

**Saudi Global
Ranking Guide for
Higher Education
Institutions (SGR)**
2nd Edition

2026

Version No.: SGR-G02-2025 Model No.: V02

Table of Contents

1. Saudi Global Ranking for Higher Education Institutions (SGR)	4
2. Ranking Objectives.....	5
3. Scope of Implementation.....	5
4. Ranking Stages.....	6
5. Sources of Ranking Data	6
6. Ranking Methodology	7
7. Ranking Categories	8
▪ Educational Category.....	8
▪ Comprehensive Category.....	10
8. Ranking Results and Levels.....	12

1. Saudi Global Ranking for Higher Education Institutions (SGR)

The Education and Training Evaluation Commission (ETEC) seeks to contribute to enhancing quality and excellence in higher education institutions and their academic programs through the ranking of these institutions. The aim is to encourage continuous development and positive competition that reflects on performance quality and educational outcomes. This, in turn, supports the advancement, application, and dissemination of knowledge through education and scientific research—one of the most vital pillars of comprehensive development in the Kingdom of Saudi Arabia, and a fundamental enabler for achieving the ambitious goals of Saudi Vision 2030.

Ranking is one of the initiatives under the Human Capability Development Program, included in the second foundational pillar's initiative portfolio, which aims to ensure a highly accountable higher education system that meets the highest standards.

Ranking A mechanism for ranking higher education institutions based on measuring their performance, using a scientific methodology according to fixed criteria and indicators, and through announced procedures. It highlights the strengths of the educational institution as well as opportunities for improvement, depending on its ranking level. The ranking is divided into specific categories, aiming to emphasize the factors that impact the enhancement of education quality, capabilities, and outcomes, to increase competitiveness and improve the institution's standing nationally and globally, while developing its capacities in line with Saudi Vision 2030.



Ranking operates through an annual cycle extending over 12 months, during which data undergoes collection, review, validation, followed by analysis and result derivation, culminating in the preparation of reports.

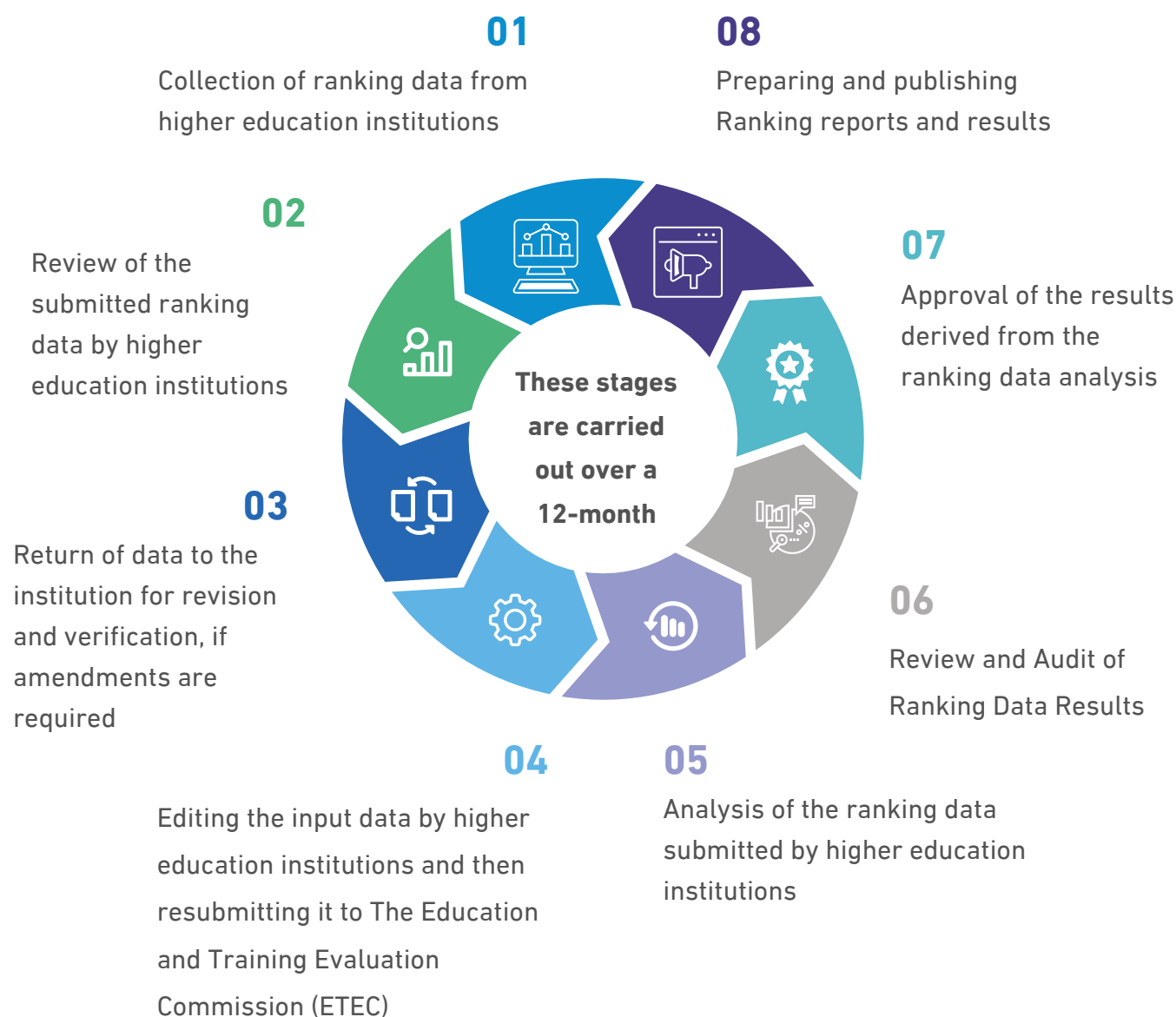
2. Ranking Objectives

- **To enhance** the quality of the educational process and promote academic excellence.
- **To stimulate** research, development, innovation, and positive competition.
- **To align** with labor market needs, empower society, and promote sustainable development.
- **To support** institutional excellence and improve efficiency, effectiveness, and sustainability of higher education institutions.

3. Scope of Implementation

- Public and independent universities and colleges.
- Private universities and colleges.

4. Ranking Stages



5. Sources of Ranking Data

Ranking relies on direct data sources obtained from higher education institutions, surveys, national assessment and testing results, as well as indirect sources obtained from relevant national and international entities, such as the National Volunteer Portal, the Saudi Authority for Intellectual Property, and global research databases.

6. Ranking Methodology

A scientifically grounded methodology has been developed for the ranking of higher education institutions, drawing upon national and international benchmarking comparisons and the analysis of relevant national programs and strategies, to design the matrix framework and the domains and indicators used in the Ranking of higher education institutions.

The second edition of the Ranking includes two ranking categories:

Educational Category	Comprehensive Category
Includes educational performance indicators and is applied to all higher education institutions.	Includes educational and research performance indicators and other domains, and is applied to universities with research activity, according to criteria defined by the Ranking.

Each ranking category covers a number of domains and sub-domains, which contain various indicators used to accurately measure the performance of the higher education institution.

7. Ranking Categories

Educational Category

The matrix below reflects the distribution of the main domains within the Educational Category and the allocation of relative weights for each domain. It is evident that "Quality of Teaching and Learning" constitutes 90% of the total weight, underscoring the significant importance of these domains. The "Community Service" domain ranks second with a weight of 10%, highlighting the importance of communication and participation as a key component in evaluating institutional performance. These weights illustrate the method used to assess the performance of higher education institutions through a diverse set of indicators and domains with defined weightings.

Fields and Indicators of the Educational Category						
#	Domain	Domain Weight	Subdomain	Subdomain Weight	Indicator	Indicator Weight
1	Quality of Teaching and Learning	90	Educational process	37	Faculty-to-student ratio	8
					Student retention	7
					Students' Assessment of the Educational Experience	7
					Faculty Members' and Their Equivalents' Assessment of the Educational Process	6
					On-time graduation	5
					Faculty members (PhD holders)	4
			Alignment with the Labor Market	22	Employment	10
					Graduates' Job Alignment with Their Majors Indicator	7
					Graduates' Salary Indicator	5
			Educational outcomes	19	Assessment of Graduates' Knowledge and Skills	12
					Educational value-added	7
			Academic accreditation	12	Academic accreditation	12
2	Community Service	10	Community Service	10	Social responsibility	5
					Volunteer work	5
		100		100	Total	100

Table 1: Educational Category Matrix Indicators by Domains and Weights

Comprehensive Category

This matrix reflects the distribution of the main domains within the Comprehensive Category and the allocation of relative weights for each domain. It is evident that Quality of **Teaching and Learning** constitutes **52%** of the total weight, highlighting the significant importance of these aspects. This is followed by **the Research Activity domain** with a weight of **30%**, reflecting the importance of research and scientific output. **The Innovation and Knowledge Transfer domain** accounts for **12%**, followed by **the Community Service domain** at **6%**, indicating the importance of outreach and community engagement.

Fields and Indicators of the Comprehensive Category						
#	Domain	Domain Weight	Subdomain	Subdomain Weight	Indicator	Indicator Weight
1	Quality of Teaching and Learning	52	Educational process	21	Faculty-to-student ratio	5
					Student retention	4
					Students' Assessment of the Educational Experience	4
					Faculty Members' and Their Equivalents' Assessment of the Educational Process	3
					On-time graduation	3
					Faculty members (PhD holders)	2
			Alignment with the Labor Market	12	Employment	6
					Graduates' Job Alignment with Their Majors Indicator	4
					Graduates' Salary Indicator	2
			Educational outcomes	11	Assessment of Graduates' Knowledge and Skills	7
					Educational value-added	4
			Academic accreditation	8	Academic accreditation	8

#	Domain	Domain Weight	Subdomain	Subdomain Weight	Indicator	Indicator Weight
2	Research Activity	30	Scientific production rate	16	Scientific Publications in Indexed Journals	5
					Faculty Members' Publications in Indexed Scientific Journals	4
					Scientific publications in Q1 Journals	4
					Published books and chapters	3
			Research Impact	8	Citations for classified scientific papers	4
					Citations in journals classified within Q1	4
			Research Expenditure	6	Scientific research budget	3
					External Research Funding	3
3	Innovation and Knowledge Transfer	12	Knowledge Transfer	8	Technology Commercialization (Licensing Agreements)	4
					Research Awards	4
			Innovation	4	Patent Activity	4
4	Community Service	6	Community Service	6	Social responsibility	3
					Volunteer work	3
		100		100	Total	100

Table 2: Comprehensive Category Matrix Indicators by Domains and Weights

8. Ranking Results and Levels

Based on the defined ranking indicators outlined in the category matrix and the assigned weight of each indicator, each institution receives an overall score out of 100.

Each institution is then ranked according to its overall score within one of four ranking levels, which are:



Level	Readiness Level	Baseline Level	Progress Level	Excellence Level
Score	Less than 50	50–74.99	75–89.99	90-100

Saudi Global Ranking Guide for Higher Education Institutions (SGR) 2nd Edition

2026

Version No.: SGR-G02-2025 Model No.: V02