives?
- Do you know where the mission statement is printed?
- Was the campus community involved in the revision of the mission statement? When?
- How effectively do you feel the mission statement guides planning and decision-making?
- What is vision of your college?
- What is your role in the college?
- Who are your customers?
- How do you engage in strategic planning at the unit/departmental, area and college level and how is your unit/department plan related to the college plan?
- How the mission for the program consistent with the mission of the College
- How the college mission establishes directions for the development of the Nursing program and for the needs of students in the context
- for which they are prepared.
- How the mission is consistent with Islamic beliefs and values.
- Is the mission statement sufficiently specific to provide an effective guide to decision-making and choices among alternative planning strategies?
- How the program mission is achievable through effective strategies within the level of available resources.
- Explain How the mission statement provides clear criteria for evaluation of progress towards the goals and objectives of the program.
- How the goals for development of the program are consistent with and support the mission.
- Do you expect that, the Goals are stated with sufficient clarity to effectively guide planning and decision-making in ways that are consistent with the mission.

There is a defined process for periodic review and revision of program mission, goals, and expected student outcomes. The review process has been implemented and resultant action reflects professional nursing standards and guidelines. The College defines the community of interest. The needs and expectations of the community of interest are reflected in the mission, goals, and expected student outcomes. Input from the community of interest is used to foster program improvement

Standard 2| Leadership and Governance

Decision-making Process
- Do college planning efforts provide opportunity for appropriate staff participation?
- How do individuals and groups use the governance process to enhance student learning?
- Are the various governance groups working well together to promote student learning?
- Are staffs and students well informed of their roles in participatory governance?
- How the students share in governance the   college, and the program.
- Board and Administrative Organization
- Are the board policies and procedures updated regularly and available to staffs?
- Does the president have the primary responsibility for the quality of the college?
- How the responsibilities of program administrators defined in position descriptions.
- What processes does the Dean, have in place to link institutional   research, particularly research on student learning, institutional planning and resource allocation processes?
- Is head of the department give Regular feedback on performance of teaching and other staff.
- How does the campus community communicate/dialogue about student learning and institutional processes? Who is involved in that dialogue?
- What research/data is used in the evaluation of student learning?
- To what extent are planning, program review, resource allocation and student learning assessments integrated?
- How effective is the Annual Plan/Program Review process in contributing to improvement of programs and services?

Standard 4| Student Learning

Question:
1. Faculty:
- How does the college assure course offerings align with the stated mission and student needs?
- What research is conducted to inform the college of student learning needs?
- What process is used to develop SLOs for course, programs, certificates and degrees, assess the student learning, and make changes based on the assessments?
- How does the college evaluate courses and programs to assure quality?
- How do you assess student learning?
- What is your role in program goal setting and definition of learning outcomes?
- What is your involvement in the evaluation of the goal and learning outcomes achievement?
- Does the program curriculum ensure the learning outcomes achievement?
- How do the learning outcomes ensure the achievement of the program objectives?
- What unique or unusual teaching methods are used in your department?
- How do employers influence the educational program?
- What is the procedure of the curriculum change?
- Do you have regular contacts with the other institutions /employers? What way?
- What changes should be done to improve the program?
- What changes have been made in the program as a result of your evaluation?
- How do you know that the graduates have achieved the required learning outcomes?
- In what way are you involved in the program changes?
- How do you know that the graduates have achieved the required learning outcomes?
- In what way are you involved in the program changes?
- How can the faculty (teaching staff) ensure the goal and learning outcomes achievement?
- How successful are your graduates: job positions, starting salary, job career, etc.?
- What program changes have been made to meet their requirements and suggestions?
- What are strengths and weaknesses of your and supporting departments?
- Are you planning any global changes in the curriculum? What and when?
- What needs and requirements should be ensured for the curriculum development?
- How do you assure the conduct of courses be consistent with the outlines provided to students and with the course specifications?
- Do you have policies and procedures to deal with situations where standards of student achievement are inadequate or inconsistently assessed include action?
- Do you have effective procedures to be used to ensure that work submitted by students is actually done by the students concerned?
- What methods used for Assessments of student work it showed to be conducted fairly and objectively?
- Do you have systems for monitoring and coordinating student workload across courses?
- Do you have Criteria and processes for academic appeals be made known to students and administered equitably?
- Do you have process for student progression and counseling for those facing difficulties?

- Does the Teaching staff be familiar with the range of support services available in the institution for students, and how they refer them to appropriate sources of assistance when required?
- What type of supervision is required when you allow students examine a patient?
- How does the supervision change as you progress through the program?
- Does the supervisors in the field setting and teaching staff from the college are both involved in student assessments, if yes does criteria for assessment clearly specified and explained, and procedures established for reconciling differing opinions (can you show me the evidence).
- How do you handle patient's medical record in you field of experience?
- What kind of education has the college given you and student's regarding patient rights, confidentiality?
- Do you have Preparations for the field experience include a thorough risk assessment for all parties involved, and plans   to minimize and deal with those risks?
- Who is responsible for safety at your fieldwork?
- What is emergency code used in your field of experience?
- What happens in the event of utility failure (i.e. electric, gas medical gas…)?
- What are the hazardous materials used in your field of experience?

2. Students – in-group or individually:
- Do you know what skills you will acquire by the end of the Nursing program course?
- How were you informed about the expected learning outcomes?
- How you informed about course requirements regarding the time and including course descriptions, knowledge and skills to be developed, work requirements and assessment processes?
- Do you know the student's right?
- Are you developing the required skills?
- Are the instructors really competent in the subjects they teach?
- Are they available and useful for you in any session time?
- Why did you choose this university and this program?
- Are the labs well equipped?
- Is the laboratory equipment in good condition?
- Does the program allow you to acquire sufficient practical experience?
- Are you going to continue your study after finishing the program? Where? When?
- Are you going to start working after the program? Where? When?
- What kind of job can you get as a graduate of this program? What will be the starting salary?
- What is your general concept of the program?
- Would you recommend this program to your friend?
- If you (or you parents) pay for your education, can you say that this program is worth paying?

3. Employers/different institute representative's:
- How often do the employers meet with the head of the department?
- What do they meet for?
- Do the employers give advice to the department on program objective development, the ways to achieve and evaluate them?
- Do the employers consider current and potential technical requirements that the program graduates are to face?
- Are the employers involved in the development of the program objectives? How do they do it if involved?
- Are you involved in evaluation of the program results?
- Have there been any changes in the educational program due to employers' participation in program improvement? If yes, what were these changes?
- Is there a written plan for continuous improvement of the educational program?
- What is the employers' role in that plan?
- Are the curricula of the educational program available for the employers? If yes, how often do they study them?
- In what way do the learning outcomes ensure the achievement of the educational program objectives?
- What are the strengths and weaknesses of the educational programs?
- What are the basic conditions that ensure the curriculum development
- What changes should be done to improve the educational program?
- How important is your experience as a community representative for this educational program?
- Has your company, Institute employed the graduates of this program lately?
- Do the graduates meet your requirements?

Standard 5| Student Support Services

- Do you have Admission requirements policy and it is consistently and fairly applied for all students.
- Do the Student advisors familiar with details of course requirements and they available to provide assistance prior to and during the student registration process.
- Do you have orientation program for the new comer
- Do you have student record system and do have policy for maintained governing privacy of information and controlling access to individual student records.
- Do you have system controlling misconduct including…
- By what means does the college determine the support needs of students?
- How does the college assure the quality of student support services?
- What are the programs or services provided to promote an environment that encourages personal and civic
- responsibility, as well as intellectual, aesthetic and personal development for all students?
- How do student support services contribute to SLOs?
- How are evaluation results used to improve
- services?

Standard 6| Library and Learning Support Services

- How does the college assess the effectiveness of the library and determine whether it is enhancing student achievement of SLO
- What information competencies are taught and how are they assessed?
- What methods are used to determine the learning support services needed?
- How is learning support services evaluated?
- Is there policy that provides teaching staff regular advice on material that should be held in reserve to ensure access to necessary materials and this advice is responded to.
- How data on the extent of usage of learning resources for the program are used in evaluations of learning and teaching in the program.
- Is library providing an orientation and training programs for new students in the program to prepare them to access facilities and services.
- Is their e-library providing an assistance to assist faculty and students in the program in conducting searches and locating and using information?
- Is there reference service available through which qualified librarians can answer in-depth questions?
- Are Electronic and/or other automated systems with search facilities available to assist in locating resources within the institution and in other collections.
- Is there a mechanism to keep teaching staff and students in the program informed of library developments such as acquisition of new materials, training programs, or changes in services or opening hours.
- Are there adequate books, journals and other reference material including online resources to meet program requirements.

- Are Books and journals and other materials available in Arabic and English (or other languages) as required for the program and associated research.
- Are there sufficient facilities provided for both individual and small group study and research as required for the program.

Standard 7| Technology Resources

Physical Resources
- How the college meet facility needs?
- How the college ensure that the institution bases its physical resource decisions on the results of evaluation of program and service needs?
- How the College prioritize needs when making decisions about equipment purchases?
- Do you have Planning processes for the provision of facilities and the acquisition and maintenance of equipment including consultation with program representatives to ensure clear specification of program requirements?
- Do you have monitoring system governing the process
- How does the college evaluate the effectiveness of its technology in meeting the range of needs? How well are the needs met?
- How the college provided for the management, maintenance, and operation of its technological infrastructure and equipment?
- What do you do if medical equipment does not work?
- Do you have operators' manual for equipment and where you find it.
- Do you have a complete inventory for equipment used in the program that is owned or controlled by the institution including equipment
- Assigned to individual staff for teaching and research?
- Do you have skill lab. Manual
- Describe your college wide smoking policy?
- How does the college integrate technology planning with institutional planning?
- How does the college evaluate the effectiveness of its technology in meeting the range of needs? How well are the needs met?
- How has the college provided for the management, maintenance, and operation of its technological infrastructure and equipment?
- How does the college integrate technology planning with institutional planning?
- What evidence does the college have that the facilities and technology support the agreed-on student learning?
- What is your role in management of information?
- What sources do you get your information from?
- Do you have Institutional policies governing the use of personal computers by students should be complied with.

- What Security systems the IT university place to protect privacy of personal and institutional information, and to protect against externally introduced viruses
- Does the University (IT) provide Training programs for teaching and other staff to ensure effective use of computing equipment and appropriate software for teaching, student assessment, and administration?
- Are department and college organization policies and procedures available?
- How are you informed of policies and procedures changes?
- When are you given instruction on how to access necessary data and on the confidentiality statement?
- How frequently do you change your password?
- Is comparative data available to assess performance?
- What information do you need to do your job?

Standard 8| Financial Resources

- Does the college establish priorities among competing needs?
- Does the financial planning process rely on Annual Plans/Program Reviews?
- How do individuals participate in financial planning and budget development.
- Is there policy for delegation of spending authority is given to the program The dean for effective program administration
- Are the Dean and head of department involved in the budget planning processes, and is held accountable for expenditure within the approved budget.
- Does the accounting system provides for accurate and continuing monitoring by the program manager of expenditure and commitments against budgets.
- Is here Policy for conflict of interest?

Standard 9

Human Resources
- How are faculty involved in the selection of faculty and what criteria are used?
- What is the connection between personnel evaluations and institutional effectiveness and improvement?
- How has professional development supported faculty performance in development and assessment of SLOs?
- How does the institution foster ethical behavior?
- By what means does the College determine appropriate staffing levels for each program and service and decide on organization and support staffing?
- In what ways does the college foster an appreciation for diversity?
- Is there is policy and Criteria are clearly specified in advance and made known to teaching and other staff for performance evaluation
- Whether Consultations about work performance are confidential and supportive; Does it occur on a formal basis at least once each year?

- If performance is considered less than satisfactory, is there any policy prepared for improvement?
- What is the policy for formal performance assessments of teaching and other staff?
- How the assessments kept confidential but are documented and retained.
- Is there mechanism for appeal Faculty and staff has the opportunity include on file their own comments relating to these assessments, including points of disagreement?
- What is policy for recognizing and rewarding outstanding academic or administrative performance?
- Whether all teaching and other staff are given appropriate and fair opportunities for personal and career development?
- Do you have any policy for junior teaching and other staff with leadership potential is identified and given a range of experiences to prepare them for future career development?
- Whether Assistance is given in the form of professional development activities to improve skills and upgrade qualifications for the faculty.
- What are the professional developments activities provided to assist teaching staff to participate in activities that ensure they keep up to date with developments in their field and the extent to which they do so is monitored.
- Did you know the recruitment process adopted in the college?
- Do you have orientation program for new teaching staff are to ensure familiarity with the institution and its operating procedures, services and priorities for development.

Standard 10 | Research

- Is there mechanism to Support junior staff in the development of their research programs through mechanisms such as mentoring by senior colleagues, inclusion in project teams, assistance in developing research proposals ?
- Are the Research and scholarly activities of teaching staff relevant to courses they teach are reflected in their teaching together with other significant research developments in the field?
- What are Strategies that developed for identifying and capitalizing on the expertise of faculty and postgraduate students in providing research and development services to the community and generating financial returns to the institution?
- Are there adequate laboratory space and equipment, library and information systems resources are available to support the research activities of faculty and students in the field in which the program is offered?
- Is there adequate budget and facilities are provided for the conduct of research at a level consistent with institutional, program and departmental.

Standard| 11

- How the Staff participate in forums in which significant community issues are discussed?
- How the student involve in community?
- Did you invite Local employers and members of professions to join appropriate advisory committees considering your nursing program ?
- How did the college maintain relation with alumni, keeping them informed about program developments ?
- How do the college coordinate the activities between the staff to avoid confusion and duplication?
- Did the college have the of opportunities to seek funding support   organizations in the community ?
- Show us how the college keeping the records for maintainee of community services and how it communicate recording in a central data base within the Univerisity?

Evidence about quality of community relationships can be obtained from:

- Policies on service to the community,
- Criteria for staff evaluation and promotion that include community contributions,
- Guidelines and processes for community media releases and other public comments on behalf of the institution.
- Community service activity, including formal courses and other services provided by the department or individuals.

- مراقبون
- **الغرض من الزيارة:**
- التحقق
- الملائمة
- التأكد من الاستيفاء
- تقديم ايجابيات ومقترحات وتوصيات للتحسين، يشمل التقييم:
1. الاتساق (المؤشرات ومخرجات التعلم).
2. تحقيق الجامعة لرسالتها حسب غاياتها واهدافها الاستراتيجية.
- سيتم التركيز علي تقارير الدراسة الذاتية (التحقق من صحة التقارير) اضافة الي تقييمهم المستقل وأولويات الهيئة الوطنية أو التعليم العالي، السياسات العامة ، والمسائل التي تتطلب تحسين أو بها صعوبات.
- سيضعون في الاعتبار الأنشطة التي تناولتها معايير برامج التعليم العالي
- **دور المراجعين الخارجيين:**
- الملاحظة ، التقييم التحقق التحليل والتوصية.
- تقديم معلومات للهيئة الوطنية تساعدها في اتخاذ قراراتها.
- تأكيد صحة تقارير الدراسة الذاتية.
- فحص الأدلة والبيانات والمستندات.
- إجراء مقابلات مع أصحاب المصلحة.
- كتابة تقرير المراجعين (توصيات، اقتراحات للتحسين وتوصية بالاعتماد).

دائما يبحثون عن الأدلة ، الأدلة والأدلة

- يجمعون المعلومات من:
- الزيارة.
- المقابلات.
- والمناقشات مع الادارة العليا والعمداء ولجان الجودة.
- أنواع الأدلة.
- مؤشرات الأداء والمقارنة المرجعية.
- بيانات: جداول احصائية، تحليلات.
- مخرجات التعلم.
- بحوث علمية.
- **اتساق التوثيق والتحليل:**
- مستندات ، توصيفات ، سجلات، ترقيات سياسات، خطط استراتيجية، استبانات، محاضر اجتماعات، أو أي أشياء مساعدة.
- نوعي: رأي مهني بناء علي المقابلات والاجتماعات.
- ليس لهم الحق في اتخاذ قرار الاعتماد.
- أثناء الزيارة أصحاب القرار هم:
  - الهيئة الوطنية.
  - رئيس اللجنة.
- **دور الهيئة:**
- التنسيق والتواصل.
- المراقبة.
- التأكد من أن سياسات واجراءات الهيئة قد تم فهمها واتباعها.
- العمل كفريق حسب الجدول والمتطلبات.

توصيات

توصيات مهمة بشأن المراجعة الخارجية للكليه

- يجب علي المرشحين لمقابلة المراجعين الخارجيين التواجد للمقابلة، لا مجال للاعتذار أو التخلف عن الحضور حسب طلب الهيئة الوطنية للتقويم والاعتماد الأكاديمي.
- ألغ كافة ارتباطاتك ومواعيدك ، لا يوجد أهم من حصول الجامعة علي الاعتماد الأكاديمي، فالجامعة أحوج ما تكون اليك في تلك الفترة.
- علي جميع المرشحين لجلسات مقابلة المراجعين الخارجيين التواجد قبل عشرة دقائق علي الأقل قرب قاعة الجلسات.
- لا يسمح بمغادرة الجلسة بعد بدايتها.
- تأكد من إغلاق لهاتفك قبل بداية الجلسة و طوال فترة المقابلة.
- لا يسمح بإنشاء أي نوع من العلاقات مع المراجعين الخارجيين.
- كن ملماً بـ:
- رسالة الجامعة/ لكليه التمريض/ برنامج التمريض ورؤيتها وقيمها.
- الخطة الاستراتيجية للجامعة/لكليه التمريض وغاياتها وأهدافها والجزء الذي يتعلق بوحدتك.
- معايير الهيئة الوطنية والمعايير الفرعية والممارسات تحت تلك المعايير.
- مؤشرات الأداء حسب وظيفتك والاحصائيات (طلاب ، أعضاء هيئة تدريس ، اداريين ، خريجين ...الخ). ح
- تقارير الدراسة الذاتية ونقاط التحسين ونقاط الضعف وخطط العمل فيها وأدلتها واحصائياتها.
- كن مستعدا للرد علي كل استفسارات وأسئلة هيئة المراجعة عند توجيه السؤال لك.
- اجعل اجابتك واضحة ومحددة ومفيدة.
- التزم بوضع البطاقة التعريفية الجامعية.
- كن ملماً بمهامك ومسؤلياتك والإجراءات واللوائح والسياسات التي يجب اتباعها كل حسب مجاله ووظيفته.
- اجعل مكتبك ، قسمك ، قاعتك ، معملك ، كليتك عمادتك، ادارتك وكل مرافق الجامعة تبدو بأبهي حلة.
- كن ملماً بالاجراءات المتبعة الموحدة بين أقسام الطلاب والطالبات علي المستوي الإداري والأكاديمي

إن كنت أكاديمياً (عضو هيئة تدريس أو رئيس قسم أو وكيل أكاديمي أو حتي طالباً) كن ملماً:
- بالاطار الوطني للمؤهلات.
- بمخرجات تعلم مقرراتك وبرنامجك (تخصصك) وكيفية قياسها.
- معيار الهيئة الوطنية الرابع (التعلم والتعليم).
- الإجراءات المتبعة بشأن البحث العملي وأنشطته.
- الخطة الاستراتيجية للبحث العلمي.
- أخلاقيات البحث العلمي.
- خدمة المجتمع.
- مصادر التعلم.
- **يركز المراجعون الخارجيون خلال الزيارة علي:**
- طرح الأسئلة.
- الحصول علي الاجوبة.
- التحقق من الأدلة، فهل أنت مستعد لذلك؟
- **من هم هيئة المراجعة**
- خبراء دوليين، أكاديميين، متخصصين ومهنيين
- استشاريين اعتماد من الهيئة الوطنية (ذكور وأناث)

- المساعدة.
- **كيف نحضر أنفسنا:**
- حفظ تواريخ الزيارة واتباع الجدول.
- الاهتمام بمظهر الحرم الجامعي.
- المواءمة مع مستشار الهيئة.
- توفير غرفة خاصة للمراجعين.
- التأكد من مواءمة قسمي الاناث والذكور.
- **ما يجب تجهيزه:**
1. جولة في الحرم الجامع حسب الجدول.
2. اجتماع تحضيري (تهيئة).
3. تأكيد حضور كل أصحاب العلاقة في الزمن المحدد، المواصلات، والمشاركة في كل الاجتماعات المجدولة.
- **غرفة اجتماعات المراجعين:**
- غرفة مهيئة للاجتماعات.
- توفير أكل ومشروبات وقهوة.
- حاسبات آلية.
- انترنت.
- طابعة.
- أوراق أقلام، (قرطاسية).
- بمجرد اكتمال الجدول واعتماده (غير مسموح بالتغيير).
- **مفاتيح النجاح:**
1. كن ايجابياً و متحمساً.
2. كن صادقاً، متعاونا وشفافاً.
3. احترم المواعيد.
4. احترم خصوصية هيئة المراجعة ومقابلاتهم.
5. قدم أدلة ذات مصداقية ويمكن التحقق منها.
- **أشياء يجب تفاديها:**
- لا تسأل أعضاء الفريق ما هو رأيك في الجامعة.
- لا تعطي أي نوع من الهدايا أو المبالغ المالية.
- لا تعرض عليهم أي وظائف أو عمل أو استشارات أو مشاريع.
- لا تبني معهم أي نوع من العلاقات.
- لا تخرق الجدولة أو الزمن.
- لا بد للجميع أن يكونوا علي علم وأن ينخرطوا في ذلك.
- لا بد للجميع أن يعلموا ما سيحدث وبالتفصيل.
- اقرأ دليل الهيئة الجزء الثالث.
- **الكتيبات التي يجب تحضيرها:**
- مختصر لهيئة المراجعة عن التحديثات التي تمت في تقرير الدراسة الذاتية.
- ملف محدث عن الهيكل التنظيمي ،قائمة بمنسوبي الكلية، السير الذاتية (للمنسوبين حديثي الالتحاق بالجامعة).
- دليل السياسات والخطط المحدث.
- خطة الطوارئ.
- دور الطلاب وأعضاء هيئة التدريس.
- تهيئة لهم جميعا.

- مقابلة أعضاء هيئة التدريس.
- مقابلة الطلاب.
- تحضير أسئلة.
- اجتماعات تجريبية.
- حل اجاباتهم.
- عمل معالجة.
- ما لم يطلب عرض ستكون الجلسات عبارة عن مناقشات فقط.
- عدد الذين ستتم مقابلتهم لا يتجاوز العشرة.
- تنوع المشاركين في المقابلات لتوسيع المشاركة وتقليل الترادف.
- في حالة حدوث اجتماع كارثي لا سمح الله.
- ماذا تفعل؟؟ كن جاهزا للاستجابة لمعالجة ذلك.
- **غرفة المراجعين يجب أن يكون بها:**
- أدلة لها علاقة بأداء الطلاب ، اختبارات، واجبات، عينة من أعمال الطلاب، احصائيات.
- نماذج من اختبارات الطلاب.
- المستندات التي ارسلت للهيئة سابقا.
- لا يسمح بالدخول لغرفة المراجعين ما لم يسمح لك بذلك.
- يجب أن تغلق أثناء غيابهم.
- **طاولة الأدلة:**
- تقرير الدراسة الذاتية المؤسسي.
- مقاييس التقويم الذاتي.
- توصيفات البرامج والتقارير السنوية.
- توصيفات المقررات والخبرة الميدانية وتقاريرها.
- الخطة الاستراتيجية.
- دليل الطالب وكتيبات.
- متطلبات القبول والتسجيل.
- نسخة من تقرير المراجعين الخارجيين.
- مفاتيح قائمة محتويات التقرير.
- كتيب عضو هيئة التدريس والطالب، (السياسات، التطوير الوظيفي، الخدمات المقررات والاجراءات)
- دليل السياسات الاجرائية (لوائح التعليم العالي ، المهام والمسؤليات.
- دليل ضبط الجودة.
- بيانات أعضاء هيئة التدريس وغيرهم، مع مؤهلاتهم معدل أعضاء هيئة التدريس للطلاب، العبء الدراسي متوسط عدد الطلاب في كل شعبة، ومنتجاتهم البحثية).
- ترسل استبانة من الهيئة للجامعة لآرائهم عن مدي فعالية عملية المراجعة.
- تأسيس لجنة لمتابعة توصيات المراجعين الخارجيين أو شروطهم.
- **بعد اسبوعين من المراجعة:**
- تقرير المراجعين سوف يسلم لمستشار الهيئة للتعديل لغرض الاتساق وتصحيح الأخطاء .
- توصيات قرار الاعتماد سوف تزال من تقرير المراجعين ليدمج مع التقرير النهائي.
- التقرير المراجع سوف يرسل لرئيس فريق المراجعين للمراجعة النهائية ومن ثم سيرسل للجامعة للتعرف علي الأخطاء التي قد تحدث.
- **بعد شهر من المراجعة:**
- بعد استلام المسودة الأولي من التقرير تعطي الجامعة فرصة للرد علي أي اخطاء قد تحدث (نموذج الهيئة).
- يأخذ مستشار الاعتماد راي رئيس الفريق حول اي تعديل مطلوب للتقرير. وقد يأخذ رئيس الفريق آراء الأعضاء.

Reference

- National Commission for Academic Accreditation & Assessment (NCAAA) Issue Date: Jan-14
- QUD -University of Dammam- Arabic recommendation and advices.
- ACCREDITATION STANDARDS AND GUIDELINES FOR THE PROFESSIONAL PROGRAM IN PHARMACY LEADING TO THE DOCTOR OF PHARMACY DEGREE. Guidelines and Suggested Questions for ACPE On-Site Evaluations

- ثلاث أو أربعة شهور بعد المراجعة.
- بعد استلام المسودة الثانية يحق للجامعة تقديم رد مكتوب عن التوصيات التي قد يوصي بها. (خلال ثلاثة شهور من الطلب)

• **بعد 6 شهور**

- تنهي الهيئة الوطنية تقرير تقرير المراجعين مع الأخذ في الحسبان استجاة الكليه لها ونصائح فريق المراجعة.

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