الجامعة السعودية الإلكترونية
SAUDI ELECTRONIC UNIVERSITY
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SEU Graduate Attributes

Deanship of Development, and Quality

Introduction:

In alignment with its strategic plan, and in pursuit of equipping its students with the essential skills and competencies required by the labour market and national development priorities, and in response to Saudi Vision 2030 and the Human Capability Development Program, the Saudi Electronic University has identified six core graduate attributes. These attributes are designed to ensure the distinction of its graduates and their acquisition of soft skills and key competencies necessary to navigate the evolving challenges of the labour market and to meet national developmental needs.

Graduate attributes can be defined as a set of qualities, skills, and values that educational institutions aim to instil in all graduates, irrespective of their academic specializations. Defining these attributes represents a foundational step toward integrating them across all academic activities at the university, with the objective of fostering these qualities among students and achieving the following:

1. Creating a distinctive identity for SEU graduates, thereby strengthening the university's public image and enhancing its academic reputation.

2. Aligning with national directives, particularly those set forth in Saudi Vision 2030 and the Human Capability Development Program, which emphasize the enhancement of human capital through equipping graduates with future-ready knowledge and skills, and aligning educational outputs with labour market needs.

3. Advancing the university's strategic objectives, particularly with regard to providing high-quality education that empowers learners to realize their academic and professional aspirations.

4. Enhancing the competitiveness and employability of SEU graduates by ensuring they meet current and future labour market requirements and expectations.

5. Meeting institutional and programmatic accreditation standards and fulfilling the criteria set by the National Center for Academic Accreditation and Evaluation (NCAAA). The third standard, "Teaching and Learning," of the 2018 Institutional Accreditation Standards, mandates that educational institutions define graduate attributes and learning outcomes at both institutional and program levels in alignment with the institution's mission and the National Qualifications Framework.

6. Establishing a clear reference framework for the development of general university requirement courses, extracurricular activities, and teaching, learning, and assessment strategies.

Steps for Determining Graduate Attributes

1. Identifying the Sources of Derivation

To ensure the comprehensiveness and relevance of the graduate attributes, the university has identified a set of key reference sources from which the attributes are derived. These sources include:

1. The Human Capability Development Program under Saudi Vision 2030

2. The University's Strategic Plan (2021–2025)

3. Findings from studies of the Saudi labour market

4. Reports issued by international organizations concerned with education and development, such as the World Economic Forum and the Organisation for Economic Co-operation and Development (OECD)

5. Relevant academic survey-based studies

8. Benchmarking with local and international institutions

2. Establishing a Framework for Defining Attributes

To ensure that the preliminary list of attributes is comprehensive and inclusive of all essential dimensions, a classification framework was developed, as illustrated in Figure (1). This framework organizes the graduate attributes into the following core dimensions:
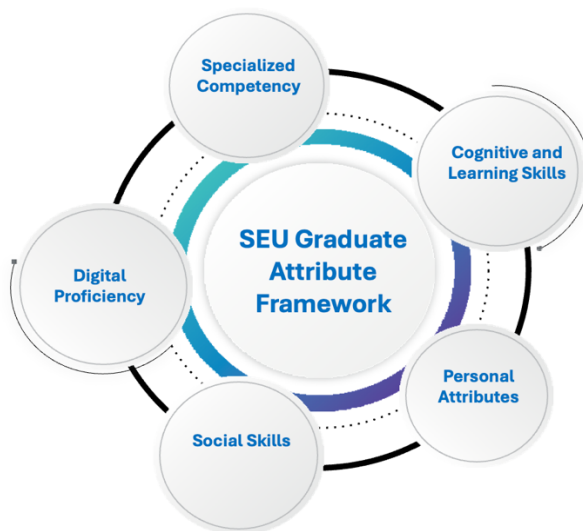
Figure (1): The General Framework for Identifying University Graduate Attributes

3. Identification of the Preliminary List of Attributes

Following a thorough review of the aforementioned derivation sources, a preliminary list of twenty-five graduate attributes was compiled. These attributes collectively address all dimensions outlined in the proposed framework.

4. Stakeholder Consultation

A structured survey was designed to solicit feedback from all relevant stakeholders regarding the significance of the identified attributes and to allow for the suggestion of any additional attributes deemed important. The survey was distributed to a representative sample of stakeholders, including students, faculty members, alumni, employers, and university leadership. It included a seven-point scale to assess the perceived importance of each attribute and provided space for proposing other attributes where necessary. The results indicated a broad consensus on the importance of the vast majority of attributes included in the preliminary list.

5. Final List of Attributes

The Vice Presidency for Development, Planning, and Quality conducted an in-depth review of the preliminary list, the survey outcomes, and the relevance and strategic alignment of each attribute. This evaluation considered the University's strategic plan, its educational model, the characteristics of its student body, and the feasibility of embedding and measuring each attribute within the academic environment. Based on this review, six core graduate attributes were identified and subsequently discussed and formally endorsed by the Standing Committee for Quality and Academic Accreditation and the University Council.

Attributes Graduate SEU
Deep Discipline Knowledge and Application
Students will have a wide and deep knowledge of the main concepts and theories in their chosen academic discipline and be able to apply this knowledge in various real-life situations.
Independent and Lifelong Learning
Students will be able to continuously update their academic knowledge and develop their technical skills in response to developments and changes in their academic field.
Critical Analysis and Problem Solving
Students will be able to analyze and evaluate various evidence, information and data using logical and critical reasoning to solve academic and professional problems.
Effective Communication
Students will be able to communicate effectively with others in oral and written forms, and through electronic means.
Digital and Information Literacy
Students will be able to effectively and accurately use digital resources to find and evaluate information, create digital content, and share it with others via appropriate electronic means.
Innovation and Entrepreneurship
Students will be able to generate creative ideas, apply them to innovate new solutions or products, and transform them into commercial and entrepreneurial projects.

Table (1): Approved Graduate Attributes of the Saudi Electronic University

Alignment of Graduate Attributes with University Learning Outcomes

SEU Graduate Attributes	University Learning Outcomes
Deep Discipline Knowledge and Application	Demonstrate high level understanding of the fundamentals, processes, and contributions associated with the academic discipline.
Critical Analysis and Problem Solving	Employ critical thinking skills by applying knowledge to make well-reasoned arguments and effective decisions.
Independent and Lifelong Learning	Practice the lifelong skills needed in all social, economic, mental, and emotional aspects of life.
Digital and Information Literacy	Illustrate effective utilization of technological tools and methods relating to the program of study.
Effective Communication	Utilize skills that exhibit ethical behavior to characterize accountable, responsible, and contributing citizens to the society.
Innovation and EntrepreneurshipEffective CommunicationIndependent and Lifelong Learning	Recognize the social and environmental responsibilities through the participation of extra-curricular activities.
Critical Analysis and Problem SolvingEffective CommunicationInnovation and Entrepreneurship	Demonstrate team spirit and leadership skills in a collaborative and inclusive environment.

Table (2): Alignment of Graduate Attributes with University Learning Outcomes

Mechanisms for Equipping SEU Students with Graduate Attributes

Achieving the SEU Graduate Attributes requires the implementation of practical mechanisms to develop these attributes among students, in addition to tools for measuring their attainment and plans for continuous improvement where necessary. The university adopts the following three core mechanisms to support students in acquiring the approved graduate attributes:

1. Integrating Graduate Attributes into Academic Programs

- All academic programs at the university—both bachelor and master—are required to support students in attaining the SEU Graduate Attributes by embedding them into the curriculum. This mechanism involves designing program-level graduate attributes that incorporate all institutional attributes, in addition to any discipline-specific attributes the program wishes to instil in its students. These attributes are then mapped to the program's learning outcomes to ensure alignment with teaching and learning activities, as well as with the assessment strategies applied.

- Academic programs are expected to develop their academic activities and revise their teaching, learning, and assessment strategies to ensure their contribution to the development of students' graduate attributes and achievement of intended learning outcomes.

For example, embedding the attribute of critical thinking and problem solving into the program's learning outcomes can be achieved by designing a specific outcome that enables students to apply sound reasoning and analytical thinking to address real-world problems related to their academic discipline.

2. Linking Co-Curricular Activities to Graduate Attributes

Those responsible for planning and implementing co-curricular activities—whether at the program or institutional level—must ensure that such activities contribute to developing the SEU Graduate Attributes in students.

Through the intentional design of these activities, they can be directly linked to specific attributes. For instance, a co-curricular activity might provide students with opportunities to apply their specialized knowledge, thereby supporting the attribute of deep disciplinary knowledge and its application. Likewise, other activities such as language workshops or public speaking events can be tailored to strengthen effective communication skills.

3. Aligning General University Requirement Courses with Graduate Attributes

In designing and developing general university requirement courses, their objectives and learning outcomes must be clearly aligned with the SEU Graduate Attributes. This alignment ensures that these courses actively contribute to equipping students with the targeted attributes.

Accordingly, it is essential to develop appropriate mechanisms, teaching and learning strategies, and assessment methods for these courses to create a meaningful educational experience that effectively supports students in attaining the intended graduate attributes.

Assessment and Evaluation Mechanisms

The university adopts two primary methods to ensure that its graduates have acquired the SEU Graduate Attributes, as outlined below:

1. Direct Assessment

All academic programs are required to assess the learning outcomes linked to their program-specific graduate attributes and to report the findings in their annual program reports. These results provide a clear indicator to university leadership regarding the extent to which students have achieved the intended graduate attributes at the program level. Programs must utilize rubrics to assess attributes that are difficult to measure using traditional assessment tools such as exams and quizzes.

2. Indirect Assessment

Academic programs must also assess the extent to which students have attained the graduate attributes through indirect methods. This is achieved by embedding targeted measurement elements into the following surveys, with the results included in the program's annual report:

a. Program Evaluation Survey, administered to students expected to graduate.

b. Graduate Survey, distributed to recent program graduates.

c. Employer Survey, distributed to organizations that employ SEU graduates.

As for the mechanism for reviewing and evaluating graduate attributes, the University's Vice Presidency for Planning, Development, and Quality undertakes the review of graduate attributes in conjunction with the comprehensive periodic review of the university's academic programs. This is carried out through:

- Analysing the extent to which students have achieved the graduate attributes by examining annual academic program reports, including the measurement of related learning outcomes and the analysis of relevant survey data.

- Studying changes in labour market demands, national development priorities, and the university's strategic plan to ensure the continued relevance of the attributes.

- Gathering stakeholder feedback to assess the appropriateness of the graduate attributes and the extent to which they align with labour market needs, national development goals, and the university's strategic objectives.

Based on this analysis, appropriate improvement actions are taken.