

Education & Training Quality Surveys

#نشارك_لنطور

Guide to Higher Education Quality Surveys

2026

Form No.: HEQS-G01-2025

Version No.: V02

سما الله البركات والرحمة الواسعة

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1. Introduction

Higher Education Quality Surveys are considered one of the fundamental scientific tools conducted on a periodic and systematic basis. They aim to capture the views of beneficiaries across various groups in order to identify strengths and opportunities for improvement, support continuous development of educational inputs, processes, and outcomes, enhance the academic environment, and align higher education outcomes with labor market requirements, in line with the objectives of Saudi Vision 2030.

This guide serves as a unified reference framework that combines theoretical foundations, scientific standards, and leading international practices in the field of surveys, ensuring the accuracy and reliability of the extracted data and supporting decision-makers. It does not merely present the methodology used in designing and implementing surveys, as it also addresses the main objectives and the integrated stages, starting from planning and design, through mechanisms of data collection and analysis, and concluding with results derivation and report preparation.

The guide also outlines the target groups and beneficiaries of the survey results, highlighting their role in feeding into the key performance indicators of beneficiary entities, thereby enhancing transparency and institutional accountability.

2. General Objectives of Higher Education Quality Surveys



01

Enhancing stakeholder engagement by identifying and understanding their needs and aspirations improving the quality of educational inputs, processes, and outcomes.

02

Independent assessment of stakeholder satisfaction with the quality of higher education institutions' outcomes.

03

Enhancing the development of educational process outcomes by assessment graduates' knowledge and skills and the alignment of their jobs with their fields of specialization.

04

Standardizing practices for administering surveys to assess the quality of higher education, in accordance with a rigorous and constructive scientific methodology.

05

Providing the necessary data and information to support decision-making for assessment and improving the outcomes of the educational process.

06

Informing and measuring selected higher education indicators related to accreditation, ranking, and others.

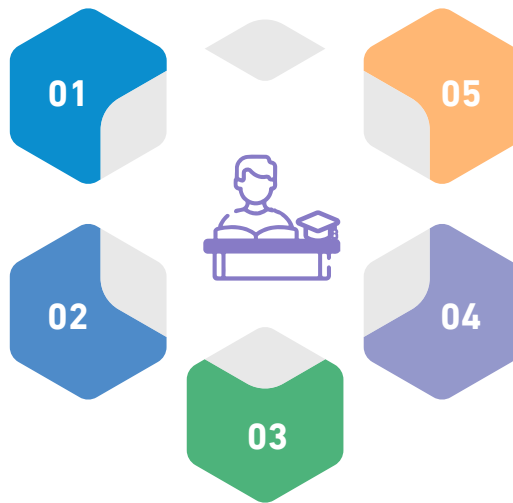
3. Objectives of Each Survey

3.1. Objectives of the Student Survey

A survey targeting students enrolled in Intermediate Diploma, Bachelor's, Higher Diploma, Master's, and Doctorate programs. This survey aims to:

Assessing the quality of student orientation programs provided by the educational institution to new students.

Measuring the quality of the educational process in terms of the clarity of academic programs, learning outcomes, teaching methods, and academic support provided.



Assessing the readiness and effectiveness of the learning environment and infrastructure.

Collecting quantitative and qualitative data that support improving the quality of education and guide institutional development decisions.

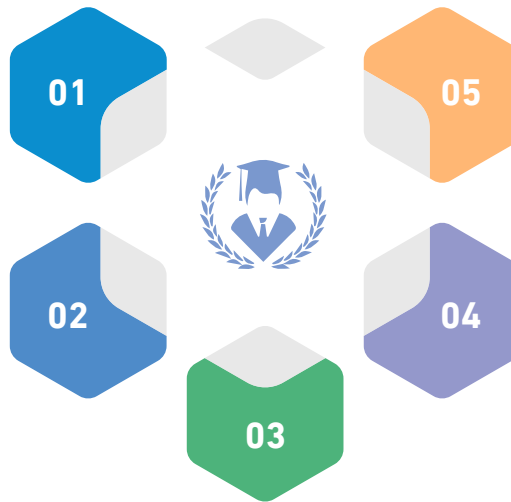
Identifying the challenges encountered by students and gather their suggestions to enhance the quality of the educational process.

3.2. Objectives of the Graduate Survey

A survey targeting graduates of Intermediate Diploma, Bachelor's, Higher Diploma, Master's, and Doctorate who graduated in the academic years 1444–1445–1446 AH. This survey aims to:

Assessing the quality of professional orientation offered during study and its contribution to equipping graduates for the labor market.

Measuring the level of graduates' mastery of personal, professional, and technical skills related to their academic specializations and labor market needs.



Monitor the effectiveness of graduation procedures and graduate support services in facilitating their transition to professional life.

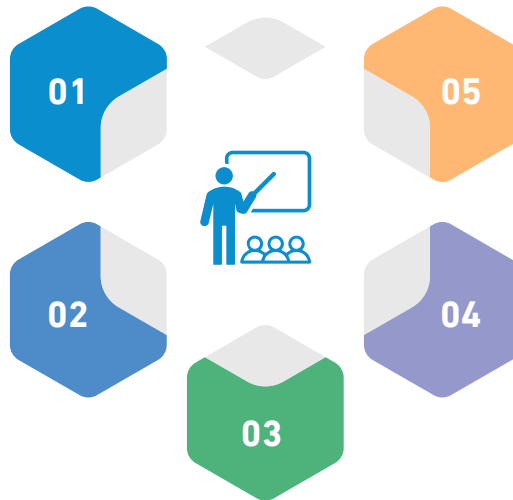
Identifying the professional challenges faced by graduates and collect their suggestions for improving academic programs and career support services.

Measuring the alignment between current employment and field of study and assess the extent to which graduates benefit from academic knowledge and skills within the work environment.

3.3. Objectives of the Faculty members and their Equivalents' Survey

A survey targeting faculty members and their equivalents. This survey aims to:

Assessing the quality of the educational process from the perspective of faculty members and their equivalents, and the extent to which programs and courses align with quality requirements and labor market needs.



Collect data that supports the review, development, and enhancement of institutional policies related to human resources, academic development, and scientific research.

Monitor the readiness of the educational environment and infrastructure to effectively support academic and research activities.

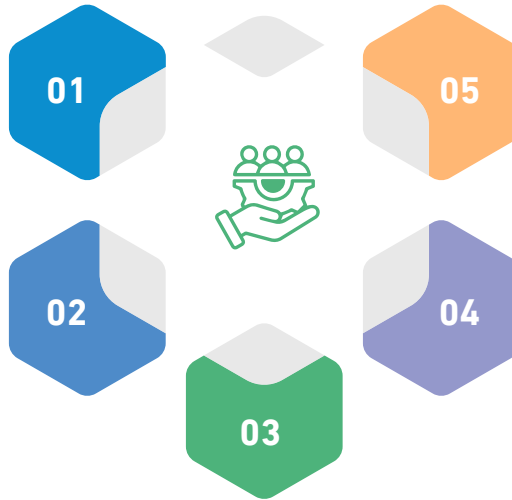
Measure faculty members' satisfaction with the organizational climate and the level of professional and institutional support offered to them.

Identify the challenges faced by faculty members and collect feedback to enhance the teaching and working environment.

3.4. Objectives of the Employers Survey

A survey targeting employers aims to assess graduates of higher education institutions from the academic years 1444–1445–1446 AH in terms of:

Assessing graduates’ personal, professional, and technical skills from the employers’ perspective.



Identifying required specializations and skills that are not available among graduates, thereby supporting the development of academic programs.

Assessing graduates’ readiness for the labor market and the alignment of their academic specializations with the jobs they hold.

Monitoring the gaps between graduates’ skills and knowledge and the requirements of the labor market.

Gathering employers’ insights to inform the enhancement of education quality in higher education institutions and to strengthen the alignment of institutional outcomes with labor market needs.

4. Stages of Designing and Implementing Surveys

01. Conducting a survey of the most prominent international, regional, and local practices, and analyze the most relevant national documents.



02. Identifying the surveys required.



03. Designing the methodology, survey tools, and validation models.



04. Integrating beneficiaries' needs into the Higher Education Quality Surveys.



05. Reviewing and validating survey tools through stakeholder workshops.



06. Prepare explanatory guides in both Arabic and English, including:

- Guide to Higher Education Quality Surveys.
- Terminology Guide for Higher Education Quality Surveys.
- Frequently Asked Questions Guide for Higher Education Quality Surveys.
- Visual Guide for Higher Education Quality Surveys Platform.
- Electronic Services Guide for Higher Education Quality Surveys Platform.

11. Extracting the results and preparing reports.



10. Analyzing the data through a multi-step process that begins with coding and ends with applying appropriate statistical methods to achieve the survey's objectives.



09. Cleaning and validating the data to ensure high quality and accuracy.



08. Reviewing the survey instruments and validating them through structured workshops with key stakeholders.



07. Officially launching and publishing the surveys through the Digital Accreditation and Ranking Platform.



5. Methodology of Higher Education Quality Surveys

Surveys are considered a fundamental tool for measuring higher education quality in the Kingdom of Saudi Arabia, as they provide quantitative and qualitative data that reflects the level of satisfaction among the target groups and stakeholders associated with higher education.

These surveys are based on a scientific methodology that adopts the descriptive-analytical approach, which enables the measurement of respondents' attitudes, the identification of gaps, and the determination of areas for improvement.

Surveys related to higher education quality are designed in accordance with the following scientific methodology:

5.1. Population and Sample Surveys

The survey population includes all higher education institutions in the Kingdom of Saudi Arabia (public and independent universities, private universities, public colleges, and private colleges). The survey is designed according to a scientific methodology that involves selecting two samples:

1. **Pilot Sample:** Aimed at verifying the validity and reliability of the survey tools before administrating them on a larger scale.
2. **Main Sample:** Determined according to precise scientific criteria to ensure representation of the population and to obtain reliable results.

Four main groups are targeted:

- ◆ **Students:** Intermediate Diploma, Bachelor's, Higher Diploma, Master's, Doctorate.
- ◆ **Graduates:** Intermediate Diploma, Bachelor's, Higher Diploma, Master's, Doctorate.
- ◆ **Faculty members and their equivalents.**
- ◆ **Employers.**

5.2. Sample Selection and Selection Criteria

The representative sample of the population is determined using **Stephen Thompson's Equation** for calculating the appropriate sample size:

$$n = \frac{N \times Z^2 \times P \times (1 - P)}{D^2 \times (N - 1) + Z^2 \times P \times (1 - P)}$$

Where:

- **n:** Required sample size
- **N:** Total population size
- **Z:** Value from the standard normal distribution (e.g., 1.96 at a 95% confidence level)
- **p:** Assumed proportion of a specified characteristic in the population (commonly 0.5 by default)
- **d:** Margin of error (e.g., 0.05 = 5%)

5.3. Development and Validation of Survey Tools

The survey tools were developed based on international theoretical frameworks, scientific literature, the needs of stakeholders and target groups, in addition to measurement and evaluation standards and operational definitions, as well as a review of global surveys in the field of quality of education and learning in higher education.

The final design of the survey tools consists of two main parts:

- ◆ **General Information about Respondents:** Includes demographic and institutional data of participants.
- ◆ **Survey Dimensions and Items:** Responded to using a five-point Likert scale (Strongly Agree – Agree – Neutral – Disagree – Strongly Disagree).

Validity and Reliability Standards:

- ◆ **Validity:** Ensured through expert judgment to confirm content validity, as well as factor analysis to confirm construct validity.
- ◆ **Reliability:** estimated using Cronbach's Alpha coefficient to ensure tool consistency and measurement accuracy.

5.4. Governance of Higher Education Quality Surveys

Governance of surveys in the field of higher education quality represents a comprehensive framework that includes the following:

1. Policies and procedures that ensure surveys are designed and implemented with transparency, credibility, and efficiency.
2. Policies to guarantee stakeholders participation (students, faculty members, graduates, and employers) through workshops and focus groups, ensuring that surveys reflect their expectations and needs.
3. Quality assurance mechanisms and continuous assessment of surveys after data collection, by monitoring their psychometric properties (validity and reliability), Cronbach's Alpha coefficient and item-total correlation within their respective domains. Clear policies for change management and periodic updating of surveys based on outcomes and beneficiary feedback.
4. Commitment to ethical standards, data protection, and confidentiality through documented protocols.
5. Preparation of periodic reports submitted to the highest academic levels.
6. Assessing the impact of surveys on improving the quality of education and supporting evidence-based decision-making.

5.5. Implementation Procedures

- Administrating surveys via a secure digital platform, ensuring accessibility for all target groups.
- Ensuring response confidentiality and providing clear instructions to participants.
- Conducting a Pilot Study before full-scale implementation.
- Implementing a comprehensive media campaign to increase response rates among target groups.

5.6. Data Collection Mechanism

Survey data is collected in two stages as follows:

1. **Stage One:** Collecting contact information for target groups from higher education institutions.
2. **Stage Two:** Collecting responses from target groups:
 - ◆ Sending survey links to target groups through approved channels (e.g., SMS and email).
 - ◆ Verifying that the minimum number of responses is met to ensure adequate representation of the target population.
 - ◆ Collecting responses from target groups through the official survey platform of the Education and Training Evaluation Commission.
 - ◆ Validating data accuracy, completeness, and correctness, ensuring they are free from errors.

5.7. Plan for Data Analysis and Processing

The process of analyzing data involved several systematic steps to ensure the accuracy and quality of results, as follows:

1. **Data coding and entry into the computer:** convert All responses into a numerical format suitable for statistical analysis.
2. **Data cleaning:** Checking for the absence of outliers or unusual patterns that might indicate issues with response validity, to ensure data reliability.
3. **Data analysis:** Conducting the analysis at the levels of items, domains, and overall tool levels, using the following methods:
 - ◆ **Descriptive statistics:** Such as means and percentages to present an overall picture of the results.
 - ◆ **Comparative analyses:** Across universities and target groups to identify variations and the most influential factors affecting quality of education.

- ◆ **Linking results to ETEC Key Performance Indicators (KPIs):** Ensuring alignment of findings with higher education objectives.

5.8. Deriving Results and Preparing Reports

This stage is a pivotal component in institutional performance assessment. This stage includes a set of procedures that ensure the effective utilization of data to support evidence-based decision-making, as follows:

- Preparing comprehensive reports and interactive dashboards that clearly and accurately present the results, facilitating the reading, interpretation, and understanding of key performance indicators (KPIs).
- Conducting specialized workshops that bring together stakeholders to discuss and interpret the findings, and to formulate actionable strategic recommendations that contribute to quality enhancement and the development of academic and administrative performance.
- Providing support to relevant entities in meeting accreditation requirements, participating in local and international rankings, and ensuring that beneficiaries' needs are addressed through the survey results—thereby strengthening transparency, accountability, and the continuous improvement process.

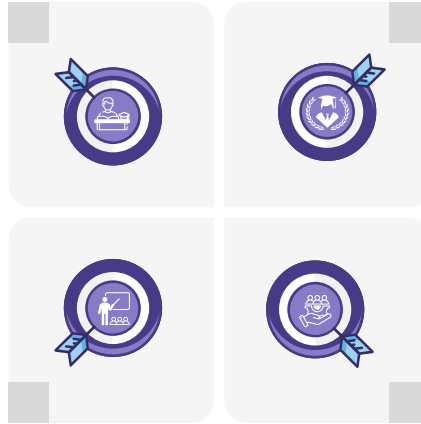
5.9. Frequency and Periodicity

Surveys are conducted periodically (annually), allowing for the monitoring of trends, tracking of improvement, and supporting continuous development processes.

6. Target Groups in Higher Education Quality Surveys

Students:

- ◆ Intermediate Diploma students
- ◆ Bachelor's students
- ◆ Higher Diploma students
- ◆ Master's students
- ◆ Doctorate students



Faculty Members and Their Equivalents.

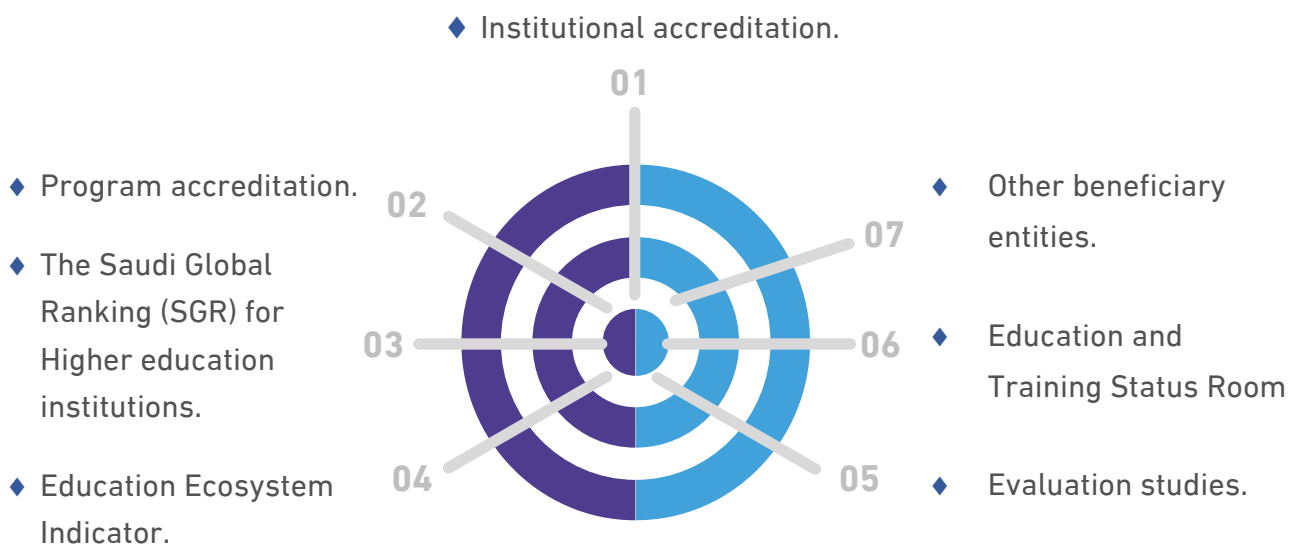
Graduates:

- ◆ Intermediate Diploma graduates
- ◆ Bachelor's graduates
- ◆ Higher Diploma graduates
- ◆ Master's graduates
- ◆ Doctorate graduates

Employers.

7. Beneficiaries of Surveys

7.1. Projects, Initiatives, and Indicators Benefiting from the Higher Education Quality Surveys in the Higher Education Sector



7.2. Beneficiary Entities

01 Ministry of Education.

02 Council of University Affairs.

03 Higher Education Institutions.

04 The National Center for Performance Measurement (ADAA).

05 Government Expenditure and Projects Efficiency Authority (EXPRO).

06 Ministry of Human Resources and Social Development (MHRSD) and National Labor Observatory (NLO)

07 Students, graduates.

08 Employers.

09 Parents.

10 Faculty Members and Their Equivalents.

11 Other relevant stakeholders.

12 Potential Investors.

8. Ranking Indicators Informed by Surveys

Surveys are an effective and essential tool for achieving quality and improving the educational process in higher education institutions. The importance of surveys is evident in supporting the academic ranking of higher education institutions, as the satisfaction of students, graduates, Faculty Members and Their Equivalents, and employers constitutes one of the key criteria in global higher education rankings.

The following table illustrates the contribution of surveys to international rankings:

Global Ranking	Survey Name	Purpose
QS World University Rankings	Academic Reputation Survey and Employer Reputation Survey	Assessing the quality of education, academic research, and the university's reputation among academics and employers.
Times Higher Education (THE)	Student and Faculty Members and Their Equivalents Satisfaction Survey	Measuring universities' performance in education, research, income, industry engagement, and international outlook.
U-Multirank	Student Satisfaction Survey	Assessing universities' performance based on students' opinions regarding teaching, services, and learning environment.
Times Higher Education Reputation Rankings	Academic Reputation Survey	Measuring universities' reputation globally based on academics' opinions in all fields of knowledge.

Based on this framework, four surveys have been designed to feed four ranking indicators, namely:

01

Assessment of
Graduates'
Knowledge and
Skills.

04

Graduates' Job
Alignment with Their
Majors Indicator.



02

Students'
Assessment of the
Educational
Experience.

03

**Faculty Members' and
Their Equivalents'**
Assessment of the
Educational Process.

8.1. Assessment of Graduates' Knowledge and Skills

Surveys provide the data required to measure the indicator of graduates' knowledge and skills through two surveys: one directed to graduates and the other to employers. These surveys assess the extent to which graduates possess twenty (20) required skills, based on evaluations from both graduates themselves and employers.

8.2. Students' Assessment of the Educational Experience

Surveys provide the data required to measure the indicator of students' evaluation of their educational experience in terms of the quality of student orientation, the quality of the educational process, and the readiness of the educational environment and infrastructure.

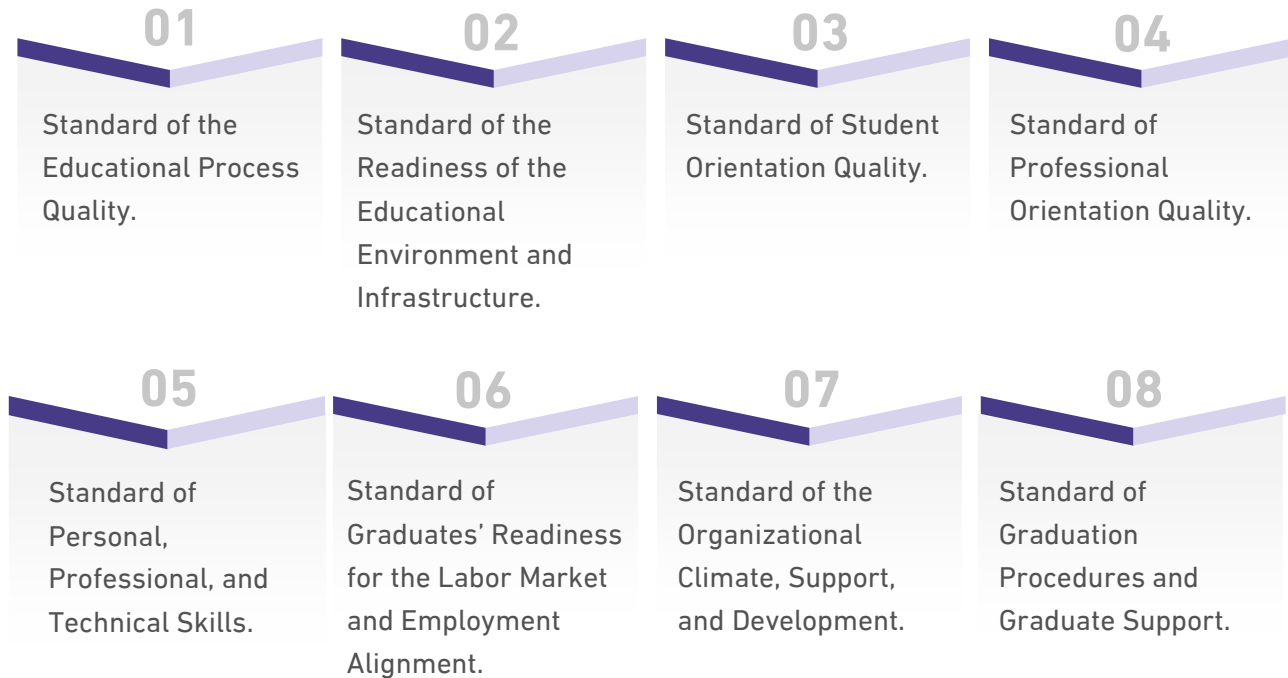
8.3. Faculty Members' and Their Equivalents' Assessment of the Educational Process

Surveys provide the data required to measure the indicator of faculty members' and their equivalents' assessment of **the Educational Process** in terms of the quality of the educational process, the readiness of the educational environment and infrastructure, and the organizational climate, support, and development.

8.4. Graduates' Job Alignment with Their Academic Majors

Surveys provide the data required to measure the indicator of alignment between graduates' jobs and their specializations through two surveys: one directed to graduates and the other to employers. These surveys assess the degree of alignment between graduates' jobs and their fields of study, based on evaluations from both graduates themselves and employers.

9. Standards of Higher Education Quality Surveys



10. Foundations of Survey Standards

The standards of surveys are based on:

- ◆ **Enhancing stakeholder engagement** by identifying their views and understanding their needs and aspirations, in a way that contributes to improving the quality of educational inputs, processes, and outcomes.
- ◆ **Evaluating the extent of stakeholder satisfaction** with higher education quality institutions' outcomes independently, which provides high credibility to the data.
- ◆ **Enhancing the development of educational process outcomes** by assessing graduates' knowledge and skills and the alignment of their jobs with their fields of specialization.
- ◆ **Standardizing practices in launching surveys** to assess the quality of education and training, in accordance with a constructive scientific methodology that ensures raising awareness of surveys and improving response quality.
- ◆ **Providing the necessary data and information** to support decision-making in order to assess and enhance the outcomes of the educational process.

- ◆ **Measuring selected higher education indicators** related to accreditation, ranking, and others.

11. Expression of Performance Levels

11.1. Expressing Performance Levels According to Response Options

Performance levels are expressed on five (5) levels based on a five-point Likert scale, namely:

Response Category	Response Mean Range	Color Code
Strongly Agree	4.21 – 5.00	Green
Agree	3.41 – 4.20	Blue
Neutral	2.61 – 3.40	Yellow
Disagree	1.81 – 2.60	Orange
Strongly Disagree	1.00 – 1.80	Red

11.2. Expression of Performance Levels According to Higher Education Institutions' Standards

Performance level of higher education institutions is expressed on four (4) levels:

Response Category	Response Mean Range	Color Code
Excellence Level	4.50 – 5.00	Green
Progress Level	3.75 – 4.49	Blue
Baseline Level	2.50 – 3.74	Orange
Readiness Level	Below 2.50	Red

12. Interpretation of Results and Report Writing

Report preparation is a critical step in the survey project, as it contributes to providing a data-driven analytical perspective on the performance of educational institutions. After completing data collection and analysis, customized reports are prepared for each higher education institution individually, in addition to a comprehensive report summarizing the overall performance of higher education institutions at the national level. This process supports the guidance of academic improvement and development efforts based on evidence and actual data.

To ensure the highest levels of inclusiveness and accuracy in preparing both the individual reports and the comprehensive report, these reports are reviewed by specialized committees composed of distinguished consultants and experts in relevant fields. Their task is to review the reports carefully and ensure their alignment with approved standards and the credibility of their content.

Individual reports focus on providing a detailed analysis of the academic and administrative performance of each higher education institution independently. They include results extracted from the surveys administered to the target groups. These reports cover multiple aspects, including inputs, processes, and educational outcomes. The data presented in the individual reports is interpreted according to defined standards, enabling each higher education institution to identify strengths and areas for improvement in its educational system. Additionally, these reports allow institutions to compare their performance with that of other institutions within the same academic context, which encourages the adoption of improvement strategies guided by data results.

These reports provide accurate data that support decision-makers at both the institutional and national levels. The results assist in redirecting educational policies and developing new strategies to enhance the quality of teaching and learning. Furthermore, leaders in higher education institutions can leverage these reports to establish evidence-based development plans, which enhance opportunities for improving academic and administrative performance.

13. Conclusion

The higher education quality surveys were designed according to a scientific approach that balances the collection of quantitative and qualitative data, thus enabling the provision of a comprehensive picture of the satisfaction levels of students, graduates, Faculty Members and Their Equivalents, and employers. This supports the development of policies and the making of evidence-based decisions. Moreover, the data cleaning and processing procedures, conducted according to precise standards, ensure the highest levels of reliability and impartiality in the results, thereby contributing to the improvement of the quality of the educational process and the strengthening of alignment between educational outcomes and the requirements of economic and social development.

In conclusion, this guide represents an advanced step toward achieving effective evaluation and continuous improvement, emphasizing the importance of making use of survey results to develop academic programs, enhance the learning environment, and achieve alignment between education and the labor market. The Commission continues its efforts to update methodologies and strengthen survey tools, keeping pace with global changes and ensuring the sustainability of quality improvement in education in the Kingdom.

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