

King Abdulaziz University
English Language Institute
Development and Quality Unit



Development & Quality Unit Guide

February 2024

Table of Contents

| | |
|--|----------|
| Vision, Mission, and Objectives | 2 |
| Academic Accreditation | 3 |
| CEA Accreditation | 3 |
| About CEA | 3 |
| CEA Standards | 3 |
| CEA Accreditation Process | 4 |
| Sustaining CEA Accreditation | 5 |
| National Center for Academic Accreditation & Assessment (NCAAA) | 6 |
| About NCAAA | 6 |
| NCAAA Responsibilities | 6 |
| NCAAA Standards for Postgraduate Programs | 7 |
| Steps for Program Accreditation | 8 |

**Vision, Mission, and Objectives
of the Quality and Academic Accreditation Unit (QAAU)**

Vision:

Regional leadership in quality and academic accreditation of TESOL programs

Mission:

Applying local and international quality and academic accreditation standards in order to achieve academic quality in all of the Institute's programs.

Objectives:

- Disseminating quality and academic accreditation culture among the Institute's affiliates.
- Improving academic performance in the Institute's various programs in accordance with the standards of academic accreditation agencies and TESOL best practices.
- Obtaining academic accreditation for the Institute's programs from recognized national and international accrediting agencies in the TESOL field.
- Sustaining academic accreditation by ensuring that the Institute's various sectors continue to comply with academic accreditation standards.

Academic Accreditation

Commission on English Language Program Accreditation (CEA):

About CEA:

The Commission on English Language Program Accreditation (CEA) is a specialized accrediting agency that focuses on post-secondary intensive English language programs and institutions. CEA's purpose is to provide a systematic approach by which programs and institutions can demonstrate their compliance with accepted standards, pursue continuous improvement, and be recognized for doing so. CEA conducts accreditation activities in the U.S. and internationally.

CEA, a non-profit accreditation agency, was founded in 1999 by English language teaching and administration professionals. In September 2003, CEA was recognized by the U.S. Secretary of Education as a national accrediting agency for English language programs and institutions. This recognition gave CEA the distinction of being the only specialized accrediting agency for English language programs and institutions in the U.S. In 2005, the Commission expanded its mission to include the accreditation of English language programs and schools outside the U.S.

CEA Standards:

The CEA Standards for English Language Programs and Institutions comprise 44 individual standards in 11 standards areas as illustrated in the table below. The individual standards throughout the standard areas reflect what is considered good practice in the field of English language teaching and administration.

The CEA Standards form the basis for all accreditation activities. At eligibility, applicant programs and schools must have the structures in place to be reviewed on the basis of the standards. The site conducts a self-study and submits a self-study report in which it responds to prompts for each individual standard and evaluates itself against each standard. The review by a site visit team and the accreditation decision by the Commission are based on the site's compliance with the standards. The CEA Standards can also serve as standards of good practice for English language professionals and organizations interested in program improvement and especially to anyone in the initial stages of developing a new English language program or institution.

| No. | Standard Area | No. of standards |
|--------------|--|------------------|
| 1 | Mission | 1 |
| 2 | Curriculum | 3 |
| 3 | Faculty | 7 |
| 4 | Facilities, Equipment, and Supplies | 1 |
| 5 | Administrative and Fiscal Capacity | 12 |
| 6 | Student Services | 8 |
| 7 | Recruiting | 3 |
| 8 | Length and Structure of Program of Study | 2 |
| 9 | Student Achievement | 4 |
| 10 | Student Complaints | 1 |
| 11 | Program Development, Planning and Review | 2 |
| Total | | 44 |

CEA Accreditation Process:

The CEA Standards for English Language Programs are the basis of the review process. The steps in the process follow:

1. **Application for eligibility:** A site completes the application form and submits required documents, including curricular documents, a list of faculty and staff with training and experience, information about student services, and the administrative structure. CEA staff reviews the documentation to ensure that the program can be reviewed based on the areas of the CEA standards.
2. **Workshop:** CEA invites a site that meets eligibility requirements to attend a 2-day workshop. Participants learn more about the standards, receive guidance on how to complete the self-study report, and get an overview of the site visit and review for accreditation decision by the Commission. Workshops are held each year at TESOL conventions and twice yearly at the CEA office.
3. **Self-study plan:** One month after the workshop, the site submits a plan for its self-study. The plan includes a timeline for the self-study, a target date for the site visit, a list of committees and members. CEA staff provides feedback on the plan.
4. **Self-study report:** The CEA self-study is a reflective activity. A site explains how it believes it meets each of the 44 CEA standards, documents compliance, evaluates how well it meets the

standard, and recommends areas of improvement, if any. CEA provides a template for the report as well as requirements for submission.

5. **Site visit:** A three-person team reads the self-study report prior to conducting a 3-day on-site visit. The visit includes class visits, a tour of facilities, and interviews with administrators, faculty, and students in order to verify the contents of the self-study report. The team applies the CEA Standards in its review process. The review team report includes its findings related to each of the 44 CEA standards. The site receives the report and writes a response to the findings.
6. **Review by the Commission:** The 13-member CEA Commission uses the self-study report, the review team report, the response from the site, and a review of finances to make its accreditation decision. The Commission judges the site based on its compliance with the CEA Standards. For initial accreditation, the Commission may grant 1-year or 5-year accreditation. For re-accreditation, the Commission may grant 1-year or 10-year accreditation. Sites that receive 1-year accreditation must respond to requirements before being considered for continued accreditation.

Sustaining CEA Accreditation:

To sustain CEA academic accreditation, accredited sites submit an annual report that demonstrates the site's continued compliance with all CEA standards at all stages of its educational process. The report includes: enrollment and faculty data and interpretation, program length and structure information, pass-fail and/or progression data, and analysis of the data and follow up actions. This report is submitted by February 15 each year.

National Center for Academic Accreditation and Assessment (NCAAA):

About NCAAA:

The Saudi Council of Ministers' Resolution No. 94, issued on 7/2/1438 AH, approved the organizational arrangements for the Education Evaluation Commission, which stated that the commission is the competent authority in the Kingdom of Saudi Arabia to assess and accredit education and training institutions and programs, in order to raise their quality, adequacy, and contribution to the national economy and development. The National Center for Academic Accreditation and Evaluation (NCAAA), one of the centers supervised by the Commission, is an extension of what was previously known as the National Commission for Academic Accreditation and Assessment, which was established under the Royal Decree No. 7/B/ 6024 dated 9/2 / 1424H. NCAAA is an independent legal entity with administrative and financial governance that acts as the authority responsible for academic accreditation and quality assurance in higher educational of public and private institutions and programs.

NCAAA Responsibilities:

NCAAA is responsible for the academic accreditation of higher education institutions and programs and has the following responsibilities:

1. Building systems for the evaluation and accreditation in higher education (institutions and programs), including the basic processes, standards and key indicators, along with the controls and procedures for their adoption and application.
2. Evaluating institutional performance of higher education institutions and accrediting them periodically, in accordance with the criteria approved by the Board of Directors of the Commission.
3. Evaluating the qualification-granting programs offered by institutions of higher education periodically, in accordance with the criteria approved by the Board of Directors of the Commission.
4. Carrying out the work of evaluation and accreditation outside the Kingdom, in accordance with the criteria approved by the Board of Directors of the Commission.
5. Providing consultancy and services to government, private and other entities, both inside the Kingdom and abroad, in order to raise the level of academic performance in these institutions.

6. Organizing and conducting training programs and courses within its scope of specialization.
7. Organizing workshops, seminars, conferences and exhibitions; and participating in them in accordance with established procedures.
8. Publishing magazines, periodicals, books, manuals and pamphlets within its scope of specialization.
9. Supporting and carrying out research studies and performing statistical analyses about the quality of higher education outcomes and dissemination of any related results and findings.
10. Exchanging of scientific and knowledge material in the field of quality and academic accreditation with educational institutions in the Kingdom and abroad, and with any bodies abroad that operate within the Center's scope of specialization.
11. Communicating with similar bodies outside the Kingdom to benefit from their experience and establish mechanisms to cooperate with them in accordance with established procedures.
12. Publishing information and data relating to accreditation for the purpose of raising awareness and scientific research, and making it available to interested parties and individuals.

NCAAA Standards for Postgraduate Programs:

The total number of academic accreditation standards that NCAAA requires to be met by postgraduate programs applying for accreditation is (7) divided into (109) sub-standards¹ covering all activities and actions that affect the success of the educational process in any postgraduate program as follows:

| | | |
|--------------|---|------------|
| 1 | MISSION AND GOALS | 6 |
| 2 | PROGRAM MANAGEMENT AND QUALITY ASSURANCE | |
| | 2-1 Program Management | 17 |
| | 2-2 Program Quality Assurance | 5 |
| 3 | TEACHING AND LEARNING | |
| | 3-1 Graduate Attributes and Learning Outcomes | 5 |
| | 3-2 Curriculum | 10 |
| | 3-3 Quality of Teaching and Students Assessment | 11 |
| 4 | STUDENTS | 13 |
| 5 | FACULTY MEMBERS | 11 |
| 6 | LEARNING RESOURCES, FACILITIES, AND EQUIPMENT | 13 |
| 7 | RESEARCH AND PROJECTS | 18 |
| Total | | 109 |

Steps for Program Accreditation:

The major steps involved are:

Step 1: Completion of an initial self-evaluation scales form by the Program in relation to standards for accreditation.

Application by a program including a letter of certification that it:

- a. Believes those standards are met, and
- b. Meets eligibility requirements.

Step 2: Acceptance of the application by the NCAAA and scheduling of dates for review.

Step 3: Completion of a Self-Study Report for Programs (SSRP) using the criteria and processes specified by the NCAAA. This is normally a 9 to 12 month process. NCAAA will provide ongoing advice during this period to ensure full understanding of requirements.

Step 4: Independent external review arranged by the NCAAA, including a site visit by a review panel.

Step 5: Decision on accreditation by the NCAAA after considering the recommendations of the external review panel.