

**The Possibility of Applying National Standards for the Accreditation of
Administration and Economics Faculties \ A Case Study¹**

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Abstract:

The study seeks to recognize the possibility of applying the participants' axis, which consists of students, faculty and specialized employees, from the national standards for the accreditation of administration and economics faculties in Iraq, analyzing the gap and recognizing the strengths and weaknesses points by using the checklist to reach and achieve the objectives of the study. The problem of the study stems from the need of the Administration and Economics Faculty at the University of Basra, which was selected as a community for the study and the Department of Business Administration as a sample of the study to apply the participants' axis, which consists of students, faculty and specialized employees from the national standards for the accreditation of faculties of administration and economics. It represents an essential element for its success under current and future circumstances, and for the purpose of solving the problem, the case study approach was adopted. The checklist was used to collect the necessary data, review the college's documents, and make personal interviews for the employees of the Quality and Accreditation Department and its senior administrations (Dean, Head of Business Administration and Head of Quality and Accreditation Departments) after analyzing the collected data by using the arithmetic mean and percentage of the scales that were selected to determine the gap and to recognize the extent of the possibility to apply the participants' axis, which consists of students, faculty and specialized employees, from the national standards for the accreditation of administration and economics faculties in Iraq. The study reached to a result that there is a possibility to apply the participants' axis that consists of students, faculty and specialized employees from the national standards for accrediting the administration and economics faculties in the college under study. The analysis shows that the Administration and Economics Faculty, Department of Business Administration, needs to keep working to meet the requirements of standards and execute continuous improvement processes in order to continue to close this gap. The study concluded with a set of recommendations, the most important of which were: Universities and administrative faculties must apply national standards for the accreditation of administration and economics faculties to address weaknesses and enhance strengths in application.

Keywords: Accreditation, Accreditation Standards.

Introduction

The rapid growth and development taking place in the countries of the world leads to an increase in competition in all fields, especially the field of education and learning. Education in Iraq needs to develop its quality in order to reach the global level, because higher education is the main core for developing the economy in Iraq and the graduation of students with a high level of efficiency and learning. Education in Iraq, since ancient times, was depending on quantitative efficiency, not qualitative, which leads to failure and defect in the educational process. The development of higher education in Iraq requires the application of Iraqi accreditation standards that are coordinated with the conditions the country that is going through, in order to improve the quality of its outputs and excellence, to achieve the demands of stakeholders and faculty members, and to graduate students with a high level of efficiency. As accreditation is one of the best ways to measure the level of quality. Based on this, the Ministry of Higher Education has developed programmatic accreditation standards for accrediting the faculties of administration and economics in Iraq.

First Topic

Methodology

First: Study Problem

In recent years, university education in Iraq has witnessed a remarkable increase in the opening of many public and private universities, and large numbers of students have graduated for preliminary and graduate studies. It was necessary to pay attention to develop and raise the level of the educational process in Iraqi universities to keep pace with developments in universities in developed countries. In light of this, the Iraqi Ministry of Higher Education and Scientific Research has launched a number of specialized national standards for institutional and programmatic accreditation in the medical, engineering and administrative fields to measure the number of outputs and their efficiency in light of the requirements that are imposed by the community's environment and its needs for services provided by faculties. One of the standards that launched by the Ministry was the National Standards for Accrediting Faculties of Administration and Economics on 29/3/2022, which were prepared by the National Council for Accreditation of Administration and Economics Faculties in Iraq (Council of Improving the Education Quality of Administrative and Economic Sciences Faculties). The researcher requested the existence of a problem that (the need of the Faculty of Administration and Economics, University of Basra, which was chosen as a community for the study, to apply the national standards for accrediting the administration and economics faculties, as it represents an essential element for their success under the current and future conditions). Hence, the need to implement the participants' axis appeared: students, faculty and specialized employees from these standards in one of the administrative faculties, which prompted the researcher to be the first study to apply and test this axis in one of the administrative faculties. The Department of Business Administration was chosen as one of the administrative scientific departments in the Faculty of Administration and

Economics / University of Basra. Through the study problem, a number of questions emerged, as follows:

1. What is the possibility of applying the participants' axis: students, faculty and specialized employees from the national standards for the accreditation of the faculties of administration and economics in the studied sample (Department of Business Administration - Faculties of Administration and Economics - University of Basra)?
2. What is the size of the gap between the actual reality in the college under study and the requirements for applying the participants' axis: students, faculty and specialized employees from the national standards for the accreditation of faculties of administration and economics in the studies sample (Department of Business Administration - Faculties of Administration and Economics - University of Basra)?
3. The strengths and weaknesses of the studied sample (Department of Business Administration - Faculties of Administration and Economics - University of Basra) through applying the participants' axis: students, faculty and specialized employees of the national standards for the accreditation of faculties of administration and economics?

Second: Study Objectives

The study pursues to achieve a group of objectives that have been summarized as follows:

1. Diagnosing the availability of the requirements of the participants' axis: students, faculty and specialized employees from the national standards for the accreditation of faculties of administration and economics in the studied sample (Department of Business Administration - Faculties of Administration and Economics - University of Basra).
2. Recognizing the size of the gap in the studies sample between the actual reality and the participants' axis: students, faculty and specialized employees from the national standards for the accreditation of faculties of administration and economics.
3. Diagnosing the strengths and weaknesses of the studied sample through applying the participants' axis: students, faculty and specialized employees from the national standards for the accreditation of faculties of administration and economics.

4. Providing appropriate procedures to assist universities and colleges in order to reduce the gap between the actual reality and the application requirements.

Third: Study Importance

The study importance comes from the following:

1. The first serious scientific contribution to apply the participants' axis: students, faculty and specialized employees from the national standards for the accreditation the faculties of administration and economics in the studies sample. It is a model that ensures the easy and correct application of these axes by educational institutions after their approval and launch by the Ministry of Higher Education and Scientific Research.
2. Defining the educational institutions in general and those that studied in particular about the extent to which they are close to, or far from the national standards for the accreditation of faculties of administration and economics.
3. This study will provide an additional knowledge to the Iraqi and Arabic library, as it is the first study that dealt with applying the participants' axis: students, faculty and specialized employees from the national standards for the accreditation of faculties of administration and economics with research, analysis and addressing the gaps according to the researcher's knowledge.

Fourth: Study Approach

The researcher adopted the case study, which is an appropriate approach to achieve the study objectives, and multiple tools were used in data collection, represented by direct notes and personal interviews with stakeholders, as well as field coexistence and the use of the checklist for the purpose of accessing scientific facts.

Fifth: Study Limits

1. Academic Limits: They are represented by the national standards for the accreditation of the faculties of administration and economics.
2. Temporal Limits: The obtained data were covered from documents and records from (29/1/2021) to (15/6/2022).
3. Spatial Limits: they are represented by the Department of Business Administration in the Faculty of Administration and Economics, which is one of the formations of the University of Basra that is located within the geographical area of Basra Governorate.

Sixth: Study Community and Its Sample

The study community was represented by the Faculty of Administration and Economics / University of Basra, which is affiliated to the Ministry of Higher Education and Scientific Research in Iraq. As for the study sample, it was represented by the Department of Business Administration in the Faculty of Administration and Economics. The most important reasons for choosing the college are:

1. The researcher was keen to choose the Department of Business Administration in the Faculty of Administration and Economics, which is one of the well-established and reputable public colleges because of its good reputation and long history.
2. The department and college contain distinguished efficiencies that facilitate the applying the participants' axis: students, faculty and specialized employees from the national standards for the accreditation of the programs of administration and economics faculties.
3. The high ambition and desire of the college deanships in order to develop the reality of the department and the college, and the transition to global competition.
4. Presenting a study that serves the college in diagnosing the current reality and considering this study as a self-assessment.

Seventh: Information and Data Collecting Instrument

The researcher made use of a number of instruments used in their theoretical and practical aspects, as follows:

1. Theoretical Aspect: a group of sources (Arabic and foreign books, theses and dissertations, magazines and periodicals, the internet) were adopted.
2. The practical Aspect includes the following:
 - a. Direct observation during field visits in the college under study (study sample).
 - b. The personal interviews made by the researcher with the stakeholders in the college under study.
 - c. Official documents and records that related to the participants' axis: students, faculty and specialized employees from the national standards for the accreditation of administration and economics faculties.
 - d. Checklist: The checklist was designed by adopting the participants' axis: students, faculty and specialized employees from the national standards for the accreditation of administration and economics faculties to help diagnosing the gap between the actual reality and those axes, and by adopting the seven-point Likert scale as shown in Table 1 according to the weights from (0) the least weight to (6) the highest.

Table (1) seven-point Likert scale

7	6	5	4	3	2	1	S.
Not Applied not documented	Partially applied not documented	Partially applied Partially documented	Partially applied fully documented	fully applied not documented	fully applied Partially documented	fully applied fully documented	Paragraphs Scale
0	1	2	3	4	5	6	Weights

Source: Al-Khateeb, Sameer Kamil, (2008), Quality Administration and ISO - Contemporary Introduction, First Edition, Al-Murtadha House for Publishing, Baghdad, p. 326.

Eighth: Adopted Statistical Methods in Processing Data and Extracting Results

For the purpose of analyzing the incoming data and to find the size of the gaps of the actual reality of the college under study (the study sample), the percentage was found to know the

extent to which the participants' axis: students, faculty and specialized employees in the college under study of the national standards for the accreditation of administration and economics faculties as shown in the equations below (Al-Khateeb, 327: 2008):

Equation (1) / likely arithmetic mean = sum of (weights x their frequencies) / sum of frequencies.

Equation (2) / Percentage of the conformity extent = likely arithmetic mean / highest weight in the scale.

Equation (3) / Calculating the size of the gap = 1- Percentage of the conformity extent.

Second Topic

Theoretical Part

First: The Origin and Development of Accreditation

The knowledge base for the appearance of accreditation emerged in New York in 1787 when it stipulated in one of its laws that the state administration council would handle the issue of visiting colleges in the state once a year. Although this was an important development and a search for standards, although this activity was not the accreditation in the correct sense of today's concept (Al-Noori, 2013: 82). In this regard, the first apparent use of this term emerged in the late eighties, specifically in 1871, at the initiative of a group of faculty members at the American University of Michigan to ensure that secondary educational institutions are efficient and distinguished and allow their graduate students to be accepted at the university without undergoing admission tests. These initiatives have developed into regional bodies and associations involving more than one state, aiming to achieve the accreditation (Carol et al., 2003:9). From the foregoing, the previous presentation leads the researcher to the fact that the subject of academic accreditation has deep intellectual origins, whose historical origins extend to long distances that established its emergence and development.

Second: The Accreditation Concept

The accreditation term is one of the contemporary and modern terms that have witnessed a wide development and spread in the world due to the international changes and developments, and the widespread use of the concepts of total quality, which helped its emergence. The opinions of writers and researchers differed about the concept of academic accreditation, some of them see it as a permit and recognition, some see it as evaluation and procedures, and others see it as an organized process. In the midst of this contrast, the researcher prepared Table (2) in which a set of definitions of accreditation was shown in order to reach the most appropriate definition for this study.

Table (2) The accreditation from the point of view of some writers and researchers

Definition	Writer and Researcher	S.
The process by which a (non-governmental) or private body assesses the quality of a higher education institution as a whole or an educational program for the purpose of formally recognizing that it has met previously specified standards.	National Quality Assurance And Accreditation,2004, 25	1
Institutions obtaining an excellence license in their systems, programs and performance in accordance with the standards that set by the competent bodies that grant accreditation.	Al-Aajiz, 2006: 45	2
The main tool for evaluation processes by developing guidelines that determine the overall structure of evaluation and continuous improvement of educational institutions.	Oakleaf,2010:54	3
Recognition of the educational institution that meets the specified standards to ensure high quality in the academic programs offered by the educational institution.	Barzansky et al., 2017:1	4
A system used to document the standards that are relevant to the educational institution and that enable it to reach a higher rank in the field of education.	Ylioja et al.,2019:3	5

Source: Prepared by the researcher, based on the sources that mentioned in the above table.

From what mentioned above, the researcher believes that accreditation is “a process of evaluation of the educational institution or academic programs, and that is from a set of procedures to verify

the extent to which they meet the specified standards by the responsible authority for granting accreditation, with the aim of developing and improving the educational process and study programs of the institution.”

Third: Accreditation Objectives

Applying accreditation in educational institutions achieves a set of objectives, including (Schwarz & Westerheijden, 2007:120) as follows:

1. Protect the reputation and prestige of the educational institution at the local and international levels in terms of the quality of education.
2. Ensuring a good level of academic performance in the programs offered by the educational institution.
3. Evaluating the systems and procedures of educational institutions in terms of the extent of conformity with the established standards.

Fourth: Accreditation Importance

According to (Lewis, 2009:2_3), (Vroege, 2006:17), the importance of academic accreditation lies in the fact that it helps in the following:

1. Providing the educational institutions with the opportunity to enable them to achieve competition for the equivalent institutions in the countries of the world, in terms of their programs, professors and the level of their outputs.
2. Ensuring that the institution has clear and appropriate objectives, as it provides the means and methods that help in achieving the objectives.
3. It enables it to ascertain the accuracy of the scientific level of higher education institutions in terms of achieving the required level through professional academic performance in its offered programs to achieve its message and objectives.
4. It enables it to obtain international recognition and quickly obtain participation in conferences, and to compete in obtaining admission or transfer opportunities among other universities in all countries of the world.

5. Approval by the international community of the academic programs of universities with high standards, which guarantees more work and studies.
6. It enables it to involve faculty members and employees in institutional planning and evaluation.

Fifth: Accreditation Requirements

Achieving academic accreditation requires determining the minimum conditions that must be met and that are required to be executed by educational institutions in order to achieve first places among the institutions that obtain accreditation. Institutions that obtain accreditation must accept the standards and requirements that are specified by the accrediting bodies (Southern Association of Colleges and Schools, 2011: 17). Al-Thaqafi (2009:49) determined several requirements for obtaining accreditation, and the most important of which are:

1. The educational institution determines its educational objectives in a manner that suits the needs of the community in which it is working, provided that these objectives are appropriate for accreditation.
2. It should have a board of trustees that acts as an independent tool for drawing up public policies, and among its members are representatives of public interests and leaders of educational institutions.
3. It has a dean or chief executive officer who is responsible for the educational institution, and with him a sufficient number of employees and administrators to manage the affairs of the institution.

From the foregoing, the researcher believes that obtaining accreditation cannot be achieved with the wishes of the leaders of organizations, but through a serious and relentless pursuit to provide foundations and basic conditions that become the positive results of obtaining the accreditation certificate accredited locally and internationally.

Sixth: National Accreditation Standards for the Accreditation of Administration and Economics Faculties

The National Council for Accreditation of Faculties of Administration and Economics in Iraq (formerly known as the Council of Education Quality Improvement of Faculties of Administration and Economic Sciences) was established on 15/6/2016 as an independent public accreditation council correlated to the Ministry of Higher Education and Scientific Research / Scientific Supervision and Evaluation Authority, with the aim of preparing and formulating national standards for accreditation that measures the quality of programmatic education for departments and public and private faculties of administration and economics, and grants a certificate of accreditation to these formations that obtain admission degrees according to the specified scales in the standards. The council has to study the global accreditation standards for business colleges of the American Association for International Accreditation Standards (Association to Advance Collegiate Schools of Business)(AACSB). It has been adapted to suit the Iraqi environment to prepare national standards for programmatic accreditation for scientific departments in faculties of administration and economics in public universities, and scientific departments in private universities and colleges in line with national standards for institutional accreditation in the Ministry of Higher Education and Scientific Research in Iraq. Accreditation standards differ from one country to another, but they all agree on achieving accreditation objectives that contribute to enhance the quality of higher education and ensuring that appropriate procedures are taken for improvement in case of any lack of commitment to the specified standards (Sabri, 2009: 154). It has been known that the standards are indicators of comparison used to set objectives and evaluate achievement. These standards may be the current levels of performance in the institution (for example, the percentage of students who have completed the study of business administration) and these standards may be levels set by an external party or levels of achievement in another institution to be chosen for comparison (for example, the number of researches made by each full-time academic staff member at the university) (Abu Shaer, 2007: 13).

Fourth Standard: Students Admission and Graduation

The idea of this standard, according to what was issued by the National Accreditation Council for the accreditation of the Faculties of administration and Economics, was represented as follows: (Developing clear, transparent and effective policies, and good procedures for student admission. Providing work teams for the students during their study and after their graduation. Enabling them

to complete the certificate and graduation requirements and be sustainable and consistent with the college mission, expected results, and strategies. Admission systems and policies differ from one country to another according to the circumstances of each, and each acceptance policy has its framework, direction and objectives, but they all target the acceptance and distribution of applicants, with the specificity of the size of those accepted and the diversity of each policy, conditions, mechanisms and procedures. The admission policy refers to the selection of standards and procedures, and the drawing up of methods and steps to accept students according to their desires, preparations and abilities in the light of development plans (Mohammed, 2019: 126). (Schmude, 2011:6) defined university admission policies as a set of practices used by university administrations to determine the criteria that qualify him for admission to colleges or universities, as well as determining the number of students according to the specified absorptive capacity. (European Parliament, 2014:15) specified that one of the principles of admission to university environments was represented by the need for admission systems to be consistent with the absorptive capacity of the educational institution. As for the second principle, it emphasized that admission systems should be consistent with the changes that occur in the educational sector, which appear as a result of the increasing number of students. The third principle is the ability of the higher education system to adapt to the increasing shift of students from one environment to another. (Suroor, 2011: 92) determined the importance of admission policies in universities from the following: -

1. The obvious decline in the level of university graduates, as this is due to the lack of clear standards and specific scales, in the light of which the characteristics and specifications of the university student who is able to successfully continue their university studies are determined.
2. The development in the needs of the modern labor market and the features that determined by the market in which it operates.
3. The modern global direction that the state is currently taking, which requires commitment to quality specifications in educational institutions, and among these specifications is the need to verify that the accepted student in the institution has been carefully tested and according to a well-studied scientific basis.

Fifth Standard: The Adequacy of Faculty Members and Their Distribution

The idea of this standard, according to what was issued by the National Accreditation Council for the accreditation of the Faculties of Administration and Economics, was represented as follows: ((The college guarantees the employment of qualified faculty members who are distributed to specializations and scientific programs in a way that guarantees obtaining good results in academic programs and contributes to achieving its mission. The college is working to rehabilitate its teaching staff appropriately to provide opportunities for optimal guidance and direction for students in all programs and specializations). The university faculty member represents one of the most important elements of the educational system and its inputs, as their role is no longer limited to give information and knowledge only, but goes beyond that to the process of scientific research and helping students achieve their goals, directing and supervising them. Therefore, the contributions of the educational process are greatly affected by the efficiency and preparation of a university faculty member, and this is what requires them to master the teaching competencies that are necessary to carry out their tasks in light of the development, and scientific and technological progress that witnessed in the twenty-first century (Naeem, 2019: 99). (Al-Fatlawi, 2003: 36) defined efficiency as abilities expressed in behavioral phrases that include a set of tasks (cognitive - skill - emotional) whose final performance is expected to be achieved at a certain satisfactory level in terms of effectiveness that can be observed and evaluated by different means of observation. While (Albanese & all, 2008: 78) defined it as a complex skill, behavioral patterns or knowledge that appears in a behavior from a clear and specific perception of the desired learning results. As for the competencies of a university faculty member, they indicate a set of knowledge and skills that he should possess and practice in the educational situation to achieve the goals of the educational process effectively and mastery (Al-Bataineh, 2007, :377). (Naeem, 2019: 99) defined it as the faculty member's skills in providing knowledge to become more effective with their students at a level that affects the knowledge and educational result that expected of them. (Al-Adwani and Al-Ashwal, 2013: 14) indicated that educational efficiency is achieved from four main components: efficiency of planning for the scientific subject and its objectives, which includes determining the educational objectives of the educational material, its content, activities and appropriate means for it, the efficiency of executing the lesson and including organizing

educational experiences and accompanying activities and employing them in the educational process, evaluation efficiency and including preparing appropriate measurement tools for the educational material and the efficiency of human relations, which includes building positive human relations between the teacher and the student, and between the students themselves in the educational process. (Naeem, 2019: 207) added that the teacher should be familiar with the skills or necessary efficiencies to perform his profession effectively and be able to apply them on the ground. Among these efficiencies are: (Teaching planning efficiencies) such as: formulating objectives, determining procedures, activities and teaching methods, determining teaching means and determining evaluation methods. (Teaching execution efficiencies) such as: classroom administration skill, reinforcement skill, dialogue and discussion skill. (Teaching evaluation efficiencies) such as: the formative and final calendars.

Sixth Standard: Managing and Supporting Faculty Members

The idea of this standard according to what was issued by the National Accreditation Council for the accreditation of administration and economics faculties was represented as follows: ((Adopting well-documented procedures for managing and supporting the affairs of the faculty members, announcing and notifying them, to help and encourage them to complete academic promotions, their academic and professional development in accordance with the college mission, expected results and its strategy)). Interest in developing a faculty member in higher education institutions in America goes back to the year (1810 AD), when Harvard University applied the sabbatical year to its members, as a sort of developmental practice. Subsequently, practices followed this development, such as financial support for scientific research, and attendance at conferences and workshops. However, the development of teaching performance did not spread rapidly until the sixties and the beginning of the seventies, when new methods and practices were applied that enhanced the development of university teaching to make the teaching and learning process effective. Also, faculty development programs in American colleges and universities have focused their attention on developing faculty members as individuals and professionals, focusing on knowledge, skills, techniques and methods related to teaching and education, how to produce teaching means, developing new methods for presenting the educational material, and developing courses and curriculums in a manner that is appropriate with the development of students' learning

process, and how to create an environment for teaching and quality education, developing the relationship of faculty members with colleagues in the department and other departments, and adopting regulations and laws to enhance effective teaching, learning and student assessment (Al-Bishr, 2019: 55). (Naeem, 2019: 223) confirmed that in order to develop the performance level of a university faculty member in light of the overall quality, it is advisable to follow the following:

1. Encouraging and supporting faculty members in universities to attend international conferences and seminars to get benefit from them in the field of development, with the need to improve the level of designing the training courses and workshops that offered to faculty members at the local level, and focus on diversification in teaching methods and the use of modern technologies.
2. Doing courses or workshops for faculty members to help them to carry out their assigned tasks.
3. Providing the necessary equipment for university faculty members, such as computers and other infrastructure for these technologies.
4. Helping faculty members to assess themselves by reflecting on their practices and reviewing their performance.
5. Developing the skills and information of the professional faculty members, so that they can effectively contribute to the future development processes and the continuous updating of the school curriculum system.
6. Providing information or data that contribute to rewarding outstanding performance or promotion to leadership positions, training missions or external missions.

Seventh Standard: Efficiency of Supportive Employees and Their Distribution

The idea of this standard according to what was issued by the National Accreditation Council for the accreditation of administration and economics faculties was represented as follows: ((The college provides supportive academic staff who provide services and direct support for learning processes, educational development, use of information technology, and support for scientific contributions, and distributes them, provides adequate services to ensure the quality of the study

programs that it offers and achieve the mission)). Supportive academic employee or teaching assistant in universities, who is a graduate that holds a bachelor's degree, they are usually appointed from the top students in the class, for example the first three students from each specialization at the university, as it is permissible to appoint a teaching assistant who holds a bachelor's degree with honors at least or its equivalent, or a professional degree recognized by the scientific council. The teaching assistant is a teacher for the purpose of the provisions of the laws of service. The Universities Organizing Law included all the details related to the work mechanism of university professors, teaching assistants, and other jobs included in the field of university teaching. The law specified the conditions for filling these positions and did not neglect to clarify the issue of appointing teaching assistants and assistant teachers. In this regard, teaching assistants are appointed by a decision of the university president, at the request of the college or institute council after taking the opinion of the relevant department council, and the appointment takes place from the date of this decision. Whoever is appointed as a teaching assistant or assistant teacher is required to:

1. Have a good reputation.
2. He must not have previously failed at any stage of the study.
3. To have a very good grade, at least in the general grade, in the first university degree.
4. He must have obtained at least a good grade in the major or something equivalent to it.

Third Topic

Practical Part

Before starting to present and analyze the results of the examination list, a brief overview of the Faculty of Administration and Economics, University of Basra, will be identified, where the

college was established on 9/1/1971 according to the decision of the Council of Higher Education and Scientific Research No. (council / D / 3 / A / 5) in its third session. The duration of study in the college is four years, and thus the number of batches that graduated from a bachelor's degree becomes (44) batches. Its scientific structure was enhanced and its cognitive and social responsibilities deepened by opening graduate studies in the Department of Economics in the year (1982 - 1983) to study the master's degree and it is still continuing, as it opened in all specializations of the college except the Department of Administration Information Systems, which was established (2018-2019). The Department of Business Administration has also opened a higher diploma study (for strategic planning, project management and quality management). As for the college's vision, the Faculty of Administration and Economics at the University of Basra aspires to be in the ranks of globally distinguished colleges in the economic, administrative, financial and accounting fields, and to be distinguished scientifically and administratively and in the quality of service it provides to society and stakeholders at the national, Arab and international levels. It must be committed to the academic professional culture among academics and employees, as well as to pursue the development prospects in the academic and scientific aspects of the university (education, research and service). While the college's mission is the pursuit of the Faculty of Administration and Economics at the University of Basra to provide the best service to the community and the parties that exchange interests and benefits with it. Pursuing with the university through accurate diagnosis of their current and future needs, and achieving an effective and efficient response to these needs and expectations by ensuring the quality of all university operations and practices (educational, research, advisory and administrative).

First: Viewing, Analyzing and Interpreting the Checklist Results

In this paragraph, the analysis of the checklist results that was prepared from the participants' axis is viewed: students, faculty and specialized staff from the national standards for the accreditation of administration and economics faculties in Iraq (participants' standards: students, faculty and specialized staff).

Fourth Standard: Student Admission and Graduation: Table (3) views the fourth standard degree and the analysis summary for the checklist

Table (3) The Degree of the Fourth Standard: Student Admission and Graduation

National Standards for the Accreditation of Administration and Economics Faculties							The Extent of Conformity with the Standard
Fully applied Fully documented	Fully applied Partially documented	Fully applied Not documented	Partially applied Partially documented	Partially applied Partially documented	Partially applied Not documented	Not applied Not documented	Fourth Standard: students admission and graduation.
6	5	4	3	2	1	0	Weights
10	0	0	0	0	0	2	Frequencies
60	0	0	0	0	0	0	Result
5							Achieved Degree
83%							Percentage
17%							Gap Size

The college has clear and transparent policies about accepting students that are commensurate with its mission, as well as transparent policies about qualifying and training students after graduation, which are evaluated with students continuously. This information is available to stakeholders and accreditation bodies concerned with granting accreditation, but it lacks the existence of modern programs and systems that enable it to quickly complete the acceptance requirements that need to be worked on in order to reduce the gap, which reached (17%) as a result of not achieving the requirements of the standard.

Fifth standard: The Efficiency and Distribution of Faculty Members: Table (4) views the degree of the fifth standard: The efficiency and distribution of faculty members, and a summary of the checklist analysis.

Table (4) The Degree of the Fifth Standard: The Efficiency and Distribution of Faculty Members

National Standards for the Accreditation of Administration and Economics Faculties							The Extent of Conformity with the Standard
Fully applied Fully documented	Fully applied partially documented	Fully applied Not documented	Partially applied Fully documented	Partially applied Partially documented	Partially applied Not documented	Not applied Not documented	Fifth Standard: The efficiency and distribution of faculty members.
6	5	4	3	2	1	0	Weights
9	5	1	0	0	2	1	Frequencies
54	25	4	0	0	2	0	Result
4.7							Achieved Degree
79%							Percentage
21%							Gap Size

From Table (4), it clarifies the following:

The college has indicators to measure the extent of participation of faculty members in the educational process, and it has a fully documented system around this participation. Faculty members and supportive staff participate in the curriculum development processes continuously with continuous documentation, while it appears that there is a weakness in the process of determining appropriate quality standards for the educational process and a weakness in documentation. There is also a clear reduction of faculty numbers, as the college lacks teaching staff that contribute to achieve the quality of higher education, and as a result, the gap ratio for this standard appears as (21%) resulting from not achieving the requirements of the standard.

Sixth Standard: Managing and Supporting Faculty Members: Table (5) views the sixth standard: Managing and supporting faculty members, and an analysis summary of the checklist.

Table (5) Sixth Standard Degree: Managing and Supporting Faculty Members

National Standards for the Accreditation of Administration and Economics Faculties							The Extent of Conformity with the Standard
Fully applied Fully documented	Fully applied partially documented	Fully applied Not documented	Partially applied Fully documented	Partially applied Partially documented	Partially applied Not documented	Not applied Not documented	Sixth Standard: Managing and supporting faculty members.
6	5	4	3	2	1	0	Weights
7	0	0	0	0	0	1	Frequencies
42	0	0	0	0	0	0	Result
5.25							Achieved Degree
87%							Percentage
13%							Gap Size

From Table (5), it clarifies the following:

The college has an effective method for determining realistic estimates of the teaching burdens that is reported to the faculty members in a transparent manner. The college sets a clear plan to determine the needs of the faculty members, and to evaluate the faculty members for their scientific contributions, as well as the fact that the college lacks teachers who contribute to the alternative learning models, which resulted in a gap of (13%).

Seventh Standard: The Efficiency of the Supportive Academic Staff and Their Distribution:

Table (6) views the degree of seventh standard: The efficiency and distribution of supportive academic staff and the summary of analysis for the checklist.

Table (6) The Degree of the Seventh Standard: The Efficiency of the Supportive Academic Staff and Their Distribution

National Standards for the Accreditation of Administration and Economics Faculties							The Extent of Conformity with the Standard
Fully applied Fully documented	Fully applied partially documented	Fully applied Not documented	Partially applied Fully documented	Partially applied Partially documented	Partially applied Not documented	Not applied Not documented	Seventh Standard: The efficiency of the supportive academic staff and their distribution
6	5	4	3	2	1	0	Weights
0	0	0	0	0	0	5	Frequencies
0	0	0	0	0	0	0	Result
0							Achieved Degree
0%							Percentage
100%							Gap Size

From Table (6), it clarifies the following:

The gap size in this standard is estimated at (100%) due to the fact that the Department of Business Administration in the Faculty of Administration and Economics at the University of Basra does not have supportive staff (Laboratory Officer) to provide scientific assistance, practical training for students and other related activities, and this led to the gap that reaches this high percentage.

Table (7) The Rate of Applying the Participants focus: students, faculty and specialized staff of the National Standards for the Accreditation of the Administration and Economics Faculties

Percentage Gap	Percentage	Achieved Degree of the Application	Axes
%17	%83	5	Fourth Standard: The Admission and Graduation of Students.
%21	%79	4.76	Fifth Standard: The Efficiency and Distribution of Faculty Members.
%13	%87	5.25	Sixth Standard: Managing and Supporting Faculty Members.
%100	%0	0	Seventh Standard: The Efficiency of Supportive Academic Staff and Their Distribution.

Second: Strength and Weakness Points of the Studied Sample

After identifying the percentages of application from the analysis of the examination lists, the obvious strength and weakness points of the college can be clarified, as shown in Table (8):

Table (8) Strength and Weakness Points

Strength Points
1. The college has clear and transparent policies regarding student admission and registration.
2. The college has mechanisms to train students and follow them up after graduation.
3. The college has a complete and documented system on the scientific and practical participation of faculty members.
4. The college has realistic estimates of the teaching burdens that are determined to the faculty members.
Weakness Points
1. The college lacks to sufficient numbers of teaching staff to meet the needs of students and education.
2. The college lacks to a staff that contributes to the alternative education processes.
3. The Department of Business Administration does not have supportive staff.

Conclusions and Recommendations

First: Conclusions

We mention here the most important conclusions reached by the researcher, which were classified according to the following:

1. The possibility of applying the participants' axis: students, faculty and specialized staff from the national standards for the accreditation of administration and economics faculties in Iraq because the standards are dedicated to our Iraqi environment and what suits the current university conditions. However, it becomes obvious that there are clear difficulties in applying these standards, due to the centrality of decisions, delays of approvals and constant busyness stakeholders and senior management.
2. The college has transparent policies regarding the rehabilitation and training of students after graduation and their continuous evaluation, from the Graduates Rehabilitation and Employment Unit.
3. The college has indicators to measure the extent to which faculty members participate in the educational process, and it has a fully documented system around this participation. However, there has been a clear deficiency in the preparation of the faculty, as the faculty lacks sufficient cadres to produce a high-quality educational process.
4. Faculty members and supportive staff participate in the process of developing curriculums continuously with continuous documentation, but there was a weakness in the number of supportive staff in the study sample who contribute to provide a scientific assistance to students.

Second: Recommendations

1. The axis of participants must be applied: students, faculty and specialized staff from the national standards for the accreditation of the faculties of administration and economics in

public and private universities and colleges in Iraq and giving them priority attention, because of their impact on the quality of education. As well as facilitating decision-making from administrations and obtaining approvals, in order to facilitate and speed up the continuation of work to achieve the requirements of academic accreditation.

2. The necessity of paying attention to the rehabilitation and training of graduate students, and their preparation for the labor market from the Graduate Qualification and Employment Unit at the College, in coordination with institutions and companies in the labor market.
3. The necessity of serious attention from the college administration to developing indicators to measure the extent of the participation of faculty members in the educational process, as well as trying to continue putting pressure on the Ministry of Higher Education and Scientific Research, in order to obtain employment acceptance for teaching staff, as a result of a clear deficiency in the numbers of the college.
4. Great care to continue the participation of faculty members and supportive staff in documenting curriculum development processes, as well as working to employ a supportive employee in the study sample, or seeking the assistance of a technical employee who possesses sufficient skills in order to carry out the work of the supportive employee as mentioned in the distribution and management of supportive staff.
5. The college administration should focus on continuing the work by developing realistic estimates of the teaching staff to suit the faculty members, as well as continuing to develop plans about determining the college's needs for the faculty members and committing to these plans until they are fulfilled. Focusing on cooperation with external parties for the development of curriculums of the college.

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