



## Executive Plan for the Academic Advising Unit For the academic year 2025/2026

### First: The nature of the plan:

The executive plan of the Academic Advising Unit for the academic year 2023-2024 stems from the definition of academic advising according to the academic advising mechanism as a professional service that activates the student's abilities in his specialization, identifying problems that hinder him in academic achievement and providing him with assistance in solving them and increasing the student's awareness of his academic responsibility and encouraging him To make more effort to overcome academic and personal problems that prevent the achievement of educational goals.

This plan is informed by the unit's vision of "leading in supporting students to invest their abilities and self-skills in order to achieve outstanding success within the framework of the university's goals." their various skills and overcoming their problems through individual and group counseling to contribute to achieving the college's goals." This plan has been developed to be also expressive of the unit's objectives in: providing students with academic information and familiarizing them with study rules and regulations; Encouraging and supporting the gifted and talented, and assisting the defaulters in advancing and improving the scientific level; Developing the student's own abilities in solving his problems and correcting his academic career Encouraging the student to play a positive role in the educational process and to participate in various activities. Also, the plan and activities of academic advising are in line with the vision and mission of the university and the college, its scientific programs and quality requirements, and in accordance with the standards of the International Project for Academic Accreditation and Evaluation.

Given the importance of providing a qualified academic advising service to improve the educational process, solve students' problems and integrate them into their university environment, the construction of the executive plan for academic advising was based on setting realistic goals;. Derived from the unit's objectives, and consistent with the aspirations of the Deanship of the College and the Vice Dean for Education and Student Affairs and the Scientific Departments of the College. The plan includes a set of activities that last for one semester and are implemented by the Academic Advising Unit team and academic advisors from faculty members as well as college students, with the aim of activating academic advising during this period. These activities are carried out on a weekly and monthly basis until the end of the semester.





## Second: Responsibility for following up on the plan:

Responsibility for following up on the implementation of the academic guidance plan and activities falls on several levels, both within the limits of the tasks and powers entrusted to him according to the guidance mechanism, the Higher Education Council system, and the university and college regulations. The department's academic advising coordinator is responsible for following up on academic advising activities and the performance of faculty members as academic advisors in his department, while the faculty's academic advising unit is responsible (in coordination) for following up on the performance of department coordinators and implementing the plan in general at the Vice Dean for Education and Student Affairs.

## Third: Objectives of the plan:

1. Spreading and strengthening the culture of academic advising among students and reaching the service to those who need it even if they do not request it.
2. Helping students to integrate into, adapt and adapt to the academic environment and familiarize them with the regulations, rules, instructions, and procedures regulating study and examinations.
3. Identifying stumbling and outstanding students, motivating them and supporting them in a way that reduces the risks and problems of stumbling and increases opportunities and capabilities for excellence.
4. Identify talented and creative students and enable them to develop and employ their abilities and skills by directing them to the Student Activities Unit.
5. Activate all means of communication between students and academic advisors (direct and electronic).
6. Helping students to find direct solutions to academic problems facing them or hindering their academic achievement (including deletions, additions, raising their excuses, etc.).
7. Providing students with the opportunity to benefit directly and indirectly from the expertise of faculty members inside and outside the classroom.
8. Providing advice, guidance and awareness necessary to modify disorderly student behavior, especially the directives received from the University Vice Presidency for Education and Student Affairs and college decisions in this regard.

## Fourth: Notification of the plan:

1. Establishing an orientation program to receive and prepare students, especially new students, at the beginning of each semester.
2. Preparing a guide for academic guidance and advising and distributing it to new students at the beginning of the semester.
3. Preparing brochures for academic guidance and counseling and distributing them manually and electronically (through the e-learning system) to students in the college at the beginning of each semester.
4. Publish the plan on the college's website to inform everyone of it after submitting it to the college council, or whoever it delegates, for approval and opinion on it.



5. Seek with the college administration to provide guiding signs or the like in the college corridors and entrances.

**Fifth:** The executive framework of the plan: It is suggested that the activities and activities of the plan be performed as following

**1- The beginning of the semester (five outcomes): -**

Objective	Output	Activity	Time	Implementation Responsibility	Performance Indicator
Introducing faculty members to the tasks of academic advising	Faculty members are aware of the mechanisms and committees of academic guidance and how to prepare files	Holding a meeting with all faculty members in each academic department to explain how the files work and define the tasks of the committees	The first and second week before the start of the study	The staff of the Academic Advising Unit (both in his department)	Minutes signed by the attendees documenting the meeting
Distribution of male and female students to faculty members assigned to academic advising	Students know their academic advisors to help them from the beginning of the semester	<ul style="list-style-type: none"> <li>o Distribution of male and female students to academic advisors</li> <li>o Suspending guidance tables and announcing student lists on the students' website</li> </ul>	The first week of student distribution	Academic advising coordinators in the department in cooperation with academic advisors	<ul style="list-style-type: none"> <li>o There are no students who are not assigned to a mentor on the academic system</li> <li>o A copy of the notification of the suspension of guidance tables, and a copy of the announcement of student lists on the students' website</li> </ul>
Receiving and preparing new students and introducing them to faculty members	Students are psychologically prepared and academically ready for the new academic year	<ul style="list-style-type: none"> <li>o Holding a meeting with male and female students, college and department officials, admission and registration, and the Academic Guidance Committee, including short introductory lectures about study systems, exams and the academic system, as well as the importance of academic advising and how to benefit from it</li> </ul>	second week	Academic Advising Unit Student Activities Unit	<ul style="list-style-type: none"> <li>o A picture of the student welcome boards</li> <li>o A report documenting the meeting and a list of attendees' signatures</li> </ul>

<p>Preparing students academically and psychologically to deal with the electronic and interactive education system and the knowledge bank system</p>	<p>Students are able to use the e-learning system</p>	<p>Workshop on the electronic and interactive learning system and the knowledge bank system</p>	<p>fourth week</p>	<p>e-learning unit (The Academic Advising Unit is following up)</p>	<p>Report documenting the workshops for the students and the list of signatures of the attendees</p>
<p>Preparing male and female students academically and psychologically for the exams</p>	<p>students are psychologically prepared and academically ready to take exams</p>	<p>A lecture given by a faculty member to male and female students about the examination system, how to study, the skills of answering test questions, cases of cheating and misconduct in exams and the penalties associated with them, the rights of male and female students to know their grades and to complain about them in accordance with the applicable systems and regulations</p>	<p>fifth week</p>	<p>The staff of the Academic Advising Unit )both in its own section</p>	<p>A report documenting the attendance of lectures for male and female students and a list of attendance signatures</p>

**2- During the semester (five outputs): -**

<b>Objective</b>	<b>Output</b>	<b>Activity</b>	<b>Time</b>	<b>Implementation Responsibility</b>	<b>Performance Indicator</b>
Awareness of absent students about the dangers of absence	All students are aware of the seriousness of absenteeism from lectures and its impact on their achievement and academic progress	<ul style="list-style-type: none"> <li>o A letter, notarized to be sent by faculty members as academic advisors to students about the impact of absence on their achievement and academic progress</li> <li>o A lecture given by a faculty member to students to introduce the danger of absenteeism from lectures and its impact on their achievement and academic progress</li> </ul>	<ul style="list-style-type: none"> <li>o Sixth week</li> <li>o Eighth week</li> </ul>	Academic Advising Coordinators in each department (combined unit report) Student Activities Unit	<ul style="list-style-type: none"> <li>o A report from each department showing the extent to which the faculty members responded (in numbers and proportions) to the first requirement.</li> <li>o Minutes signed by the attendees documenting the lecture, for the second requirement</li> </ul>
Nurturing and encouraging outstanding (and distinguished) students	Retaining outstanding students on the honor roll	<ul style="list-style-type: none"> <li>o Honoring and celebrating outstanding (and distinguished) students (with an induction meeting at the beginning of the semester)</li> <li>o Preparing an honor board that includes the names of the outstanding (and distinguished) students</li> </ul>	Throughout the semester	Academic Advising Coordinators in each department Student Activities Unit	<ul style="list-style-type: none"> <li>o A report documenting the meeting and a list of attendees' signatures</li> <li>o A copy of the students' honor boards (documenting the reason if the implementation was not implemented for an administrative reason outside the responsibility of the Academic Advising Unit).</li> </ul>
Nurturing and encouraging creative students	Discover creative students and direct them to the Student Activities Unit	Designing and distributing a statistical survey form and a transfer form to be filled out by faculty members as mentors (designed in cooperation with the Student Activities Unit)	Throughout the semester	Academic Advising Coordinators in each department	A report documenting the numbers and areas of activity of creative students in the male and female sections, and a list of their names



Identify the defaulting students in each department and work to provide preparation and support for them	Stumbling students are aware and aware of the help and support that will be provided to them	<ul style="list-style-type: none"><li>o Directive from counseling coordinators to faculty members to list the names of defaulting students</li><li>o Holding a meeting with struggling students to determine their needs and the type of support and assistance that can be provided to them</li></ul>	Throughout the semester	Student Problem Solving Committee	<ul style="list-style-type: none"><li>o A copy of the treatment directed to faculty members to list the names of defaulting students</li><li>o Minutes signed by the attendees documenting the meeting with the defaulting students</li></ul>
Follow up on faculty members carrying out academic advising tasks.	Faculty members are aware of the tasks assigned to them and how to implement them and do so	<ul style="list-style-type: none"><li>o Follow up with faculty members as mentors during the semester and meet their needs and solve the problems they face</li><li>o Preparing reports on the progress of counseling by faculty members as mentors and counseling coordinator in the department</li></ul>	Throughout the semester	Department Coordinators	Periodic reports from faculty members are compiled into a unified report by the department's guidance coordinator



### 3- End of the semester (five outcomes): -

Objective	Output	Activity	Time	Implementation Responsibility	Performance Indicator
Evaluate the academic advising activities of the program, identify strengths and weaknesses, and plan for improvement (There is a dedicated questionnaire for measurement)	Faculty members are aware of the tasks assigned to them and how to implement them and do so and plan for improvement	Preparing the academic advising quarterly report in the department and submitting it to the academic advising unit of the college	The last week of the semester (to be delivered in the first week of the immediately following semester)	Academic Advising Coordinators in each department	100% prepared reports on academic advising in all scientific departments
Assessing student satisfaction with the academic advising service in the program, identifying strengths and weaknesses, and planning for improvement (There is a dedicated questionnaire for measurement)	Students are reasonably satisfied (not less than 60%) with the academic advising service in the program	Preparing the student evaluation report for the academic advising service in the program and submitting it to the Academic Advising Unit at the college	The last week of the semester (to be delivered in the first week of the immediately following semester)	Academic Advising Coordinators in each department	Prepared reports on students' evaluation of the academic advising service in all scientific departments at 100%
Evaluate the program's complaints system or mechanism, identify strengths and weaknesses, and plan for improvement (There is a dedicated questionnaire for measurement)	Students are satisfied with a reasonable rate (not less than 60%) with the program's complaints system or mechanism	Preparing a student satisfaction report on the complaints system or mechanism in the program and submitting it to the Academic Advising Unit at the college	The last week of the semester (to be delivered in the first week of the immediately following semester)	Academic Advising Coordinators in each department	Prepared reports on student satisfaction with the complaints system or mechanism in all scientific departments at 100%



Evaluate activities to support struggling students in the program, identify strengths and weaknesses, and plan for improvement (There is a dedicated questionnaire for measurement)	Troubled students are reasonably satisfied (not less than 60%) with the program's support activities for troubled students	Preparing a report on evaluating the activities of supporting students who have failed in the program and submitting it to the Academic Advising Unit at the college	The last week of the semester (to be delivered in the first week of the immediately following semester)	Academic Advising Coordinators in each department	Prepared reports on the activities to support defaulting students in all scientific departments by 100%
Evaluate students' academic performance in the program, identify strengths and weaknesses, and plan for improvement (There is a dedicated questionnaire for measurement)	Students are satisfied with a reasonable rate (not less than 60%) with the program's complaints system or mechanism	Preparing a report on the progress of students' rates in the program and submitting it to the Academic Advising Unit at the college	The last week of the semester (to be delivered in the first week of the immediately following semester)	Academic Advising Coordinators in each department	Prepared reports on the progress of students' rates in all scientific departments by 100%

**Dean of the Faculty**

**Prof. Raefa Refat Allam**

