

Academic Guidance between Theory and Practice: Applied Study for Mining Data on the Applied Studies and Community Service College

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Abstract

Academic guidance is one of the most important foundations of the university education system. It is an element of quality education. Academic guidance is a professional service aimed to identify the problems that impede the student's ability to attain academic attainment. Academic guidance interaction with undergraduate requirements to assistance and support that increase awareness of students with their academic responsibilities. Encouraging them to do more in solving academic and personal problems. That problems prevent them from achieving their educational goals. This paper aimed to examine the impact of a package of administrative procedures on improving the academic guidance on the students in the college.

Data was collected through student records, it was compared before the use of packages of academic guidance, the study showed that the impact of this package is simple, the study suggested some instructions to be taken to improve the efficiency of academic guidance in college. The new instructions guide the student's abilities and tendencies to choose the specialization that suits him, then choose the career of the future. To achieve this, the system allocates to each student an academic guide with several knowledges, attitudes, guiding skills, leadership and communication.

Keywords: academic guidance, academic plane, academic advisor, Education, guiding skills.

INTRODUCTION

Academic guidance is the social, psychological guidance, careful follow-up of students' problems trying to advise them. Also, helping the student to move gradually and programmatically from the general education environment to the university education environment. In which the student relies on himself to make decisions, that determine the specialization [1]. Academic guidance helps the students to develop scientific level and behavioral level. These goals are achieved by providing students with the various academic skills that increase their academic achievement. Discussing their scientific ambitions, as well as making students aware of university regulations and laws, all through various guidance services such as individual academic guidance, counseling programs and various consultations [2].

Academic guidance helps students to shape their goals and make appropriate decisions about their academic and

professional future by making the most of all the possibilities and alternatives available. Academic guidance continuously simplifies and facilitates administrative procedures in order to provide the best services and quality to the student in record time in accordance with the overall quality standards sought by the college considering increasing means of investment in educational projects and intellectual research [3].

Objectives of academic guidance

1. Provide the necessary support to students during their academic career to achieve the flow of the study plan and the completion of the requirements during the specified time period [4].
2. Follow-up the reports of students' progress during their studies and evaluation, and follow-up performance of students defaulting study and improve their levels.
3. Help students overcome the academic difficulties they encounter such as, difficulties of moving from one level of education to another level, especially new students [5].

ACADEMIC GUIDANCE AXES

The three axes of Academic guidance are:

1. Student: The student is the center of the academic process. In the absence of systematic and directed academic guidance, student is responsible for familiarity with the university regulations and regulations immediately upon admission to the university. As a result of the individual differences between the students, there are those who know the rules and regulations and is working to adapt itself with them, in contrast there are those who are ignorant of many of those regulations and regulations, which sign in many academic problems such as low rate and repetition, Which is responsible for its ignorance of the regulations and the ineffectiveness of the academic guidance system [6].

2. Educational institution:

- 2.1. Academic Advisor: The role of the academic advisor (faculty members and their assistants) is to help the student make the right decisions that will help him in his career successfully and effectively [7].
- 2.2. Admission and Registration: The role of the Admission and Registration Deanship is to register the student's courses after the academic advisor signed the

registration forms. And follow up the monitoring of grades and the student's academic record, as well as the Deanship of the application of university regulations and regulations for the university and college according to the competence of the student [8].

2.3. The college: It is the body that issues the study plans for each specialization and appoints the academic advisor after counting the number of accepted students and faculty members in the college through the academic guidance committee [9].

3. Academic guidance Programs:

Academic guidance programs are as follows:

- 3.1. Guidance programs for new students to familiarize themselves with the system of study, tests, achieve the necessary adjustment with university study, and to familiarize them with their rights and duties [10].
- 3.2. Guidance programs to help students with special needs, during their university life, to achieve the highest academic achievement according to their abilities, study their problems and work to solve them.
- 3.4. Guidance programs for students who fail to help them overcome their mistakes, achieve the desired success and help them overcome the obstacles and problems they face.
- 3.5. Mentoring programs for outstanding students to help them continue to excel, encouraging them and motivating other students [11].
- 3.6. Guidance programs for scholarship students to guide them to continue their studies and help them overcome the obstacles or problems they may encounter, to become advocates in their country in the future.
- 3.7. Guidance programs are organized for all students to help them improve their scholastic and achievement level.

These programs will be implemented through the academic guidance committee at the college. The committee will set up an implementation plan for these programs. The committee will also evaluate its plan and provide it with the Deanship at the end of each semester [12] figure 1 shows the three axes of Academic guidance, figure 2 shows the process of Academic guidance.

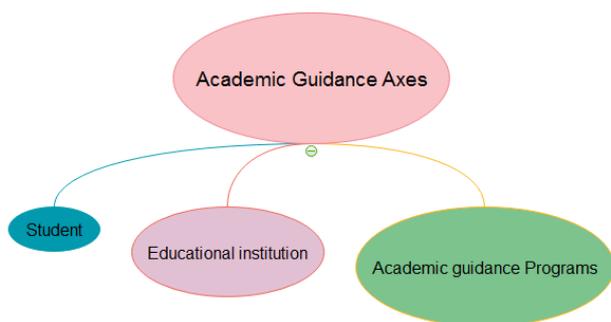


Figure 1. Academic Guidance Axes

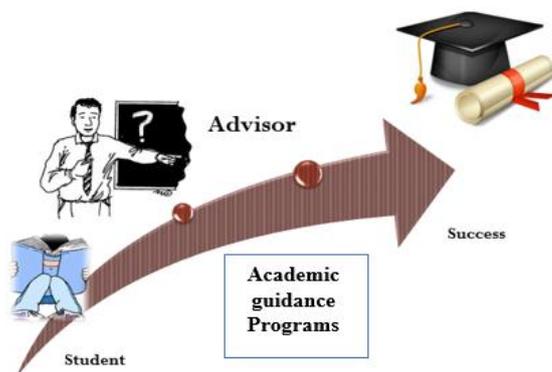


Figure 2. Academic Guidance process

Academic advisor Skills:

The successful advisor can communicate effectively with his students, identifying their needs, listening to them, understanding them and caring for them, he does not attack or ridicule them, but he works with them, he engages them in planning their studies, investing their experiences and trusting their abilities. Then they will be able to take their hands and address the obstacles encountered during their studies, he can identify some of the skills that should be available to the academic advisor to contribute to the achievement of the goals set for student, figure 2 summarized the skills of super advisor [13].

1. Leadership skill: This skill aimed to create a positive relationship with students to influence them and help them moving towards the goals set [14].
2. Sympathy: Sympathy skill means the participation of students in their feelings and emotions to understand them to form a good relationship with them. It helps us to make students accepted advice and guidance [15].
3. Skill Planning: This skill means the ability of the academic advisor to help the student to set the goals into achievable actions. For example, helping the student to choose the appropriate specialization to achieve far-reaching goals related to his career [16].
4. Organization skill: It refers to the ability of the academic advisor to organize and arrange the work of the guidance in a way that makes the most use of it. Organization skill applies to the organization of student files, the registration file, deletion and other work of the academic advisor [17].
5. Listening skill: It is important for the academic advisor to be a good listener to his students, to know their opinions, ideas, suggestions and problems, which enhances their self-confidence and strengthens the relationship between the advisor and them.
6. Decision making and problem-solving skills: The academic advisor uses this skill when he listens to the student's views to identify their problem's, the academic advisor teaches them how to identify the

problems and the assumptions to resolve problems, then help them to make the right decisions to solve the problems [18].

7. **Group Counseling Skills:** This skill is concerned with dealing with a group of students who are involved in a matter such as ignorance of the system, school delay, absence and low cumulative average. We want to deal with it collectively to short the time and to achieve other goals, such as including students in solving their problems and accessing to the results by take the appropriate decisions. Dividing them into groups give them knowledge about the problem, they can discuss the causes, then put solutions to deal with problems', this will give appropriate decisions to their problems [19].
8. **Time management skill and investment:** It is an important skill that includes scheduling and coordinating the work, defining the time plan for the work of the guide, which includes the dates of registration, deletion, addition, and office hours of adviser available through which students can meet with their academic advisor [20].



Figure 2. The eight skills of advisors.

The tasks of the academic guidance committee at the faculty:

The functions of the academic guidance committee in the faculty are as follows:

1. Oversee the academic advisors and follow up the cases raised
2. Received new students and welcome them on the first day of study, explained to them about the college system, university and university environment [21].
3. Distribution students by specialization among the faculty members of the faculty.
4. Received the cases sent to them by the academic advisors, solved their problems or raise them to the Vice Dean for Academic Affairs or to the Dean of the Faculty if necessary [22].

Academic Advisor's Tasks [23]:

The tasks of the student's academic advisor are as follows:

1. Technical tasks:
 - 1.1. Prepare a special file for each student who has been assigned the task of supervising them. The file contains the following:
 - 1.2. Student Data Form.
 - 1.3. List of courses of study specialization leading to student graduation (section).
 - 1.4. Registration forms.
 - 1.5. A recent copy of the academic record.
 - 1.6. Other administrative documents (such as the deletion and addition form).
2. Directing the student to those who can answer his questions and discuss the following topics:
 - 2.1. **Course Registration Process:** The academic advisor will study the student's file and its specialization. The registration form for each student will be completed before the registration date.
 - 2.2. **Course selection:** The instructor should use the list of courses of specialization in the course of assisting students in choosing their courses, and make sure of the following:
 - 2.2.1. The student succeeds in estimating (d) all the required courses and prerequisites for each course, since the student will not be allowed to register a course that failed in the prerequisite.
 - 2.2.2. Know the minimum and maximum credit hours that students can register in their current state (the student's academic burden)[24].
 - 2.2.3. **Course Schedule:** The instructor should ensure that the students know where and when the lectures begin, and that there is no conflict with the schedule of the student.
 - 2.2.4. **Explaining Graduation Requirements:** The academic advisor should assist the student in preparing a timetable and a plan to complete graduation requirements within a maximum of six years.
 - 2.2.5. **Explanation of average score points (quarterly and cumulative):** The student's quarterly and cumulative mean is measured by calculating the quarterly and cumulative score points (Grade Point Average GPA). Both are calculated using the following equation:

$$GPA = \frac{\text{Points of appreciation} \times \text{credit hours}}{\text{Total credit hours}}$$

Degrees and points of appreciation for each course which shown in table 1:

Table 1. Degrees and points of appreciation

Grade	A+	A	B+	B	C+	C	D+	D	F
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Points of Appreciation	5	4.75	4.5	4	3.5	3	2.5	2	1
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2.2.6. Performance evaluation: The academic advisor should help students to carry their academic burden according to their quarterly and cumulative rates so that the student whose cumulative average under academic warning can raise the rate to remove this situation. The academic advisor must make clear to the student that the academic observation is not punishment or discipline, but that it enables the student to continue studying with a minimum load of hours allowed to register. He has a 12 credit hours system to help him improve his performance. That the completion of the specialization at an acceptable and reasonable level is more important than the rapid termination of the program with low performance [25].

3. Administrative functions.

- 3.1. Change specialization: The student can change his specialization at the end of the semester, that the student's cumulative average is not less than 2.5 from 5.0 at least. The student will be transferred from one specialization to another after the approval of the Dean of the College. In the academic record of the student transferred from one specialization to another, the material that has already been studied shall be included in the academic record, cumulative rates shall be included too. Students who have academic problems are usually afraid to ask for conversion, Students who have academic problems are usually afraid to ask for conversion, and sometimes such students need only reassurance and help them with learning skills [26].
- 3.2. Delete and Add Courses: The instructor should distribute the form for deletion or addition to students who wish to make changes to their original registration during the first week of the semester.
- 3.3. Withdrawal from the course: The mentor must sign the form for students who wish to withdraw from a course and receive a withdrawal mark in their academic record during the period from the third week until the end of the eighth week, provided that the number of credit hours is not less than (12) hours [27].
- 3.4. Student Absence: The absence will be counted from the first day of the study. The general policy of the college requires that a warning be given to the student if he fails to attend the exam, and a second warning to the student if he fails 10% of the approved teaching hours. The final warning to the student if he is absent 15% of the number of credit hours for the course. A student who has been denied entry to the examination due to absenteeism shall be deemed to have failed.
- 3.5. Delay and Discontinuation: Temporary suspension for a specified period of two semesters or a maximum of three semesters. The student may apply for postponement of the study before the end of the first week of the study by

submitting the postponement form to the student affairs unit at the college.

3.6. Withdrawal from the University: The withdrawal is meant to leave the college permanently without the possibility of returning. Except in special cases which are estimated by the Deanship of the College.

4. Organizational tasks:

- 4.1. Problem Solving: The academic advisor can help students face the difficulties related to their specialties by identifying the causes of the problem and proposing appropriate solutions [28].
 - 4.1.1. Course Management: Which part of the course requires more attention? How to spend time studying the course? And how to appoint a teacher for them? How do they organize a review of their lessons?
 - 4.1.2. Time management: Are students aware of the time required by the study? Do they waste their time? What are their priorities? How do they distribute the equivalent times of their courses?
 - 4.1.3. Relationship between faculty members and students: Do students face difficulties with the material or the teacher?
 - 4.1.4. Skills and habits of study: Is the student studying? How and when? Where? With proposals for improving their studies.
 - 4.1.5. Special examination skills: Do students suffer from exam anxiety? How do they deal with it? Do they have the basic skills to prepare for exams?
 - 4.1.6. Need additional teaching: Encourage students to make the necessary arrangements to increase their capacity to continue a course, recognize this situation, and provide additional assistance to them [29].
- 4.2. Delete course: It is preferable to take steps to delete the decision before the final date specified, in the following cases:
 - 4.2.1 Increasing the student's academic burden and to obtain the degree of success.
 - 4.2.2 For better performance in the remaining courses.
 - 4.2.3 To relieve some physical and psychological stress such as medical treatment and some special problems, the figure 3 shows that the four main Academic Advisor's Tasks.

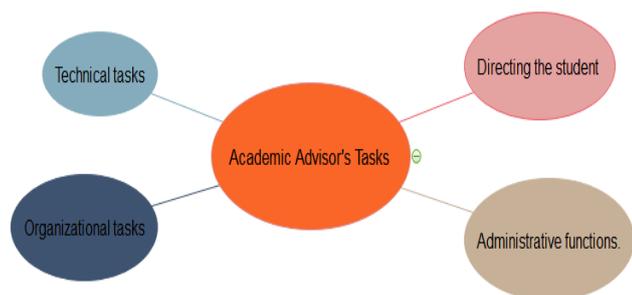


Figure 3. shows the Academic Advisor's Tasks

Responsibility of the student in the academic process [30].

1. The student has full responsibility for his academic performance as academic guidance is a mechanism for student assistance.
2. The student must know the college's manual and its website to identify all the requirements of the department, college and university requirements.
3. Familiarity with the details of the academic calendar and the important dates of registration, withdrawal, apology etc.
4. Knowing his academic advisor and his office hours.
5. Meet the mentor to consult on the study and professional objectives, the program and the schedule, and inquire about all the aspects in which he has ambiguity.
6. Implementing the guide's recommendations and attending the meeting according to the agreed dates.
7. Notifying the advisor of any events that may affect his program or performance.

PREVIOUS STUDIES.

Kevin [31] explored the self-directed learning theory, explored the relationship between students' ages and the use of academic guidance. He proved that academic counseling is an important part of the success of students and mentioned that the number of studies that dealt with academic guidance in community colleges is few. He studies regression analyzes on data representing two classes in the Community College. He has investigated whether older students used academic guidance services for the first year like younger students, despite family responsibilities. The study found that the age of students increased they were less involved in receiving academic advice. The study also showed a sharp drop in female students aged 20 to 25, and their chances of survival compared to male students continued to decline over the years. At the same time, our findings support the hypotheses of self-directed learning theory and highlight that not all students are equally involved in academic counseling.

Elcullada [32] used data mining science to study high dropout rates across Oman Tourism College (OTC). He urged the

higher education institutions to conduct a continuous analysis of students' files and evaluate the effectiveness of their academic advisory services. The aim his studies was to provide an online student academic advisory system for higher education, especially at the Oman Tourism College (OTC). The advanced system facilitates academic counseling activities and tracks student academic performance. By utilizing the data extraction method, the system is also able to generate the required data set that can be used for data analysis and data modeling to discover useful knowledge regarding student profile, student registration, and student module signs. The results of data extraction in charts and tables are very necessary for the OTC to make timely decisions and implement appropriate actions. The study was conducted using several stages of developmental research method. Using the quantitative methodology of final data for the feedback survey, student participants were asked to assess the compliance of the developed system according to ISO 9126-1 (ISO / IEC 9126-1: 2001). The results showed that the system represents a significant improvement in the OTC and had a high level of compliance with established software quality standards.

Helm [33] studied the strengthening of advisory support through invasive academic counseling interventions. In the rising above the gathering storm report. Revitalizing and Employing America for a brighter economic future. Data on engineering students were not retained in the university after one year from the last three years (2014, 2015 and 2016) new cohorts for the first time. Data analysis suggests that some academic measures and participation were predicting a decrease. In addition, the analysis revealed an opportunity to revise the principles of intervention advice. The search for the impact of interrelated counseling reflects the link between successful academic advice and the increase in retention rates and graduation rates. By requiring mandatory counseling for new students, counselors and students can develop strategies to collaborate with resources that will enhance academic success collaboratively. This study explores quantitative data on student behavior, actions, and participation. Data points include enrollment or withdrawal, participation in some programs (e.g. tutoring, mentoring, pre-college activities), and receiving academic warnings from faculty members. The descriptive statistical analysis and the appropriate reasoning will be conducted during the semester about the number of enrolled students. The study concluded that these available data indicate that additional measures are needed to explore academic guidance. The current data set is limited when students complete only one semester.

Rosemarye [34] studied the desired qualities of academic advisors who have a PhD in the United States. In mixed study, both interviews and survey data were collected. Interviews were conducted with 13 academic advisors, 18 Ph.D. candidates and graduates. The survey completed 38 academic advisors and 151 candidates and alumni in the United States. Participants from 33 states represented physiotherapy, nursing, health, education and business. The results suggest that academic advisors, doctoral candidates, and alumni have indicated that participants preferred the structure in the process of counseling, timely feedback, regular communication, emotional support during the doctoral research trip, and the

professional relationship that moves from the hierarchy to the fellowship with the candidate transition to complete the modern doctoral process. The implications of preparing academic advisors for recent PhD candidates may be helpful in supporting their successful completion.

Alex [35] described the joint effort between student affairs and academic engineering consulting offices to establish and implement a course for engineering students in the first year. For many years they have observed sequentially that many of these groups met informally throughout the first year to support each other as they moved to college. At the same time, Alex showed that many engineering students were dissatisfied with the level of support they received in the first year in areas such as searching for academic resources, choosing specialization, and managing their workload. The first-year courses focused on increasing community outreach and awareness of important opportunities and resources. His paper describes the origin and evolution of the course, challenges in implementation, and questionnaire responses from students who took the course. By listening to student feedback, they were able to increase students' satisfaction with the course and engineering.

He suggested that peer counselors be selected and trained by student affairs staff with input from faculty and engineering in the spring and summer before the guidance begins in the fall. Peer counselors are trained on the theory of student development and how to work with a diverse student body. During each semester, there are four sessions where peer counselors are required to receive more specific training from students and engineering staff. This year's sessions include navigation and time management, academic culture and success strategies, a static mindset versus growth, exploring or changing your specialty, awareness of alcohol, and well-being.

Chen [36] stated that few studies were conducted to find out the effect of data analysis on student success in science, technology, engineering, and mathematics. This study took the first step to investigate the effect of using predictive analyzes on academic counseling in engineering disciplines. Specifically, we examined the effects of informed academic advisory advice and analyzes among engineering students for the first year undeclared with respect to changing specialization and selecting the study program. He used the degree of tilt matching technique to compare students who received predictive-based analyzes with those who did not. The results indicated that students who received predictive-based analysis were more likely to undergo major changes than their counterparts. No significant implications were found regarding the choice of a program for study. The implications of the results for policy, practice and future research were discussed.

Tambour [37] studied the constraints facing academic guidance. He mentioned that mobile technologies are the most developed and dependable technology in recent years. Currently, many higher education institutions use mobile technologies, because of their mobility and accessibility, to support a variety of activities in the learning process. Counseling in training courses is an important part of the educational process and plays a key role in the success of academic students. However, counseling in the training course is a difficult task because of the intense human effort required

of the counselors. Lack of advisers committed to other academic commitments, lack of consultants in knowledge of the time-consuming nature of the task, and lack of relevant information on consultants' curricula. However, such problems make the use of the automated counseling system for the course desirable and useful. He presents the design and implementation of mobile phone applications to advise the students in the university, which is called the "mad visor", which can be used to reduce the time and effort of both students and counselors during the counseling process in the course at the beginning of each semester. The results of the e-consultant's assessment revealed that students can be given advice on the appropriate courses that suit their needs according to the requirements of the student's academic program, for registration in the next semester.

Martinez [38] explored organizational changes in the area of student services in the baccalaureate degree given by the Community College. Data were collected through interviews with faculty and administrators, notes, and organizational documents. The analysis results revealed extensive changes in academic policies and practices, academic support services, financial assistance, and slow changes in student activities.

DePaul [39] studied the causes of Attention Deficit Hyperactivity Disorder (ADHD) and Learning Disabilities (LD). There are still many questions about how best to support these students and whether services such as counseling, training and tutoring lead to significant academic gains. The current study examined the impact of GPA support services for students with LD and ADHD on campus that serves this class specifically by tracking the use of the Student Support Service and the GPAs over 5 years. Although the results indicate that most students choosing to receive training support experience academic gains, students with ADHD receive the greatest gains in the Global Program of Action as a result of this support. In addition, private tutoring can be of benefit to all students, the important gains of the program were only for students with LD diagnosis. Therefore, targeted support is needed to address the challenge areas of students.

Lesser [40] discussed internal thinking as an educational framework for interaction across differences with socially and culturally diverse students with a range of learning styles and approaches to conceptualization. He concluded that the common approach to counseling involves engaging in dialogue talks and creating a "third space" that devotes our own, social, cultural and academic methods, leading to comprehensive theoretical consultation and experience learning.

Academic guidance and guidance plan for the Faculty of Applied Studies and Community Service

1. Nature of Plan:

A group of activities and activities that are taken by the academic advisor in a certain period, namely the semester, within a specific place within the college building. These activities are offered at gradual intervals starting with the weekly and monthly follow-up and ending with completion of the semester [41].

It is the responsibility of the academic advisor to activate these activities in coordination with the Academic Guidance Unit and all interested parties in order to integrate the students into their academic environment [42].

2. Objectives of the Plan:

The objectives of the plan are based on the following:

- 2.1. Work on the dissemination and support of the culture of academic guidance among students and access to the service to those who need it and did not request it.
- 2.2. Discovering and supporting the students defaulting.
- 2.3. Helping students find direct solutions to the academic problems they face.
- 2.4. Provide the opportunity for students to benefit directly and indirectly from the expertise of faculty members outside the classroom.
- 2.5. Planning therapeutic activities to address the poor compatibility and achievement of some students.
- 2.6. Provide advice and guidance and awareness and work to modify the behavior of students uncontrolled.
- 2.7. Help students to integrate into the academic and educational environment and compatibility and adaptation.
- 2.8. Stimulate outstanding students scientifically and actively.
- 2.9. To take advantage of the talents of the students that have been discovered and help them to provide their best and highest quality through guidance to the activities of student affairs.
3. Information about the plan: The Office of Guidance takes a series of actions to inform the plan, which are as follows:
 - 3.1. Preparing the guide for academic guidance and distributing it to the new students at the beginning of the semester.
 - 3.2. Presenting the plan to the College Council for ratification and approval and making any observations of its own.
 - 3.3. Distribution of new students to faculty members with the continuation of old students with their mentors at the beginning of the semester.
 - 3.4. Publishing the plan on the website of the college to inform everyone about it.
4. Academic Advisor Jobs For the purposes of implementing the plan:
 - 4.1. Preparing the student file: The academic advisor prepares a special file for each student who has been assigned the task of supervising them. The file includes the following:
 - 4.1.1 Student data form

- 4.1.2. List of courses of study specialization leading to student graduation
- 4.1.3. Registration form, if possible.
- 4.1.4. A recent copy of the academic status of the student
- 4.1.5. Other administrative documents ... etc.
- 4.2. General orientation of the student
 - 4.2.1. Course Schedule: The instructor must ensure that students know the place and time at which lectures start and that there is no discrepancy in the schedule of the student.
 - 4.2.2. Absence of the student: Monitoring the absence of students from the functions of the professor of the course, and the academic advisor to follow cases referred to him from the Office of guidance and guidance according to plan [43].
- 4.3. Performance evaluation: The academic advisor should appoint students to carry their academic burden according to their quarterly and cumulative rates so that the student whose cumulative average is under academic warning must raise his rate to remove the situation under warning. The academic advisor should explain to the student that the academic warning is not punishment or discipline. Students should continue with a reduced tuition to help them improve their performance. These students must complete their specialization at an acceptable and reasonable level, more important than the rapid termination of the program at low performance, which may expose them to dismissal if they fail [44].
- 4.4. Discovery and support of students defaulting: The advisor reviews the results of the quarterly tests and the finally results of the semester to identify students' defaulters who have less than 60%. Conduct a personal interview for all these students to identify their problems from their point of view and write a report. In case of finding out the reason for their failure, the matter is presented to the Guidance and Guidance Office for support and follow-up to solve the problem until the student rate rises.

The instructor records the students' file with the nature of the problem and the student's achievement. The guidance and guidance office to follow up students who defaulted according to the department concerned [45].
- 4.5. Sponsorship of creative students:

The academic advisor, in cooperation with the Guidance and Guidance Office and the College Administration, designs and implements a program for the care of plaintiffs that aims to improve the students' abilities culturally, developing their talents and creating a spirit of honest competition among students.
5. Activities and Activities of the Plan: The plan is expected to cover activities and events such as: Identify periodic

visits for students to communicate with them on a personal level to discuss the problems and issues that they encounter. Communicate electronically with students whenever possible to discuss everything related to the difficulties they face in their studies. Involve students in seminars and workshops held by the College or other colleges whenever possible to achieve personal and social interaction and integrate them into the academic environment of university life. Involvement students in various activities in college [46].

Proposed Academic Guidance Plan for the Faculty of Applied Studies and Community Service

As a result of the nature of the study in the college. Academic Guidance Plan is divided into two stages: Preparation stage and the stage specialization. The Academic Guidance plan was divided into two phases: The first stage: begins with the first

semester of the student and ends with the beginning of specialization. This stage is overseen by the supporting courses department and assisted by the departments [47].

The second phase is the most important stage in the Academic Guidance process, supervised by the scientific departments, after the student's specialization. The files of students are transfer from the supervisors in the first stage to the supervisors in the second stage (scientific departments supervisors). The student is supervised by the department supervisors until he graduates from the college [48].

The quarterly guidance plans.

Distribution of the extension tasks of the academic advisor on the weeks of the semester table 2 shows the weekly tasks of the advisor, to organize the extension work in the college.

Table 2. Weekly tasks of advisors

The Week	Tasks and activities.
Week 1	Preparing the plan and preparing the students. -
Week 2	- Meeting with students to welcome them and acquaintances and clarify the tasks of the academic advisor.
Week 3	- Holding a meeting with the members of the faculty to coordinate with them in the performance of tasks. - Receive a list of the names of academic guidance students from each academic advisor as they are in the portal and their academic cases. - To develop a list of the names of students and their cases in terms of being incompetent or outstanding and inform the members of the faculty.
Week 4	- Limiting the creative activities of students and their tendency to start joining the various activities in college. - Access from the faculty members to the list. The names of students who did not attend the 75% of the lectures and contact them or their families to inform them embarrassed their position and to find out the reasons for this and whether it is possible to help.
Week 8	- Psychological preparation and solving problems related to the first quarterly test. - Access from the faculty members to the list. The names of students who did not attend 50% of the lectures and contact them or their families to inform them of the embarrassment of their position and to find out the reasons for this and whether it is possible to aid.
Week 10	- Meeting with all members of the faculty to find out the situation of students defaulting and what was directed towards them and the impact of the program followed with them in the amendment of the results of the study (after the first quarterly test) as well as outstanding students and their motivation, in addition to the result of the first test of cases need to Special care.
Week 12	- Access from the faculty members to the list. The names of students who did not attend 25% of the lectures and contact them or their families to inform them of the embarrassment of their position and to find out the reasons for this and whether it is possible to aid
Week 13	- Identify student cases that suffer from problems related to tests and ways to overcome it.
Week 14	- To obtain a report from the mentors on the development observed in the cases of students defaulting after the second semester test or the assessment of faculty members of those who did not do this test. - Preparation of the program "guidance hours" in which each academic guide to host all students of academic guidance to him.
Week 15	- Follow-up of the faculty members to carry out the program "guidance hour" and meet with students to prepare them for the end of the semester test.

	<ul style="list-style-type: none"> - Giving a lecture on "Test anxiety and how to deal with it" as part of the preparation of students to test the end of the semester by a specialist in mental health if possible and alternative is the head of the Office of Guidance and Guidance. - - Apply a student survey to learn about their impressions of academic counseling activities in general.
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DISCUSSION

The College has taken the following steps to strengthen the academic process in the College, Conducting an advertising campaign to market extension services, Remind every student that he was assigned an academic advisor to follow the course of his academic life, Urge students to initiate communication with the academic advisor, The campaign revealed to the students that the academic guide is not for students who are just defaulting, It is also for outstanding students, This was the reason for the students to take the extension process, allocating two hours in the table of each professor for academic guidance only, out of office hours, Urge counselors to communicate with students through all available means, such as university email, blackboard program, periodic meetings for students and given the following appointments before the registration of courses, before the end of the withdrawal period of the course, Before the apology for the study and before the final tests.

Put the name of the academic advisor in the system of student records to appear in the student's account, explain and distribute the method of knowledge of the academic advisor, each student has full knowledge of his academic guide and address of his office, conversion of special cases that require psychological care to the university leader in the college, Mining students' data to find who are late for the study plan, so as not to exceed the legal duration of the study and turn them into their mentors. Identify students with low load to encourage them to follow the study plan.

Identify students with special needs, to take care of their health and mobility conditions, to providing them with maximum mobility, by provide special paths for their Wheelchair and parking for their cars.

The table 3 shows the number of students who took the first alarm, second alarm, additional opportunity, additional opportunity after stopping term and dismissed from the College. For the first and second term of three years in 2015, 2016,

The new procedures for academic guidance were implemented at the beginning of the first semester of the academic year 2017 table 4 shows the number of the first alarm, second alarm, additional opportunity, additional opportunity after stopping term and dismissed. Because the numbers of college students are semi-constant for each semester, the numbers for each box are valid for statistical analysis without the need to use the spread and correlation. We note from the table that there is a slight difference in the numbers, indicating that there is significant progress in using these procedures for academic guidance.

Table 3. First alarm, second alarm, additional opportunity, additional opportunity after stopping term and dismissed for the first and second term of three years in 2015, 2016,

Before academic process				
	First semester 2015	Second semester 2015	First semester 2016	Second semester 2016
First Alarm	64	47	50	48
Second Alarm	32	25	32	28
An additional chance	0	1	2	5
An additional chance after stopping term	3	6	7	2
dismiss	13	12	3	7
Sum	112	91	94	90

Table 4. Number of the first alarm, second alarm, additional opportunity, additional opportunity after stopping term and dismissed at the first and second semester in 2017.

After academic process		
	First semester 2017	Second semester 2017
First Alarm	60	63
Second Alarm	13	19
An additional chance	1	4
An additional chance after stopping term	2	1
dismiss	5	0
Sum	81	87

CONCLUSION

University counseling is an urgent need for students, to realize their own values, attitudes and ideas. Adopting a comfortable psychology for students and employees so that the educational institution is the safe place for the university student and through it acquires awareness of his abilities in facing and addressing the problems that face him in his life. Every student face difficulties and challenges in his life. Students address these difficulties in different ways, sometimes they find help from their families or friends or from private institutions or services. The aim of this study is to study the effect of the measures taken on the students' academic achievement, the study concluded that the effect is very simple, and this is due to the weakness of students in the basic scientific subjects. The reason was not knowledge of the laws and regulations, the study proposes the establishment of a strengthening unit for scientific, accounting and financial materials, To strengthen the

students in these courses, It is possible that the methods of treatment in changing the presentation of courses or the exchange of professors of courses or give preparatory courses for these materials and finally gave strong evening lessons for students. The teacher of this course is not the primary teachers of these courses. These courses are administered by the scientific departments that provide these courses.

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