



## Assessment of the Degree of Application of CAEP Standards: A Case Study of the College of Education at Taibah University

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### ABSTRACT

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#### Keywords

Assessment, Accreditation, CAEP Standards, Taibah University.

**Purpose:** This research aims to assess the degree of application of the university CAEP standards from the faculty members' perspective according to specialization and academic rank variables.

**Design/Methodology/Approach:** The descriptive-survey methodology was used by applying a questionnaire to a random cluster sample of faculty members (n=70) and then, data was analyzed.

**Findings:** The findings revealed significant differences in the degree of application of CAEP standards in the College of Education at Taibah University attributable to specialization and that academic rank has no significant effect on the degree of application of the CAEP standards in the College of Education at Taibah University. Recommendations have been made, in order to help the University administration address the obstacles that they face in achieving program accreditation, the most important of which are: University's interest in holding meetings and distributing publications at the beginning of each academic year. The University should also adopt exploratory studies that explore the actual needs of society and its future aspirations from the programs offered by the University.

**Practical Implications:** The findings of this study are hoped to guide Taibah University officials to understand the obstacles facing accreditation requests as well as to find appropriate solutions to overcome them. In addition, this research may encourage new scientific studies on academic accreditation at Taibah University.

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## Introduction

Universities exist on the top of the educational pyramid in society and assume a great societal mission of developing human capital. To achieve this mission, universities prepare capable human cadres, the nation's future, by developing their thought, action and belonging, since the youth will soon be the community leaders in various scientific, economic, social, political, cultural and administrative fields, through which society continues its progress and development. Universities in various Arab regions, in turn, are keen to strengthen their relations with their societies through accreditation programs, as studies have revealed their intentions; for instance, the impact of applying academic accreditation standards on the efficiency of institutional performance in the Omani universities were examined by (Hussein et al., 2023; Jaboob et al., 2023). Other studies like (Alajmi & Atari, 2023) have examined perceptions of faculty members towards academic accreditation in Kuwait universities; Al-Kharabsheh (2012) discusses the status of quality-assurance and academic-accreditation standards in Jordanian educational colleges; Billing and Thomas (2000) examined the international transferability of quality-assessment systems for higher education in Turkey; while studies like (Al-Harbi, 2011; Al-Ibrahim, 2012; Al-Omari & F, 2017; Al-Shareef et al., 2023; Al-Warthan & Al-Zaki, 2013; Aljarallah & Dutta, 2022); Alshehri and Alrafayia (2023) and many others have assessed the quality automation framework to assess specifications for academic accreditation in Saudi Arabian Universities.

The National Commission for Academic Accreditation and Assessment (NCAAA) in Saudi Arabia accredits higher education institutions both at institutional and program levels (Al-Omari et al., 2017). The NCAAA conducts an evaluation process for educational institutions (institutional accreditation) or academic programs (program accreditation) to ensure that they meet the standards set by the body responsible for accreditation and is carried out according to certain procedures. Accreditation is granted for the particular institution or program if those standards are met (Al-Harbi, 2011; Al-Kharabsheh, 2012; Badawi, 2012). The Ministry of Education, in coordination with the National Center for Assessment in Higher Education, referred to as Qiyas, has developed teaching standards in all teaching disciplines and makes sure that new teachers meet those standards. The Ministry of Education also collaborates with the Ministry of Higher Education to develop additional standards for new teachers (Almurayh et al., 2022; Bougherira et al., 2024; Refaiah, 2020).

Several measures have been adopted by the Saudi government in the field of teacher education, for example, increasing the budget each year, making it the second largest governmental expenditure in the kingdom, amounting to 8.8 % of its gross domestic product on education, estimating \$53.4 billion (Al-Shareef et al., 2023; Alshehri et al., 2023). There are continuous professional development programmes and teachers' training programs in the areas of pedagogy, technology integration and machine learning. The Ministry of Education sends teachers and administrators to national universities or abroad to obtain master's or doctoral degrees. The objective is to enhance teacher performance, to meet the quality and accreditation standards. The Ministry is currently preparing a project for teacher assessment to improve practical and educational outputs to build knowledge. Another program aims to implement changes to educational programs based on analyses

of teacher evaluations and educational trends (Bougherira et al., 2024).

Despite the fact that teacher education has a bright future in Saudi Arabia, there are many challenges ahead keeping the target of quality in view. The first and foremost challenge is to enhance general teacher education levels in colleges of education according to international standards. Efforts are being made to design indigenous professional development programs for teachers based on those standards. For this purpose, the course curricula of colleges of education and teachers' colleges are revised, to ensure that colleges of education and teachers' colleges are able to fulfill the Kingdom's future needs for teachers. The Ministry also coordinates with international agencies and accreditation bodies to develop a set of recommendations for educational colleges nationally and internationally.

Academic-accreditation standards differ from country to country, based on the purpose for which the accreditation committees are established and according to social and cultural conditions (Bougherira & Elasmr, 2023). While NCAAA focuses on ensuring that institutions and programs comply with accreditation standards at the national level, there are a few international accreditation agencies that have also been sought to accredit teacher education programs in Saudi Arabia. For instance, the National Council for Accreditation of Teacher Education (NCATE), a non-profit, non-governmental accrediting body founded in 1954, is the largest accreditor of teacher training programs in the U.S and its standards have been accepted worldwide. The NCATE accreditation seemed more concerned with a school's philosophical perspective than with the qualifications of its faculty and the knowledge of its graduates. NCATE's standards highlight the importance of teaching standards with a learner-centered approach. Likewise, there is another accrediting body for teacher education, namely, Teacher Education Accreditation Council (TEAC), founded in 1997, a nonprofit organization dedicated to improving academic degree programs for professional educators, those who will teach and lead in schools, pre-K through grade 12. TEAC's goal is to support the preparation of competent, caring, and qualified professional educators. The TEAC is also responsible for accrediting undergraduate and graduate professional education programs in order to assure the public about the quality of college and university programs.

In 2010, both these accreditation bodies, the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) proposed a merger of both agencies into a new accrediting body, the Council for the Accreditation of Educator Preparation (CAEP). This merger took place in September 2014. Currently, the CAEP is the sole accrediting body for accrediting the programs of Educator Preparation Providers (EPPs) nationally and internationally (Alkhateeb & Romanowski, 2021; Romanowski, 2022a, 2022b; Romanowski & Alkhateeb, 2020, 2023; Williams, 2023), also recognized by the Council for Higher Education Accreditation (CHEA). Consequently, it is now important to study the CAEP standards to determine the quality assurance of any teacher education programs (Al-Otaibi, 2015).

There is no dearth of studies that show obstacles hindering the achievement of academic accreditation of both institutional and programmatic types. However, to the best of researcher's knowledge, no study has been conducted to identify obstacles faced by Taibah University to apply the standards of program accreditation. To fill this research gap, this study aimed to evaluate the degree of application of the CAEP standards in the College

of Education at Taibah University, as well as to detect whether there are statistically significant differences in the participants' responses in evaluating the degree of application of the CAEP standards in the College of Education at Taibah University due to specialization and academic rank. Specifically, two questions were framed:

- 1- What is the degree of assessment of the application of CAEP standards in the College of Education at Taibah University from the faculty members' point of view?
- 2- Are there differences between the responses of the research-sample members in determining the degree of application of the CAEP standards in the College of Education at Taibah University from the viewpoint of the faculty members, according to the variables of specialization and academic rank?

## Literature Review

### *CAEP Standards*

The Council for the Accreditation of Educator Preparation (CAEP) standards are considered modern and novel since the Council was established eight years back, having started to implement its standards in 2016. The council had set six goals at the initial level namely Educational Content and Pedagogical Knowledge, Professional Partnership and Vocational Training, Quality of Application, Recruitment and Selectivity, Program Impact, Quality Assurance System and Continuous Improvement, and Fiscal and Administrative Capacity. The following is a brief explanation of each of the accreditation standards.

#### *Standard 1: Educational Content and Pedagogical Knowledge*

It refers to making sure that students have a deep understanding of the basic concepts and facts in their specialization and what they should know about the principles and foundations on which their specialization is based and that they will possess the necessary competencies upon their graduation that enable them to carry out good practices in their specialization and thus achieve learning about their students in schools in exchange for their learning. It includes the following indicators:

- 1- The INTASK should be demonstrated in the program plans in the levels of progress in the following areas: learner, learning, content, teaching practices and professional responsibility.
- 2- It is to be ensured that graduates use research and scientific evidence to understand the teaching profession and to measure the students' learning progress.
- 3- It should be ensured that the graduates apply the educational content and knowledge as they should be reflected in the evaluation of learning outcomes in accordance with the standards of the specialized professional organizations (SPA).
- 4- Graduates should possess the required high skills, such as Science Generation Standards, the National Certificate for Professions, ... etc.
- 5- The program should include technology standards which are applied when designing learning experiences.

#### *Standard 2: Professional Partnership and Vocational Training*

The partnership should include high-quality skills from supervisors in field training

and is done through: (i) cooperation between partners to achieve mutual benefit between public-education schools; (ii) cooperation between partners in selecting, preparing and evaluating the field-training program; (iii) cooperation between partners in designing field exercises of sufficient depth and diversity.

#### *Standard 3: Quality of Application, Recruitment and Selectivity*

It is to be ensured that the program includes responsibility for the quality of its students for employment, from their enrollment to study throughout their study of the courses until their graduation and this is done through the availability of the following selective factors:

1. The program should provide employment plans and student-graduation support.
2. The program should set its entry requirements.
3. The teacher-preparation program should establish plans to follow the characteristics and behaviors of its students that exceed academic ability.
4. The program should set standards for its progress.
5. The program should document what confirms that this application has achieved a standard in knowing the content submitted to it.
6. The program should document what confirms that students understand the required expectations.

#### *Standard 4: The Impact of the Program*

The program should recognize the impact of the graduate on students' learning and growth in general education and that is achieved through:

1. Influencing students' learning and growth in general education using specific metrics.
2. Obtaining the indicators of the effectiveness of teaching through the tools of codified observation and the opinion of students in public education.
3. Identifying the indicators of teaching effectiveness.
4. Knowing the graduates' satisfaction using standardized tools.

#### *Standard 5: Quality Assurance system and Continuous Improvement*

The program must be adopted as a quality-assurance and continuous-improvement system that includes all data from multiple sources. Graduates must be evaluated, research results used, information collected, and priorities defined to improve graduates' impact on student learning in general education.

#### *Standard 6: Fiscal and Administrative Capacity*

This standard includes a number of sub-indicators, which are:

- i. **Fiscal Resources:** Each EPP has fiscal capacity appropriate to the scale of its operations. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high-quality work within the EPP and its school partners for the preparation of professional educators.
- ii. **Administrative Capacity:** The EPP has administrative capacity as appropriate to the scale of its operations, including leadership and authority to plan, deliver, and operate coherent programs of study so that their candidates are prepared to meet all standards. Academic calendars, catalogs, publications, grading policies, and advertising are

- current, accurate, and transparent.
- iii. **Faculty Resources:** The EPP has professional education faculty that have earned doctorates or equivalent P-12 teaching experience that qualifies them for their assignments. The EPP provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.
- iv. **Infrastructure:** The EPP has adequate campus and school facilities, equipment, and supplies to support candidates in meeting standards. The infrastructure supports faculty and candidate use of information technology in instruction. This is a general summary of the capstone standard.

There is no dearth of studies that have dealt with the application of these CAEP standards in the context of Saudi Arabia (Al-Omari et al., 2017; Al-Otaibi, 2015; Albdr, 2020; Alkathiri, 2020). Al-Omari and Qabbani (2017), for instance, conducted a study on the application of CAEP standards for institutional academic accreditation at Taibah University. The results showed that there are obstacles in applying academic-accreditation standards with a medium degree in the following axes: teaching and learning, scientific research and the institutional relationship with society (to a large extent). However, due to the faculty variable, there are no statistically significant differences at the significance level of (0.05) for the three axes (teaching and learning, scientific research and institutional relationship with society). On the other hand, due to the academic rank variable, there are statistically significant differences at the significance level of (0.05) for the three axes (teaching and learning, scientific research and institutional relationship with society). Furthermore, depending on the academic rank variable, these differences favoured the rank (Associate Professor).

Al-Mutawa (2014) conducted a similar study to examine the obstacles to obtaining academic accreditation and quality assurance for educational programs in the College of Sciences and Humanities at Shaqra University, Saudi Arabia. The study identified such obstacles from the viewpoint of faculty members at the University. The study adopted the descriptive-survey approach, which was applied to a sample chosen using the random cluster method. As a result, it was found that the biggest obstacle to accreditation was the development of theses and their defense, followed by the weakness of the material and moral incentives provided to faculty members. In another study on the same university Al-Warthan et al. (2013), too examined the obstacles to achieving quality and academic accreditation. The descriptive approach with a stratified random sample was used. The results showed that there were obstacles in the aspects of scientific research, organizational aspects, such as weak financial and moral incentives, weak communication channels between departments of the University and lack of training to move to the application stage. In addition, there were obstacles in educational and cognitive aspects; for example, low-quality culture among students, lack of mechanisms for developing knowledge behaviors among students, as well as reliance on indoctrination in education. Finally, there were obstacles in the leadership aspects, such as lack of interest in infrastructure, ambiguity among leaders about the application of accreditation and ambiguity of the implementation strategy.

Al-Otaibi (2015) identified the accreditation standards for educational programs of the American National Authority for Education Evaluation and the CAEP Authority. The results showed that there is complementarity between the practices that achieve the

standards of the National Authority for Education Evaluation and the CAEP Authority, which indicates that colleges that achieve a number of academic, educational and administrative practices can obtain through them both local and international accreditation. The study of [Schmadeka \(2012\)](#) clarified the ambiguity present in evaluating the accreditation of more than (3000) regional colleges in the United States of America. The study relied on the colleges' documents, reports and data necessary to obtain academic accreditation. The study's findings emphasized the importance of transparency in showing the actual status to help achieve academic accreditation for colleges.

[Almatrafi and Alahmadi](#) conducted a study to evaluate the master program of curriculum and science instruction in Taibah University in the light of the standards of council for the accreditation of educator preparation (CAEP). To achieve that, the study applied a questionnaire on the research population that consisted of all the faculty members in the curriculum and science instruction specialty, as well as the students. The questionnaire consisted of (32) items distributed on the (CAEP) five standards: content and pedagogical knowledge, clinical partnerships and practice, candidate quality and selectivity, program impact, provider quality assurance and continuous improvement. The results showed that (CAEP) standards are highly available in the program with an average of (3.46) where: content and pedagogical knowledge comes first with an average of (3.67) then candidate quality and selectivity (3.51), program impact (3.45), clinical partnerships and practice (3.41), and they all were highly available. In the last place, quality assurance and continuous improvement scored (3.08) with a medium availability in the program. The results showed that there were no significant differences at the level of significance ( $\alpha \leq 0.05$ ) between the faculty members and students responds of (CAEP) standards availability in the program. The study recommended preparing the curriculum and science instruction specialty to import (CAEP) standards and perform more studies about (CAEP) standards.

### Problem Statement

Most universities in the Kingdom of Saudi Arabia seek to achieve institutional and program accreditation through the national accreditation agency, National Commission for Academic Accreditation and Assessment (NCAAA). Academic accreditation in the Kingdom began with the establishment of NCAAA based on a generous approval in (1424 AH) by the Ministry of Higher Education. In order to ensure that colleges of education achieve their goals, it is necessary to evaluate the aspects of their work by relying on specific criteria. Therefore, applying for program academic accreditation has become urgent. As a criterion for trust in universities and to achieve their competitive advantage and their general performance level in society, it is to be noted that the College of Education at Taibah University has not been able to obtain programmatic academic accreditation from any national or foreign body until now. However, some universities founded in the same year obtained it, such as Al-Qassim University, which obtained academic accreditation in 2008 from ABET, a German accreditation agency. This indicates the presence of some obstacles that contributed to hindering obtaining programmatic accreditation at Taibah University.

The educational programs in Saudi universities generally suffer from weaknesses compared to international educational programs, as evidenced by surveying the success rates in testing the capabilities of university students in educational specializations during

the one decade. A few studies (Al-Ibrahim, 2012; Alenezi et al., 2023; Bougherira et al., 2023; Burke & Butler, 2012; Ibrahim, 2013) pointed out the importance of implementing programmatic academic-accreditation standards in universities in general. Some of these studies (Al-Harbi, 2011; Al-Mutawa, 2014; Al-Warthan et al., 2013; Romanowski et al., 2023) have addressed the obstacles that hinder achieving academic accreditation.

On the other hand, the Faculties of Education are currently awaiting the issuance of new decisions regarding the mechanism for teacher preparation. For this purpose, a committee from the undersecretary of the Ministry of Education and the Deans of the Faculties of Education has been formed. Reconsideration of its mission and programs is necessary, which requires working to achieve international standards in the programs offered. Likewise, there is an urgent need for any educational college at any university to obtain program accreditation from this body, especially since there are no national standards for the accreditation of educational programs in the Kingdom of Saudi Arabia until now.

The accreditation of the College of Education at Taibah University contributes to evaluating the College's outputs and developing them (Al-Omari et al., 2017; Al-Otaibi, 2015) in a way that distinguishes it from other educational colleges. However, no college in the Arab world has obtained such accreditation so far. Therefore, the Faculties of Education must change their programs to achieve quality. Hence, this research comes to evaluate the degree of application of the CAEP standards in the College of Education at Taibah University by answering the following two questions:

1. What is the degree of assessment of the application of CAEP standards in the College of Education at Taibah University from the faculty members' point of view?
2. Are there differences between the responses of the research-sample members in determining the degree of application of the standards of the American Educational Programs Accreditation Authority (CAEP) in the College of Education at Taibah University from the viewpoint of the faculty members according to the variables of specialization and academic rank?

A few terms used in this study are defined as follows:

*Standards*: "An actualized or imagined model of what a thing should be". Standards can be defined procedurally as a set of models or achieved or perceived conditions for what a good university should be to obtain academic accreditation.

*Academic Accreditation*: "Official certificates granted by a recognized body confirming that the educational program or institution meets the required standards." It has two aspects: institutional accreditation and program accreditation.

*Procedural accreditation* can be defined as granting official certificates from the National Commission for Academic Accreditation and Evaluation in the Kingdom where the university meets a set of standards or required conditions.

*Criteria*: Providing the minimum requirements of the quality standards that academic programs must fulfil to be approved and accredited by the accreditation body or institution for higher-education institutions internally or externally.

*CAEP*: Council for the Accreditation of Educator Preparation (CAEP) is an American body



concerned with programmatically accrediting educational programs.

*Taibah University*: An official governmental university established by the issuance of the Royal Decree in (1424 AH) corresponding to (2003 AD), which approves the decision of the Higher Education Council to establish it. It consists of 30 colleges and institutes and grants many academic degrees, which are: bachelor, diploma, master and PhD degrees.

## Methodology

### Research Design

A descriptive-survey approach was adopted in this quantitative research study, which used a structured questionnaire to collect data. This approach suited this study where the sample is quite distributed and heterogenous. A letter was obtained from the College of Education to facilitate the researchers' task. Electronic questionnaires were administered to faculty members at Taibah University via their e-mails.

### Sampling and Population

The research population consists of the faculty members in the College of Education at Taibah University, who amounted to (180) faculty members. A random cluster sample was used to identify a sample of seventy respondents (n=70) representing about 40% of the research population (Melhem, 2002). The whole sample comprised faculty members who taught in the second semester of the academic year 2021. Table 1 shows the distribution of the research sample according to the study variables: specialization and academic rank.

**Table 1**

*Distribution of the Research Sample by Specialization and Academic Rank*

Department	Professor	Associate Professor	Assistant Professor
Department of Curriculum and Teaching	10	10	15
Department of Educational Administration	5	9	4
Department of Foundations of Education	2	4	2
Department of Psychology	1	4	4
Total	18	27	25
		70	

### Research Tool

A questionnaire was developed based on literature review and previous studies, which included two parts. The first part aimed to collect respondents' personal data, such as department and academic ranks. The second part measures the application of six academic-accreditation standards (CAEP standards): Content and Pedagogical Knowledge, Clinical Partnerships and Practice, Recruitment, Progression and Support, Program Impact, Quality Assurance System and Continuous Improvement and Fiscal and Administrative Capacity. The tool was applied in the second semester of the academic year 2022.

### Data Analysis

The data was entered, coded and analyzed using the Statistical Package for Social Sciences (SPSS) program. The statistical methods represented in the arithmetic means and standard deviations were used to investigate the degree of agreement of the sample members with the scale items and the test of the analysis of variance to measure the degree of the existence of differences due to the different research variables.

### Results

Right at the outset, the face validity of the tool was tested. The tool was presented to a group of (10) arbitrators from among the faculty members of the College of Education at Taibah University, who made a few suggestions related to syntax and semantics. All their suggestions were considered. The final structure of the tool is shown in [Table 2](#)

**Table 2**

*The Research Tool*

		Standard	N
The Degree of Application of CAEP Standards		Content and pedagogical knowledge	10
		Clinical partnerships and practice	10
		Candidate recruitment, progression and support	10
		Program impact	10
		Quality assurance system and continuous improvement	10
		Fiscal and administrative capacity	10
		Total	60

The researchers used a five-point Likert scale to measure the degree of the existence of obstacles in the university and gave the scale the following grades: Agree with a very high degree = 5 points; Agree with a high degree = 4 points; Agree with a medium degree = 3 points; Disagree with a high degree = 2 points; Disagree with a very high degree = 1 point.

The Pearson correlation coefficient was calculated by calculating the correlation coefficient between the terms of the fields and between the domains and the tool as a whole. The values of correlation coefficients showed high and statistically significant values at the level of 0.01, indicating that the resolution expressions have a high degree of internal consistency. The values of the correlation coefficients were confined to (0.81, 0.86), which are high and statistically significant at the level of 0.01. This indicates that the questionnaire has a high degree of internal consistency and confirms the structural validity of the questionnaire content. The Cronbach's alpha coefficient was used to validate the tool's reliability. Its value was (0.96), which is statistically acceptable.

### Results of the First Question

What is the evaluation of the degree of application of the CAEP standards in the Faculty of Education at Taibah University from the viewpoint of the faculty members? To answer this question, the researchers calculated the means and standard deviations, as shown in [Table 3](#).

**Table 3**

*Results of Means and Standard Deviations of The Six Standards*

Ranking	Standards	M	SD	Grade Score
1	Content and pedagogical knowledge	3.64	0.91	medium
2	Clinical partnerships and practice	3.55	1.00	medium
3	Candidate recruitment, progression and support	3.15	1.06	medium
4	Program impact	3.11	0.90	medium
5	Quality assurance system and continuous improvement	3.10	1.02	medium
6	Fiscal and administrative capacity	3.08	0.75	medium
	Overall	3.27	0.91	medium

The overall arithmetic mean of the respondents' opinions regarding the assessment of the degree of application of the Council for the Accreditation of Educator Preparation (CAEP) standards in the College of Education at Taibah University from the viewpoint of the faculty members was medium on various fields. The criterion (Content and Pedagogical Knowledge) ranked first with a mean of (3.64); followed by the criterion Clinical Partnerships and Practice, with a mean of (3.55) and the criterion Candidate Recruitment, Progression and Support, which came third with a mean of (3.15). The Program Impact criterion came fourth with a mean of (3.11), the Quality Assurance System and Continuous Improvement criterion ranked fifth with a mean of (3.10), and the criterion of Fiscal and Administrative Capacity came in the last rank with a mean of (3.08).

This result is consistent with the study of (Ali Aladhi, 2013), but it is inconsistent with the study of (Al-Warthan et al., 2013), which showed that some obstacles prevent the application of academic accreditation with a medium degree. The result of our study is in agreement with the studies (Al-Hakimi, 2012; Gharib & Abdel-Moneim, 2008), which revealed the presence of obstacles with a moderate degree for all criteria. Perhaps, this is due to the small number of faculty members compared to the number of courses at the University or to the lack of availability of some of the required specializations.

#### *Results of the Second Question*

Are there differences between the responses of the research-sample members in assessing the degree of application of the CAEP standards in the College of Education at Taibah University, depending on the specialization and academic rank variables? To answer this question, one way ANOVA was measured for both variables.

#### *Specialization*

The one-way analysis of variance for the specialization variable is shown in [Table 4](#).

**Table 4**

*Results of the One-Way ANOVA for the Differences*

[Table 4](#) indicates the presence of statistically significant differences in assessing the degree of application of CAEP standards in the College of Education at Taibah University from the point of view of faculty members due to specialization.

N	Standard	M	SD	F-Value	Significance level	Differences at (0.05) level
1	Content and pedagogical knowledge	3.40	0.50	51.57	0.000	Statistically significant
2	Clinical partnerships and practice	3.66	0.37	67.59	0.00	Statistically significant
3	Candidate recruitment, progression and support	3.47	0.43	69.32	0.00	Statistically significant
4	Program impact	3.24	0.69	68.69	0.00	Statistically significant
5	Quality assurance system and continuous improvement	4.48	0.47	88.91	0.00	Statistically significant
6	Fiscal and administrative capacity	4.05	0.47	83.58	0.00	Statistically significant

#### Academic Rank

The one-way analysis of variance was also used to measure the variable of Academic rank as shown in [Table 5](#).

**Table 5**

*Results of One-Way ANOVA by The Academic Rank Variable*

Ranking	Standard	The source of variance	DF	F-value	Level of significance
1	Content and pedagogical knowledge	Between groups	3	10.31	0.000
		Within the group	67		
2	Clinical partnerships and practice	Between groups	3	16.10	0.000
		Within the group	67		
3	Candidate recruitment, progression and support	Between groups	3	8.77	0.000
		Within the group	67		
4	Program impact	Between groups	3	11.31	0.000
		Within the group	67		
5	Quality assurance system and continuous improvement	Between groups	3	15.10	0.000
		Within the group	67		
6	Fiscal and administrative capacity	Between groups	3	9.88	0.000
		Within the group	67		
	Total variation	Between groups	3	9.77	0.000
		Within the group	67		

[Table 5](#) shows the results of the one-way ANOVA for the differences between the averages of the opinions of the research-sample member on the assessment of the degree of application of the CAEP standards in the College of Education at Taibah University by the academic rank variable (Professor, Associate Professor, Assistant Professor). There are no statistically significant differences at the level of (0.05) for all the six fields. These results

agree with the results of (Al-Hakimi, 2012; Gharib et al., 2008) and with (Ali Aladhi, 2013), but they are inconsistent with those of (Al-Warthan et al., 2013).

### Conclusion

In conclusion, the College of Education at Taibah University seeks to obtain programmatic accreditation from CAEP, to be able to achieve a competitive advantage and access the approved international classifications, because CAEP is the most specialized body in the accreditation of educational programs and the most distinguished one from other bodies, for specialized program accreditation and so that the accredited college becomes more distinguished than other colleges. The other matter is that the requirements of the knowledge society and the knowledge economy require obtaining programmatic accreditation from international bodies, so that the college's graduates can keep abreast of global scientific developments. The findings demonstrate statistically significant differences in assessing the degree of application of CAEP standards in the Faculty of Education at Taibah University due to specialization, while there are no statistically significant differences attributable to the variable of academic rank.

The importance of this research is evident in two aspects: the theoretical aspect appears through the importance of the research topic, which is the application of programmatic academic accreditation, as it is very important in achieving universities' development and competitive advantage. The results of this research, showing the degree of application of accreditation standards and the reasons that prevent Taibah University from obtaining programmatic accreditation, will add to Arab literature on this area. Practically, the research findings may help the officials at Taibah University realize the obstacles facing obtaining accreditation and find appropriate solutions to overcome them. In addition, this research may promote conducting new scientific studies on academic accreditation at Taibah University or at other universities.

This research was subject to a few limitations, namely: *Objective Limits*: The research was limited to evaluating the degree of application of CAEP in the College of Education at Taibah University from the viewpoint of the faculty members according to the following criteria: (educational content and knowledge, professional partnership practice and field training, student quality employment, program impact and program-quality assurance). *Human Limits*: The research was applied to Taibah University College of Education faculty members. *Time Limits*: The research was applied during the second semester of 2022.

In light of the findings of the research, a few recommendations can be made. First, in order to provide accreditation requirements under the CAEP standards, universities should hold meetings and distribute leaflets at the beginning of each academic year to educate new students about the importance of intellectual and physical harmony with their specializations at the university, highlighting the positive impact of that on their academic-achievement level and achieving their future aspirations. Second, universities should be encouraged to conduct exploratory studies and survey research to explore the actual needs of society and its future aspirations from the programs offered by the university. Last, but not least, it is also recommended to conduct a detailed study of each criterion separately for each academic specialization in terms of the quality of the programs.

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