

Summary of Institutional Accreditation

Standard

Indicators for comparison used to set goals and evaluate achievement.

Performance Indicators

How to measure the availability of the eligible ingredients to give an accreditation certificate.

The goal of Standards

Motivation for change and creation of quality institutions.

Concepts of all Standards

Quality and accreditation.

Accreditation Definition:

External quality review process by institutions or accreditation bodies in order to improve and ensure the quality of the educational process, usually a voluntary process carried out by the private non-profit organizations.

The cognitive roots of academic accreditation

The term accreditation is a modern terminology that began in Arabic writings at the beginning of the nineties of the last century as a result of the widespread use of quality concepts in educational institutions until the concept of accreditation was associated with the principles and foundations of quality assurance.

According to Harman the accreditation evaluation process governs the educational process through a set of procedures which give a comprehensive educational idea of the educational institution while identifying the strengths and weaknesses that detail the efficiency, competence and quality of the institution to carry out the responsibility entrusted to it.

Considering these definitions:

1. Accreditation is a motive for upgrading the educational process as a whole and a source of reassurance society for alumni of this institution and not a threat to it.
2. Accreditation does not aim to classify or rank educational institutions.
3. Accreditation does not interfere with the academic freedom or compromises the university's values.
4. Accreditation is to confirm and encourage the educational institution to acquire a distinct personality and identity based on a set of basic standards that guarantee an agreed upon measure of quality and not eliminate its own identity.
5. Accreditation does not focus only on the result of the academic journey but the whole academic process.

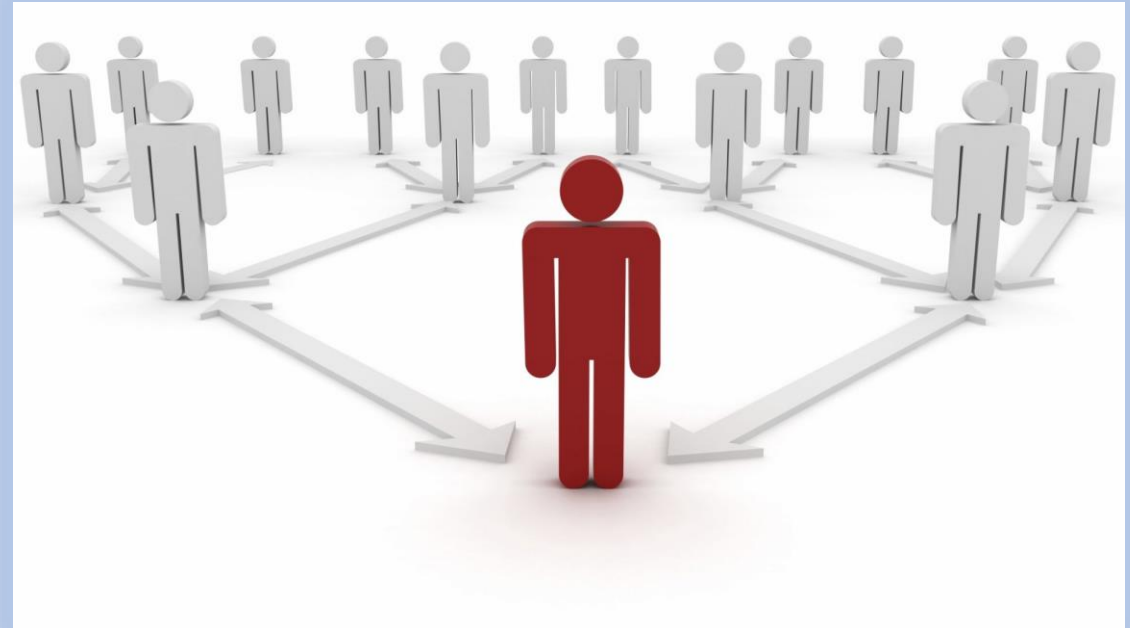


Institutional Accreditation Steps



University Leaders' Role in Earning the Institutional Accreditation

- Providing the necessary resources to achieve academic accreditation for all university units.
- Supervision and follow-up of continuous improvement and development processes.
- Follow up and support the implementation and development of the university's plans and policies for quality



Student's Role in Earning the Institutional Accreditation

- Knowing the vision, mission, and goals of the university
- Participating and Expressing opinions transparently on quality surveys
- Joining and participating in university activities and learning activities
- Learn about the course description and learning outcomes for the program being taught
- Take advantage of the university's resources and available learning resources
- Positive cooperation with the external audit team and providing correct information



Administrative Employee's Role in Earning the Institutional Accreditation

- Knowing the vision, mission, and goals of the university
- Participating and Expressing opinions transparently on quality surveys
- Ensure periodic evaluation and work to achieve performance indicators
- Cooperating with the institutional accreditation team by providing the required evidence
- Knowing the administrative work associated with the employee and its results in achieving the goals of the university



Faculty Member's Role in Earning the Institutional Accreditation

- Knowing the vision, mission, and objectives of the university, in addition to the objectives of the college and its academic program.
- Participation and transparent opinion on quality questionnaires.
- Familiarity with the contents of the self-study report and accreditation requirements.
- The faculty member feels that he is an ambassador for his university, college, program, and department.
- Cooperating with the institutional accreditation team by providing the required evidence.
- Positive cooperation with the external audit team and providing correct information.



Learn about the **First Standard** for institutional accreditation

Standard 1 - vision, mission, and strategic planning.

It confers that there are clear strategic objectives associated with all the university's services and that the vision and mission of the university are compatible with all the university sectors and are evaluated by achieving performance indicators

Standard of vision and Sub-strategic planning:

Ensures that there is a strategic plan which corresponds with the vision and is clear , specific and evaluated periodically and continuously improved.

Mission Standard and Sub-Objectives:

Ensures the university environment, services, and institutional goals are linked to the university's mission.

Standard 1 :
2 substandard



Mission and Goals substandard :
5 indicators



Vision and sub-strategic planning standard:
7 indicators



Vision, Mission and Goals

Motto
"Pioneers of future learning"

Vision

Lead the utilization of technology in education to contribute to national development

Mission

Provide outstanding education to all segments of society to achieve social, cultural and economic development

Purpose

Empower learners to achieve their ambitions through the optimal application of technology and knowledge

Strategic Goals

- Provide outstanding education to empower learners to achieve their academic & professional aspirations
- Build a regional leading role in e-learning
- Grow in digital innovation and Techpreneurship
- Strengthen engagement with communities across the Kingdom
- Build a sustainable, efficient and effective institute to achieve financial sustainability

Values

- Teamwork
- Community Partnership
- Innovation
- Distinctiveness
- Responsiveness
- Institutional Commitment

Strategic Themes

- Empower Learners
- E-learning Leadership
- Digital Innovation Commercialization
- Community Development
- Financial Sustainability



Learn about the **Second Standard** for institutional accreditation

Standard Two - Governance, Leadership and Management:

Ensures the university has a governance system that guarantees its effectiveness and efficiency, the demonstration of planning by the leadership style and administrative system in the institution, continuous evaluation, and an active quality system that achieves continuous performance improvement, which is evaluated based on key performance indicators.

Standard 2
6 substandards

Integrity,
Transparency & Ethics

Quality Assurance
Department

Regulations, Policies
& Procedures

Leadership &
Management

Higher Councils and
Committees

Higher Councils
and Committees

Leadership &
Management

Regulations,
Policies &
Procedures

Organizational
Structure

Quality
Assurance
Department

Integrity,
Transparency &
Ethics

College and
scientific
councils and
board of
trustees

Attracting
academic and
administrative
leaders

Integration of
work between
administrative
and academic
units

Implementing the
rules, regulations
and policies
announced by the
university, such as
the rights and
duties of the
university student

Recruitment
, promotion
and job
description

Satisfaction
survey with
programs,
courses,
services and
facilities

Acknowledgment
of
conflict of interest



Learn about the **Third Standard** for institutional accreditation

First sub-standard: Academic program design and development: 14 indicators

- Existence of clear policies and procedures for designing and improving academic programs and courses.

Second sub-standard: Graduate characteristics and learning outcomes: 4 indicators

- Determining the characteristics of the graduates from which learning outcomes are derived from the mission and are developed based on the requirements of the labor market.

Third sub-standard: Quality assurance and improvement of academic programs: 12 indicators

- The existence of clear policies and procedures for reviewing, evaluating and improving academic programs while ensuring the quality of teaching and learning

Fourth sub-standard: Educational partnerships (if any): 5 indicators

- Defining formal agreements for partnership programs, including meeting the standards of the National Center for Academic Accreditation and Assessment.

Fifth sub-standard: Postgraduate programs: 6 indicators

- Applying mechanisms to verify learning outcomes with the nature of the qualification and the requirements of the National Qualifications Framework.

Sixth sub-standard: Learning resources: 9 indicators

- Implementing mechanisms to ensure the quantitative and qualitative provision of learning resources, related services and their availability is sufficient and are available on time.

Standard 3 - Teaching and Learning:

The institution must have an effective system that ensures that high standards of teaching and learning are achieved in all programs offered. And that the quality of teaching and learning is regularly monitored through appropriate mechanisms and reviewed periodically for further development.



Learn about the Fourth Standard for Institutional Accreditation

Student Admission Standard: 4 Indicators

- Emphasizes the clarity and fairness of the admission and registration process, its ease, fast electronic management and the appropriateness of registration numbers for academic programs and colleges.

Student Records Standard: 4 indicators

- Verifies the application of clear policies for records management, identification of mechanisms for their protection, preservation, updating, and the ease of preparing statistical reports.

Standard of students' rights and duties: 4 indicators

- Ensures clarity of students' rights, duties and regulations relating to disciplinary sanctions and grievance procedures.

Guidance and Counseling Standard: 6 indicators

- Emphasizes the existence of an effective and comprehensive system of guidance and counseling services for new students, the gifted, the creative and the stumbling, as well as the provision of vocational, psychological and behavioral guidance.

International Student Standard: 3 indicators

- Confirms the existence of effective mechanisms to attract and accept distinguished international students and provide them with a supportive environment in terms of educational, social and health aspects.

Standard of Student Services and Activities: 5 Indicators

- Verifies the university's commitment to provide the necessary services to students according to their needs and numbers and sets plans for student activities in line with the mission and goals.

Graduate standard: 3 indicators

- Emphasizes the existence of evaluation mechanisms for graduates to ensure effective communication, perceptions survey distribution, updated graduate databases, involving them in events, as well as investing their professional and career experiences.

Fourth Standard - Students

It is concerned with ensuring clarity of policies and regulations related to student admission, so that their rights and duties are defined and declared regarding disciplinary, grievance and appeal procedures, and an effective electronic system for managing their records, and providing guidance and counseling mechanisms for all, including people with disabilities, international students and alumni.



Learn about the **Fifth Standard** for institutional accreditation

Standard 5 – faculty and staff

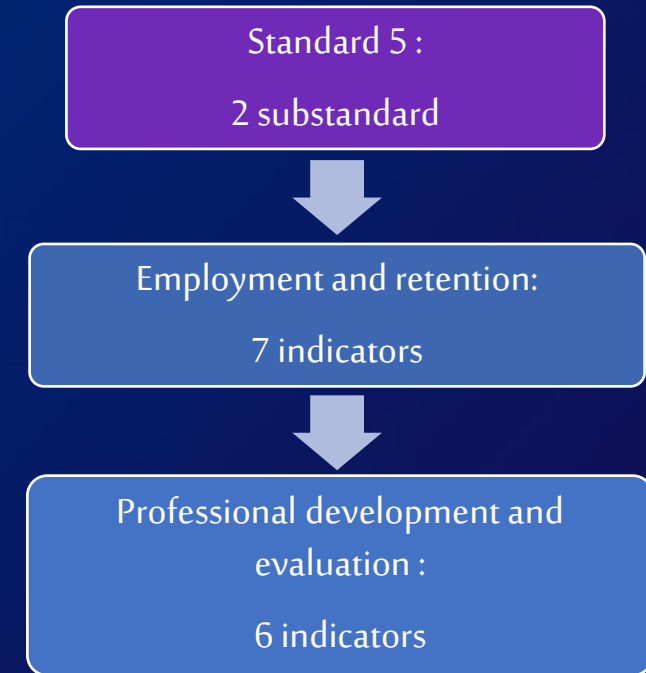
Ensures the numbers and qualifications of faculty and employees meet the universities requirements, while also providing them with the appropriate tools to develop their professional and personal skills with continuous evaluation of these skills to help with performance improvement.

Standard Employment and Retention:

The sufficiency of teaching staff and employees with the appropriate qualifications and expertise to carry out their responsibilities properly

Professional Development and Evaluation standard:

The provision of teaching staff and employees with the necessary support and professional development programs, while periodically assessing performances for improvement purposes



Learn about the **Sixth Standard** for Institutional Accreditation

Standard Six - Institutional Resources

Inspects the existence of technical and physical resources to provide educational services effectively, which are evaluated periodically and continuously to ensure their quality and development.

Facilities and Equipment Sub-standard:

Ensures the availability of facilities for catering services, cultural, religious, academic and extra-curricular activities.

Financial Resources Sub Standard:

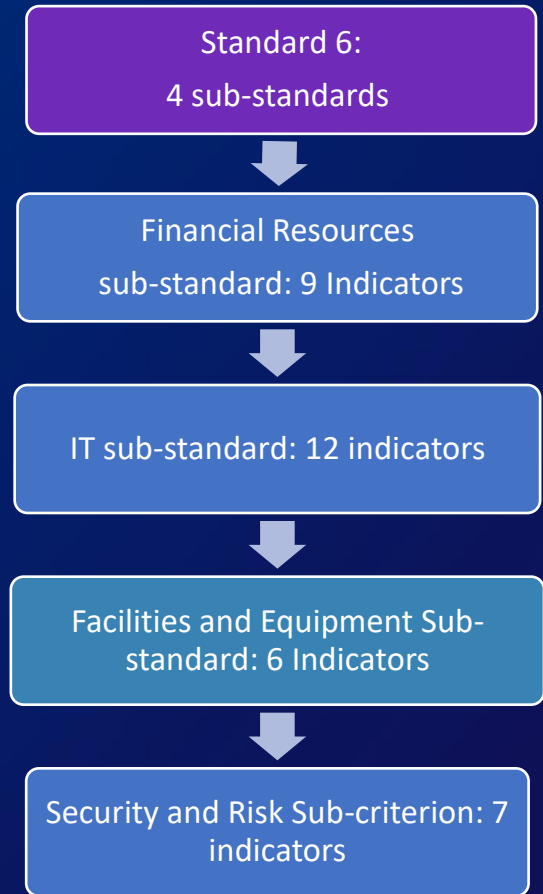
Verifies the sufficiency of liquidity and financial stability to support the university programs and services.

Security and Risk Sub-criterion:

Ensures the provision of a security system according to the approved standards and provides training and evaluation for these systems.

IT sub-standard:

Verifies the provision of technical based and appropriate programs for the university services, with the provision of e-learning services.





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A government university that represents one of the modalities of
higher education



11 Branches



12 Undergraduate Programs
1g2 Master Programs



4192
Graduates



807
Faculty Members



27855
Students

"Pioneers of Future Learning"



Learn about the **Seventh Standard** for Institutional Accreditation

Seventh Standard - Research and innovation

Scientific research is considered an essential component of the university's mission and goals. Therefore, the Deanship of Scientific Research (DSR) encourages faculty members and graduate students and supports them to participate and conduct their research projects to meet the needs of society, in line with the national agenda and the university's mission and goals.

Standard for planning and managing scientific research:

Ensures the existence of a specific plan for research activities consistent with the mission and objectives of the university and implements mechanisms for scientific research priorities and procedures for marketing innovations and research production.

Research and innovation support standard:

Verifies the application of different mechanisms to develop research skills and allocating a sufficient budget to achieve the research plan, while providing an appropriate environment that supports research, innovation and creativity.

Standard 7: 2 sub-standards



Standard for planning and managing scientific research: 8 indicators



Research and innovation support standard: 9 indicators



Learn about the **Eighth Standard** for Institutional Accreditation

Standard Eight - Community Partnership:

Ensures the availability of specific plans and mechanisms that reflect the strategic directives of the university that are consistent with its mission and vision, and support the effective participation of faculty, students and staff, while documenting its activities and evaluating events for development and improvement services.

Sub-standard for planning and managing a community partnership:

The existence of clear and varied tasks and activities to activate the participation of employees and students, of clear policies and procedures to provide consultations and services to other sectors.

The standard for activating the sub-community partnership:

Employees and students are encouraged to cooperate with community institutions scientific bodies, to provide programs for professional development, continuous education and awareness initiatives and activities.

Standard 8:

2 substandard



Sub-standard for planning and managing a community partnership:

4 indicators



The standard for activating the sub-community partnership:

6 indicators

