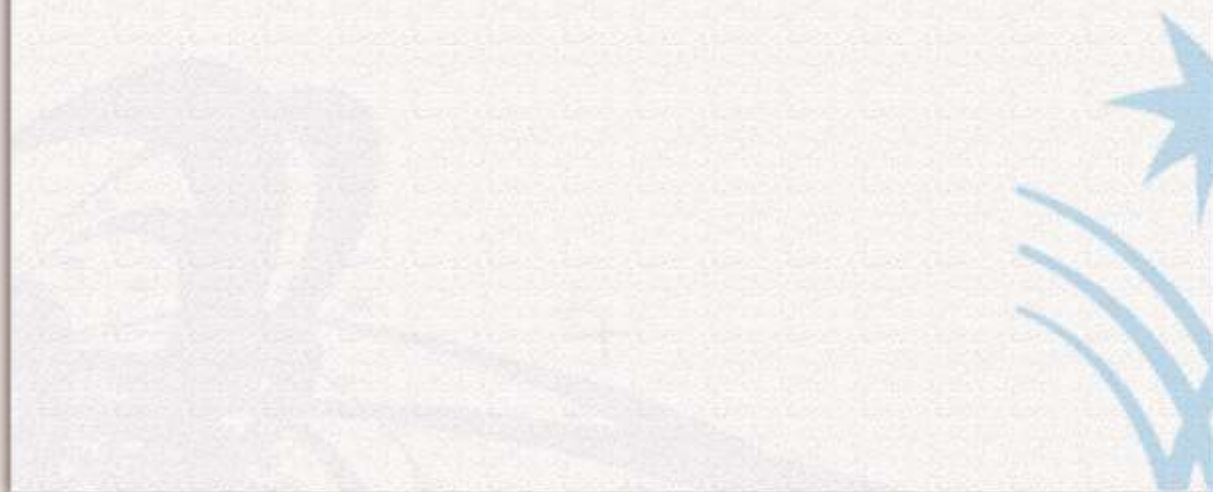


KINGDOM OF SAUDI ARABIA
Ministry of Higher Education
NAJRAN UNIVERSITY



Academic Advising System of Najran University



Academic Advising

Academic advising (AA) is considered a firm basis for the credit hours or elective system at the faculties of Najran University. It is regarded as one component of the quality of educational system.

AA is a professional service that channels the student's abilities and tendency to select the major that suits him best. Thus it helps the student choose his future career. AA aims at recognizing, spotting and discovering the problems that face students to acquire knowledge, and it supports students to increase their awareness towards their academic responsibility. Additionally, it encourages students to exert further effort to solve personal and academic problems that prevent them from achieving their educational goals.

To achieve this, the system allocates one academic advisor for each student. The academic advisor is characterized by acquaintance with a wide range of knowledge, trends, and advising, leading and communicative skills that all combine to help him direct students in the best way possible. He is also fully aware of the programme regulations, the order of courses along with their prerequisites.

The AA system starts by nominating the academic advisors, and distributing students to them in accordance with the system set by the college council. Each academic advisor receives a list of the names of the students to be supervised. The advisors specify the contact hours to see their students (Academic Advising Hours). This allows the academic advising process to run in line with the processes of registration, drop and addition of courses as well as discussing any problems students would like to discuss with their respective academic advisor.

The fifth criterion-related prerequisites: (Office of Students' Affairs and Allied Services)

Following are some of the accreditation standards, set by the NCAAA at the Kingdom of Saudi Arabia:

1. Students' admission
2. Students' records
3. Office of Students' Affairs
4. Services of students' advising and direction

The detailed requirements for the Services of students' advising and direction as prepared by the NCAAA:

5.4 Services of students' advising and direction

The academic direction and advising services should be provided to help the students plan for their participation in the programme and to help them look for jobs later.

5.4.1 Academic advising, professional planning and occupational direction are provided at the college, department or at any other appropriate place within the institution.

5.4.2 Proper protection is provided, along with rules and regulations and behavioral rules to protect the confidentiality of personal and academic subjects that are discussed with the faculty member or employees or students.

5.4.3 There are certain follow-up mechanisms to ensure attending to students, and to evaluate and assess the service offered to them.

5.4.4. There is an effective student-support system that enables to specify the problem-facing students, and to help them solve their study, personal, financial, family, psychological or health problems.

As for the fifth criterion-related requirements, that are related to the institution as a whole:

1. Students' admission
2. Students' records
3. Office of Students' Affairs
4. Medical and advising services
5. Extracurricular activities

Hence we notice how important the advising services are in improving the students' ability to gain knowledge. Furthermore, it is considered one requirement for the institutional and programme accreditation.

The definition of Academic Advising

It is the job that academic advisors carry out at their respective colleges to introduce to their students the academic systems, and to help them make progress in their study and overcome the social, psychological, health or academic problems they face.

The definition of Academic Advisor

This refers to a faculty member who is appointed to guide and advise a number of students in everything related to their health, social and academic affairs since they register and until they graduate.

The Goals of the Academic Advising

- Preemptive goals that protect students from failure, God willing
- Correcting goals that lead and correct the students' course of study.
- Developmental goals that increase the students' abilities to manage his own affairs, and solve his own problems through getting involved in study life and his positive participation in it.

Academic Advising Units

Each college creates an academic advising unit to supervise and provide the students with advising services in a manner that meets their academic needs. Such units correct the students' course of study, and help them solve their problems to develop their personalities and brush upon their skills in the different aspects of life.

General Goals of Academic Advising Units:

- Releasing advising and academic information to students, and increasing their awareness on the programme educational goals and introducing them to the importance of the academic advising.
- Getting to know the personal obstacles that students encounter.
- Providing students with the advice that enables them to grasp their tendency and abilities, and allows them to participate positively in the educational process.
- Directing, guiding and following up the students socially and academically throughout the years of study.

How do academic advising units work and function at colleges?

1. New students and those at higher levels are distributed at the outset of each (academic year/ semester) to a number of academic advisors, provided that the share of each advisor does not exceed 20 students.
2. During the first week of each (academic year/ semester), new students and those at higher levels are called for a meeting attended by academic advisors to provide students with the important information about the university stage, and the academic system along with introducing them to their advisors and their duties and rights.
3. Familiarizing the newly-appointed or contracted faculty members with the academic system, i.e. credit hours or elective system.
4. Academic advisors are requested to activate their office hours so that students may benefit from them, and to lay emphasis on the fact that students should contact the academic advisor when encountering any academic obstacles.
5. Asking the deanship of Admission and Registration to provide the academic advising unit with copies of students' name lists along with their results so that the academic advisor may follow them up.
6. Asking the academic advisors to hold periodical meetings for students (at least twice a month). The aims at familiarizing with the progress their students have made. The academic advisors plan to help them solve the problems they face, and writing down on the information record what their cases are.
7. Familiarizing themselves with the outstanding and gifted students to motivate and attend to them.
8. Finding out frequently-failing students, along with those who have social, health and psychological problems to advise and guide them to solve their problems.
9. Preparing the academic advisors' records, papers, etc.

10. Holding periodical meetings with the academic advisors.
11. Following up the students' records that their academic advisors have, with a view to ensure the execution of the academic advising activities, and filling out their data.
12. Designing academic advising questionnaires and researches, and circulating the results gleaned so as to benefit them in the process of improving the academic advising at the colleges.

Files and records of Academic Advising Unit

- Students' follow-up record (outstanding students, weak students whether failing or weak, and frequently-absent students, and the therapeutic plans for those experiencing psychological, health or social problems).
- Academic advisors' records
- The students' files under their academic advisors along with their academic advising hours.
- Files of programmes and advising plans
- File of pamphlets, circulars and meetings
- File of statistics and questionnaires
- File of researches and studies

Academic Advising Requirements

1. Allocating an office for each academic advisor that would accommodate all the students he is supervising and following up.
2. Specifying and announcing a certain time (not less than the time of one class) that would suit all the students to give collective advising. Such hours are part of the teaching load.

3. Preparing name lists of students for each academic advisor.
4. Drawing up advising schedules for each academic advisor (specifying the advising hours)
5. Collating a file that contains all the needed papers for each academic advisor.
6. Collating a file for each student, and supplying it with all the papers needed for the academic advising.
7. Enacting rules and regulations to ensure students' attendance of the academic advising lectures.
8. Giving the students the chance to change their academic advisor if the administration is convinced.

The Academic Advisor Characteristics and traits

- He should be cognizant of the academic system: elective or credit hours.
- He should be aware of his central role in the academic advising.
- He should have the time to be an academic advisor (at least two meetings during the first week).
- He should have the skills needed for carrying out the task of the academic advisor.

Academic Advising Skills

The academic advisor should enjoy a number of skills that enables him to effectively communicate with his students, listens carefully to them, shares with them their study plans. He should also avoid making fun of them, in addition to the fact that he should help them overcome the obstacles they encounter during their study.

Following are the most essential skills that an academic advisor should enjoy:

Leadership skill: It is to strike up a positive relationship with the student to influence him, and help him accomplish his goals.

Planning Skill: It is the academic advisor's ability to specify goals for students and turn them into accomplishable ones. An example is helping the student choose the appropriate major in line with accomplishing long-term goals that are related to his future career, or helping him draw up a plan to raise his GPA.

Listening Skill: It is important for the academic advisor to be a careful listener to his students, to get to know his students' viewpoints, ideas and suggestions as well as the problems they face. This would boost the students' confidence, and thus would strengthen the relationship between the student and his academic advisor.

Problem-Solving and Decision-Making Skill: The student learns from his advisor how to specify the problem, set possible solutions and how to make appropriate decisions to solve them.

Time Management Skill: It includes scheduling and coordinating the activities, along with setting a timeline for the processes of registration, add, drop and organizing the office hours through which students can meet with their academic advisors.

Organizing Skill: It is the academic advisor's ability to organize the students' files and the task of registration along with other tasks.

Sympathizing Skill: It is to share with the student his feelings and emotions so as to understand him, and thus establishing rapport with him to help the student absorb the advice.

Academic Advisor's General Tasks:

The academic advisor is supposed to carry out many tasks some of which are listed below:

1. Getting a name list of his students from the registration Office at the college or the Department.
2. Meeting with his students to introduce himself, and get to know them to establish rapport with them.
3. Telling his students his job is to help and assist them.
4. Showing them the positive points of the academic advising system.
5. Handing out the booklets that introduce the advising system.
6. Asking them for their registration numbers (University ID number)
7. Stressing the importance of attendance and discipline during their study.
8. Showing them his action plan.
9. Announcing to them his office hours, and clarifying how to contact him.
10. Answering their queries and welcoming their visits.
11. Introducing to them the study system (elective system and credit hours).
12. Clarifying to them the importance of establishing rapport with their instructors.
13. Dispelling their fears that students feel at the outset of dealing with their instructors.
14. Helping the students grasp the nature of study at the college, and informing them of the relevance of their major to the labour market.
15. Helping the student solve his study problems step by step, and hence lessening the worry he feels, and increasing the sense of belonging to the educational institution.

16. Familiarizing the students with the academic calendar, especially the period of registration, add, drop, etc.
17. Encouraging students to participate in the students' activities at the college.
18. Planning the students' timetable.
19. Following up the students' academic progress.

Students' Role and Responsibilities:

1. Knowing the academic advisor's office hours.
2. Gleaning correct information and data that are relevant to his meeting with the advisor before he meets with his advisor.
3. Posing all the questions that are on the student mind to the academic advisor so that he can help you in his own way.
4. Following what the academic advisor recommends to the letter.
5. Not adding or dropping any course without getting back to the academic advisor for advice.
6. Shouldering the responsibility of academic progress because the academic progress is the students' own responsibility after all.
7. Positive partaking in his academic progress through his good grasp of the study plan of the programme and the system of credit hours.

The Academic Advisor's Procedural Tasks:

1. Collating the student's academic advising file:

Each academic advisor should collate a file for each student. The file should include the student's name, his section number and his academic number. The most important contents of the file are:

- A copy of the student's personal information.

- A copy of the student's notifications per semester.
- A form of following up the student's academic progress.
- A copy of the student's GPA.
- A copy of the student's forms of add and drop of courses.
- A copy of any decisions taken against the student.
- A copy of the form of selecting the educational track at the second and third levels or according to the college system.

2. Helping the student choose the major suitable for his own inclination and abilities:

- The selection of the major starts at the outset of the first academic year or the preparatory year.
- Each advisor should hold sessions for the individual advising.
- The academic advisor should meet with his students to get to know their abilities and inclination early.
- The advisor should familiarize his students with the track of each major along with its courses.
- The advisor should inform them of their possible future career and their possible places of work.
- The advisor should not be sided with any student.
- The advisor should show the student the appropriate major objectively.
- The advisor should prepare a list of his students' names along with their majors to provide the registration Office with them.

3. Drawing up a student's plan that is modifiable as necessity demands:

- The academic advisor prepares a form for the study plan or he may get it from the Registration Office.
- The academic advisor prepares a study plan for each student according to his own major.
- The academic advisor should get his students involved in drawing up the study plan.
- The academic advisor should distribute the courses to the academic semesters.
- Priority is given to the higher level courses and those scientific ones.
- The academic advisor should get the new students' timetables from the registration office.
- The academic advisor may modify the student's study plan according to the circumstances and the student's interest.
- The academic advisor should provide his students with a copy of the study plan he has prepared.

4. Producing the statistics of the student's need of the courses:

- The academic advisor should first get the initial date of registration from the registration office.
- The academic advisor should prepare a statistical form to indicate the students' need of the courses.
- The academic advisor should meet with his students according to their study plans.
- The academic advisor should fill out the form of student's need to be dispatched to the registration office.

5. Supervising and approving the student's final registration timetable

- The academic advisor gets the final registration timetable from the registration office.
- The academic advisor should meet with his students to provide them with the registration cards.
- The academic advisor asks them to fill out the registration cards accurately according to the registration timetable.
- The academic advisor should make sure the student have registered the allowed limit of the credit hours according to his GPA.
- The academic advisor should ask the students to get their respective instructors' signatures.
- The academic advisor should check the instructors' full signatures for the registered courses.
- The academic advisor should tackle the registration problems step by step by suggesting the alternatives.
- The academic advisor should check that the entire timetable has been filled out.
- After the registration ends, the student's timetable is approved, and he keeps a copy for his record.
- The student is asked to go to submit the timetable to the registration office to get an approved copy of it.

6. Supervising the add and drop process:

- The academic advisor discusses with his students the reasons and justification for dropping.
- The student who has dropped a course is directed to add another to compensate for the one dropped.

- The drop and add cards are distributed to the students who wish to adjust their schedule.
- The academic advisor makes sure the credit hours after the add and drop process are correct.
- The students should be directed to get the approval of his instructors after the add and drop process.
- The academic advisor should ensure the add and drop card is fully filled out.
- The academic advisor approves the add and drop card to send to the registration office.
- The academic advisor keeps a copy of the add and drop card for record.

7. Advising the students who are behind in their studies:

- The academic advisor sets a a manner to contact his students when needed.
- The students are handed over the absence warnings in coordination with the registration office.
- A meeting is schedules with students.
- The academic advisor should persuade the students that their study delay would have a negative impact on their future.
- The academic advisor should get them involved in a plan to tackle their problems in coordination with the college management.

8. Attending to outstanding students:

- The academic advisor should prepare a list including the outstanding students.
- The academic advisor is cooperated with to honour those students.

- The academic advisor should prepare study plans for them.
- The academic advisor should coordinate with the registration office to satisfy their needs and graduation requirements.

9. Contacting and Coordinating with the health care/ psychological/ social worker

- The academic advisor should know that academic advising is an essential part of guiding students.
- The academic advisor should take into account that guiding and advising students is a collective responsibility.
- The academic advisor should get other specialists and the college management involved in the therapeutic programmes.
- Cases are referred to the health care/ psychological/ social worker in confidential way as necessity demands.

10. Collating the academic advisor's file that includes:

- Advisor's name- the group emblem- number of students.
- Information on advising
- Students' names, their section number, and their academic numbers.
- Attendance and absence sheets.
- The advising timeline.
- Collective meetings
- Individual interviews and sessions
- A copy of any programme executed with students.

Kingdom of Saudi Arabia

Najran University

Academic Advising

Follow-up Form

Student's name: Course:

Instructor's name: Signature:

Academic Progress:

- **Examinations:**

.....

- **Participation:**

.....

- **Assignments:**

.....

Regularity (attendance and absence)

.....

.....

Conduct:

Recommendations:

.....

Academic Advisor's signature

Student's signature:

Student's parent:

Kingdom of Saudi Arabia

Najran University

Academic Advising

Student's Personal Status Representation

Student's Name:

Date of Birth:

The order of the student in birth among his siblings

No. of brothers:

No. of sisters:

Guardian's name:

Relationship:

Job:

Qualification:

Is the mother alive?

Qualification:

Does she work?

With whom does the student live?

The reason should be given in case he lives with his father:

State of Health

Visual span:

Hearing:

Any disability?

Explain:

Any other diseases?

The health care that the student needs:

.....

The Academic progress:

Student's academic progress last year: Grade () Percentage ()

Student's personal traits: Leading () Introvert ()

Quiet () Troublemaker () Active ()

Other? Specify

Economic status: Good () average () Poor ()

Kingdom of Saudi Arabia

A name list of the students to be handed over to the academic advisor:

It aims at choosing the major (specialization) for the next academic year (14___/ 14___) AH

Academic Advisor

Name:

Signature:

No	Programme	Programme
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		

12		
13		
14		
15		
16		
17		

(M refers to meeting)

[illegible]

Individual Meeting

Student's name:

Academic No:

1. The Subjects Discussed:

-
-
-
-
-

2. Recommendations:

.....

.....

.....

.....

.....

.....

Academic Advisor:

Signature:

Student's signature:

Minutes of Meeting

Meeting No:

Day: on . . 14 AH

Number of Attendees:

Number of absentees:

What has occurred in the meeting goes as follows:

.....

.....

.....

.....

.....

.....

.....

Academic Advisor:

Referral Form to the students' advisor

(Social/ psychological/ medical)

Student's name: Level:..... Section No.:
.....

Advisor's name:

The Courses at which the student is weak	Instructor's perceptions and viewpoint
Course: Instructor's name:	
Course: Instructor's name:	
Course: Instructor's name:	
Course: Instructor's name:	
Course: Instructor's name:	
Course: Instructor's name:	

The reasons for weakness from the student's viewpoint:

.....
.....

My own viewpoint:

Academic Advising Committee