



2026

ACADEMIC ADVISING HANDBOOK

AL-AHLYIYA AMMAN UNIVERSITY
FACULTY OF INFORMATION TECHNOLOGY

Al-Ahliyya Amman University

Academic Advising

Guiding You Today for a Successful Tomorrow

- Plan Your Path
- Explore Your Options
- Make Informed Decisions
- Reach Your Goals

Your Success. Our Guidance.
Together, We Build **Your Future.**

- Personalized Support
- Academic Planning
- University Resources
- Continuous Support



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1. Introduction

This handbook is intended to serve as a clear and organized reference for the academic advising process at Al-Ahliyya Amman University. It explains the general framework governing academic advising and student follow-up throughout the students' academic journey. The handbook is based on the University's approved policies and procedures, particularly those related to the Student Follow-up Policy, the Academic Advising Procedure, the procedures for following up at-risk and outstanding students, and the procedure for measuring the effectiveness of academic advising, thereby ensuring that advising practices are aligned with the official regulations and instructions of the University.

This handbook further emphasizes that academic advising is not limited to assisting students with course registration; rather, it is a continuous academic and developmental process that supports students in understanding their study plans, complying with academic requirements, making sound academic decisions, and addressing difficulties that may affect their academic progress. In this way, academic advising contributes to improving student performance and enhancing retention, success, and timely graduation. This orientation is also consistent with the Student Handbook, which highlights the importance of providing students with clear and organized information about academic regulations, procedures, and support services throughout their university experience.

2. Purpose of the Handbook

The purpose of this handbook is to standardize and organize academic advising practices across colleges and academic departments by clarifying key concepts, defining roles and responsibilities, explaining approved procedures, and identifying the forms and documents related to academic advising and student follow-up. It is also intended to help students, faculty members, and relevant administrative units understand the mechanisms of academic advising and student academic progress monitoring within a clear and integrated institutional framework.

This handbook is also intended to support the quality of the educational process by strengthening preventive, developmental, and remedial advising practices, activating mechanisms for following up at-risk students, supporting outstanding students, and measuring the effectiveness of academic advising and using its results for continuous improvement. Accordingly, this handbook serves as both an operational and guidance document that promotes consistency, improves practice, and strengthens a student-supportive learning environment.

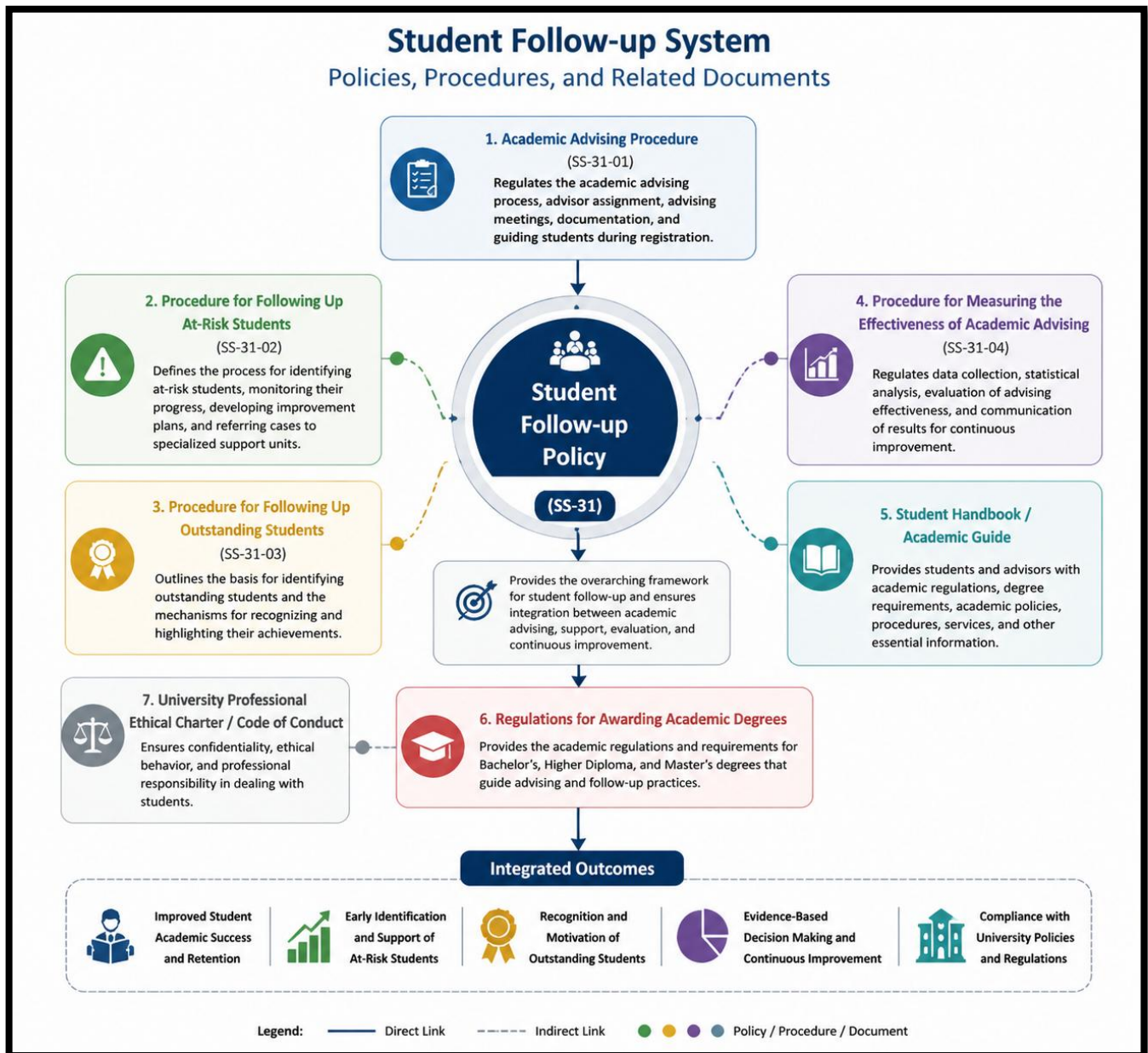
3. Reference Policies, Procedures, and Related Documents

This handbook is based on a set of approved institutional policies, procedures, and related documents at Al-Ahliyya Amman University, which together provide the regulatory and operational framework for academic advising and student follow-up. These references ensure that academic advising practices are implemented in alignment with the University's official academic regulations and are linked to established processes of follow-up, support, evaluation, and continuous improvement.

The main reference documents include the following:

1. **Student Follow-up Policy (SS-31)**, which serves as the overarching policy regulating student follow-up and linking academic advising with the follow-up of at-risk students, outstanding students, and the measurement of academic advising effectiveness.
2. **Academic Advising Procedure (SS-31-01)**, which explains the mechanisms for forming academic advising committees, assigning students to advisors, conducting advising meetings, reviewing academic records, documenting advising sessions, and guiding students during registration.
3. **Procedure for Following Up At-Risk Students (SS-31-02)**, which defines the process for identifying academically at-risk students, monitoring their progress through academic advisors, developing improvement and support plans, and referring cases to specialized support units when needed.
4. **Procedure for Following Up Outstanding Students (SS-31-03)**, which outlines the basis for identifying outstanding students and the mechanisms for recognizing and highlighting their achievements at the college and university levels.
5. **Procedure for Measuring the Effectiveness of Academic Advising (SS-31-04)**, which regulates the collection of evaluation data, its statistical analysis, and the communication of results to the concerned bodies for improvement purposes.
6. **Student Handbook / Academic Guide**, which provides a comprehensive reference for academic regulations, degree requirements, academic load, academic warning, add/drop procedures, student services, and other information needed by both students and academic advisors during the advising process.
7. **Regulations for Awarding Academic Degrees (Bachelor's, Higher Diploma, and Master's)** at Al-Ahliyya Amman University, which constitute an important academic reference for advising and follow-up practices. The **University Professional Ethical Charter / Code of Conduct** is also relevant, particularly in matters related to confidentiality and professional responsibility in dealing with students.

Accordingly, this handbook should not be viewed as a stand-alone document separate from the University's regulatory environment; rather, it is an operational and interpretive document that helps standardize advising practice and clarifies the relationship between the general policy, executive procedures, related forms, and the mechanisms of evaluation and continuous improvement.



4. Definitions and Key Terms

For the purposes of this handbook, the following terms shall have the meanings assigned to them below, unless the context indicates otherwise. These definitions are based on the approved policies and procedures of Al-Ahliyya Amman University and on the student academic guide.

1. Academic Advising

A continuous academic, organizational, and developmental process intended to help students understand their study plans, comply with academic rules and regulations, select appropriate

courses, monitor their academic progress, and address difficulties that may affect their performance and academic journey.

2. **Academic Advisor**

A faculty member assigned to follow up a group of students academically and provide guidance related to the study plan, registration, academic load, academic difficulties, and the documentation of advising sessions and related recommendations.

3. **Academic Advising Committee**

A committee formed at the department or college level at the beginning of the academic year to organize the advising process, monitor students, review reports and academic cases, and recommend necessary actions and improvements.

4. **Student Follow-up**

An institutional process intended to monitor students' academic progress, identify difficulties or challenges at an early stage, and take appropriate actions to support improvement or further strengthen academic excellence.

5. **At-Risk Student**

A student whose cumulative GPA falls below the minimum required level according to the approved regulations, or who shows indicators of academic weakness requiring follow-up and support, such as repeated failure, academic warning, or poor academic achievement. The University procedures define such students within the formal academic follow-up system.

6. **Outstanding Student**

A student who achieves a high academic standing according to the approved University criteria and is therefore eligible for positive follow-up, recognition, and encouragement under the relevant official procedure.

7. **Academic Advising Session**

A structured meeting between the student and the academic advisor during which the student's academic record, study plan, and academic standing are reviewed, appropriate recommendations are provided, and the outcome is documented in the approved form or system.

8. **Study Plan**

The approved academic framework of a programme, which specifies the courses, prerequisites, credit hours, and graduation requirements, and serves as a primary reference in academic advising.

9. **Academic Record**

The student's academic record that reflects the courses studied, earned credit hours, grades, cumulative GPA, and any related academic warnings or remarks. This record is used as a basis for academic advising and academic decision-making.

10. **Cumulative Grade Point Average (CGPA)**

The cumulative average of the student's performance in all counted courses within the study plan, used to determine academic standing, including academic warning, academic excellence, and graduation eligibility.

11. **Academic Warning**

An academic status assigned to a student whose cumulative GPA falls below the approved University minimum, requiring closer follow-up and corrective measures to help improve academic standing.

12. **Academic Load**

The number of credit hours a student is allowed to register for in a given semester in accordance with the applicable regulations and the student's academic status.

13. **Confidentiality of Information**

The obligation to protect students' academic and personal information and not disclose or use it

except for authorized academic and administrative purposes within the limits of professional responsibility.

14. Measurement of Academic Advising Effectiveness

A structured evaluation process that uses approved tools, such as surveys and data analysis, to assess the efficiency and effectiveness of academic advising services and use the results for continuous improvement.

5. Philosophy and Importance of Academic Advising

The philosophy of academic advising at Al-Ahliyya Amman University is based on the view that the student is at the center of the educational process and that academic support should not be limited to course registration or checking compliance with the study plan. Rather, it should include continuous guidance, support in academic decision-making, early follow-up of difficulties, and the enhancement of the student's ability to adapt, succeed, and progress steadily toward graduation. From this perspective, academic advising is regarded as an integrated academic, organizational, and developmental process that is closely linked to the quality of the university experience and the effectiveness of student support.

The importance of academic advising stems from its role in helping students understand university regulations, study plans, graduation requirements, and appropriate academic loads. It also supports students in selecting suitable courses and making sound academic decisions based on their academic standing. In addition, academic advising contributes to the early identification of students facing academic difficulties, the provision of appropriate support, and the follow-up and encouragement of outstanding students. In this way, it strengthens student retention, improves academic performance, and enhances the likelihood of student success and timely graduation.

The philosophy of academic advising is also linked to the principle of continuous improvement. The advising process is not limited to individual student guidance, but also includes evaluating the effectiveness of advising through approved tools, analyzing results, and using feedback to improve related practices, forms, and procedures. Accordingly, academic advising constitutes an essential component of the University's quality assurance and student support system.

6. Objectives of Academic Advising

Academic advising at Al-Ahliyya Amman University aims to support students throughout their academic journey by providing structured and continuous academic guidance and by helping them understand university regulations, study plans, and graduation requirements. This enables students to make sound academic decisions and take informed responsibility for their academic progress. Academic advising also aims to establish an effective professional relationship between the student and the academic advisor based on follow-up, guidance, and timely advice.

More specifically, the objectives of academic advising include the following:

1. Helping students understand university regulations, study plans, and graduation requirements.
2. Guiding students in selecting appropriate courses in accordance with their study plans and academic standing.
3. Monitoring students' academic progress on a regular basis and reviewing their academic records to support effective academic planning.
4. Identifying students who face academic difficulties at an early stage and providing them with appropriate support and guidance, or referring them to specialized units when necessary.
5. Assisting students in making sound academic decisions related to registration, academic load, continuation in the programme, and graduation.
6. Enhancing students' commitment to their study plans and programme requirements.
7. Supporting academically at-risk students through structured follow-up and appropriate improvement plans.
8. Supporting and encouraging outstanding students and highlighting their academic achievements.
9. Contributing to improved retention, success, and timely graduation rates.
10. Supporting the quality of the educational process by linking academic advising with evaluation, feedback, and continuous improvement processes.

Accordingly, academic advising is not intended only to address problems after they arise, but also to prevent them, promote student success, and strengthen the effectiveness of the student-supportive learning environment.

7. Scope of Application

This handbook applies to all parties involved in the academic advising and student follow-up process at Al-Ahliyya Amman University. This includes students, faculty members assigned as academic advisors, department chairs, college deans, academic advising committees, and supporting administrative units, particularly the Admission and Registration Department, as well as specialized support units when needed. Its application is grounded in the University's approved institutional policy and procedures that regulate academic advising, student follow-up, and the measurement of the effectiveness of this process.

The scope of this handbook covers all stages of academic advising related to the student's academic journey, starting with orientation and advising for new students, continuing through periodic advising related to registration, review of study plans and academic records, and extending to the follow-up of special cases such as at-risk students and outstanding students, the documentation of advising sessions, the submission of reports, and the use of evaluation results for continuous improvement. The scope also includes the use of approved forms and adherence to confidentiality and professional responsibility in all matters related to student data and follow-up procedures.

Accordingly, this handbook serves as an operational reference for advising practice within colleges and academic departments and is used to ensure that academic advising procedures are implemented consistently and in alignment with the University's academic regulations, policies, and approved reference documents.

8. Academic Advising Governance and Organizational Structure

The governance of academic advising at Al-Ahliyya Amman University is based on a clear organizational structure that ensures the distribution of roles and responsibilities among the relevant academic and administrative bodies, thereby supporting the effective and systematic implementation of academic advising and student follow-up. This structure relies on coordination among the College Dean, the Department Chair, the Academic Advising Committee, faculty members serving as academic advisors, the Admission and Registration Department, and the support units to which students may be referred when necessary.

At the governance level, the Dean is the academic authority responsible for overseeing the organization of academic advising within the college. At the beginning of the academic year, the Dean nominates or takes the necessary action to form the Academic Advising and At-Risk Students Committee, follows up the implementation of advising-related procedures, and raises relevant matters to the concerned councils when required. Department Chairs also play a central role in implementing academic advising at the departmental level by assigning students to academic advisors, monitoring the advising process, and handling special academic cases in coordination with the committee and the advisors.

The Academic Advising Committee serves as the direct coordinating body responsible for following up the implementation of academic advising policies and procedures within the department or college, reviewing advisors' reports, considering the cases of at-risk students and other cases requiring follow-up, and recommending appropriate improvement actions. The academic advisor, in turn, is the direct point of contact with the student and is responsible for reviewing the academic record and study plan, providing guidance, documenting advising sessions, and following up students according to their academic status.

The Admission and Registration Department is also a key part of this structure, as it provides colleges and departments with the academic data and student lists needed for advising and supports registration, add/drop, and academic follow-up processes in accordance with the applicable regulations. This structure is further linked to the University's support services and units, including psychological, social, or academic support bodies to which students may be referred when necessary. In this sense, the organizational structure of academic advising is not based on individual effort alone, but on an integrated institutional system intended to promote student success and support the quality of the educational process.

9. Roles and Responsibilities

The effectiveness of academic advising depends on the clarity of roles and the integration of responsibilities among all related parties, so that the advising process is implemented within an organized institutional framework that ensures proper follow-up, accurate guidance, timely intervention when

needed, and sound documentation of all related actions. In this context, responsibilities are distributed among the College Dean, the Department Chair, the Academic Advising Committee, academic advisors, students, the Admission and Registration Department, as well as the support units to which students may be referred when necessary.

9.1 Responsibilities of the College Dean

The College Dean oversees the organization of the academic advising process within the college and, at the beginning of each academic year, takes the necessary steps to form the Academic Advising and At-Risk Students Committee, follow up the implementation of related policies and procedures, and support academic departments in applying them. The Dean also plays a supervisory role in monitoring reports and outputs related to academic advising and in referring matters that require higher-level decisions or action to the appropriate councils and authorities.

9.2 Responsibilities of the Department Chair

The Department Chair is responsible for following up the implementation of academic advising at the department level. This includes assigning students to academic advisors from among the faculty members according to specialization and academic level, monitoring the progress of the advising process, and coordinating with the Academic Advising Committee regarding special cases, particularly at-risk students and students expected to graduate. The Department Chair also supports academic advisors, follows up compliance with approved procedures and forms, and promotes the quality of advising practice within the department.

9.3 Responsibilities of the Academic Advising Committee

The Academic Advising Committee performs an organizational and follow-up role in implementing academic advising policies and procedures. It follows up student cases, reviews related reports and forms, considers cases requiring special attention, and recommends appropriate improvement actions. The Committee also contributes to the follow-up of at-risk students, reviews the results of measuring the effectiveness of academic advising, and uses feedback to improve advising practice at the department or college level.

9.4 Responsibilities of the Academic Advisor

The academic advisor is the direct party responsible for following up the student academically. The advisor's responsibilities include guiding the student in selecting courses in accordance with the study plan and academic standing, explaining the relevant university rules and regulations, reviewing the academic record, monitoring the cumulative GPA and academic load, and identifying at an early stage any academic difficulties the student may face. The academic advisor is also responsible for documenting advising sessions and recommendations in the approved forms or systems, following up academically at-risk students, and referring cases that require specialized support to the appropriate units in accordance with approved procedures.

9.5 Responsibilities of the Student

The student bears an essential responsibility in ensuring the success of the academic advising process by maintaining regular communication with the academic advisor, attending advising meetings as scheduled, preparing the necessary information and documents, monitoring the study plan and academic record, and complying with university regulations related to registration, academic load, and graduation requirements. The student is also expected to seek assistance when facing any academic or personal difficulty that may affect academic achievement or progress and to respond positively to recommendations and proposed improvement plans.

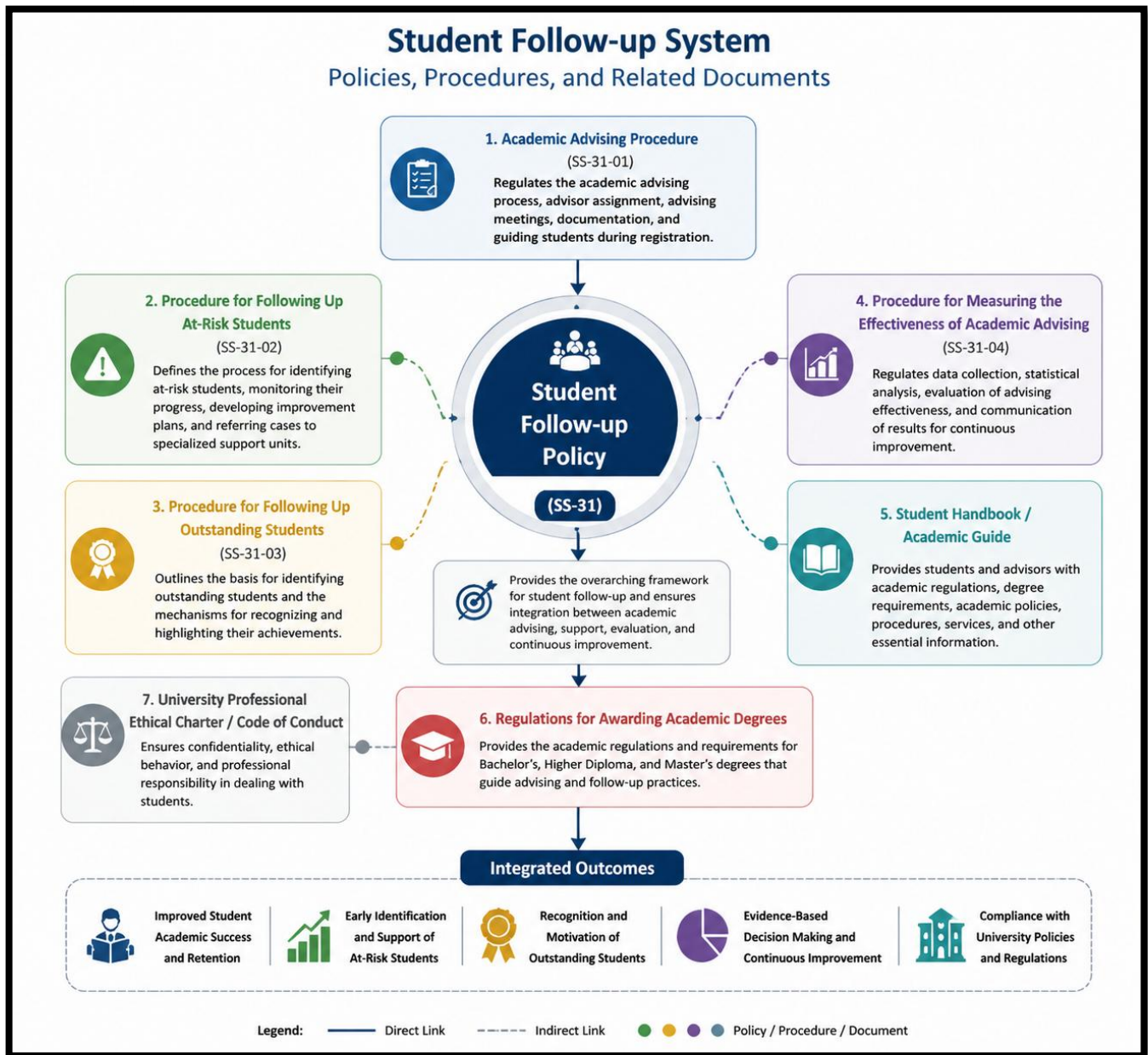
9.6 Responsibilities of the Admission and Registration Department

The Admission and Registration Department supports the academic advising process by providing colleges and departments with the necessary academic lists and data, such as student names, academic levels, academic standing, registered and earned credit hours, and other related information. The Department also supports registration, add/drop processes, and the follow-up of students' academic status in accordance with applicable regulations, thereby ensuring the availability of accurate information needed for sound advising decisions.

9.7 Responsibilities of Relevant Support Units

When a student's needs go beyond direct academic advising, the advising process is integrated with the relevant support units داخل the University, such as psychological, social, or student support services. The role of these units is to receive referred cases, provide appropriate support within their area of responsibility, and coordinate with the academic advisor or the concerned authority whenever necessary, in a manner consistent with confidentiality requirements and professional responsibility.

Accordingly, academic advising is a shared responsibility built on partnership among the student, the academic advisor, and the supporting academic and administrative bodies, ensuring the provision of structured and effective support that contributes to student success and the improvement of the educational process.



10. Academic Advising Process

The academic advising process at Al-Ahliyya Amman University is implemented within an organized framework that ensures continuous and systematic academic support for students, starting from the organization of advising at the college and department levels, through assigning students to academic advisors, and extending to advising meetings, review of academic records, documentation of recommendations, and follow-up of special cases when needed. This process is based on the University's approved procedures and the related official forms.

10.1 Formation of the Academic Advising Committee

At the beginning of the academic year, the necessary steps are taken to form the Academic Advising and At-Risk Students Committee at the college or department level. This committee is responsible for organizing and overseeing the advising process and for reviewing cases that require special follow-up.

10.2 Provision of Student Data to the College and Department

The relevant units, particularly the Admission and Registration Department, provide the college or department with students' names, academic data, academic levels, and specializations, enabling the organized assignment of students to academic advisors and the proper follow-up of their academic status.

10.3 Assignment of Students to Academic Advisors

The Department Chair assigns students to academic advisors from among faculty members according to specialization and academic level, while also taking into account the student's academic status, such as whether the student is new, expected to graduate, or academically at risk. This assignment helps ensure direct and organized follow-up for every student.

10.4 Announcement of Academic Advisors and Office Hours

The names of academic advisors and the students assigned to them, along with office hours or approved communication channels, are announced to ensure that students know their advisors and can contact them at appropriate times.

10.5 Conducting Academic Advising Sessions

Students hold advising sessions with their academic advisors, especially before registration and during periods that require important academic decisions. These sessions are intended to discuss the student's academic path, provide appropriate guidance, and answer questions related to the study plan, programme requirements, and university regulations.

10.6 Review of the Academic Record and Study Plan

During the advising session, the academic advisor reviews the student's academic record, including the study plan, cumulative GPA, completed and remaining credit hours, registered courses, and any course failures, academic warnings, or other relevant remarks. This review helps build a clear understanding of the student's academic status and supports sound decisions regarding registration and future academic planning.

10.7 Guiding the Student in Course Registration

The academic advisor guides the student in selecting the courses to be registered based on the study plan, prerequisites, academic standing, appropriate academic load, and any special academic condition

affecting the student. The aim is to ensure balanced registration aligned with graduation requirements and sound academic progress.

10.8 Documentation of Advising Sessions and Recommendations

The academic advisor is responsible for documenting advising sessions and the resulting remarks and recommendations in the approved forms or electronic systems, ensuring that a clear record is available for future follow-up, evaluation, and the consideration of special cases.

10.9 Follow-up of Special Academic Cases

When there are cases requiring additional follow-up, such as academically at-risk students, students expected to graduate, or other special cases, these are handled in accordance with the approved procedures and in coordination with the Academic Advising Committee and the relevant units. This follow-up may include additional meetings, improvement plans, or referral to specialized support units when necessary.

10.10 Periodic Follow-up and Reporting

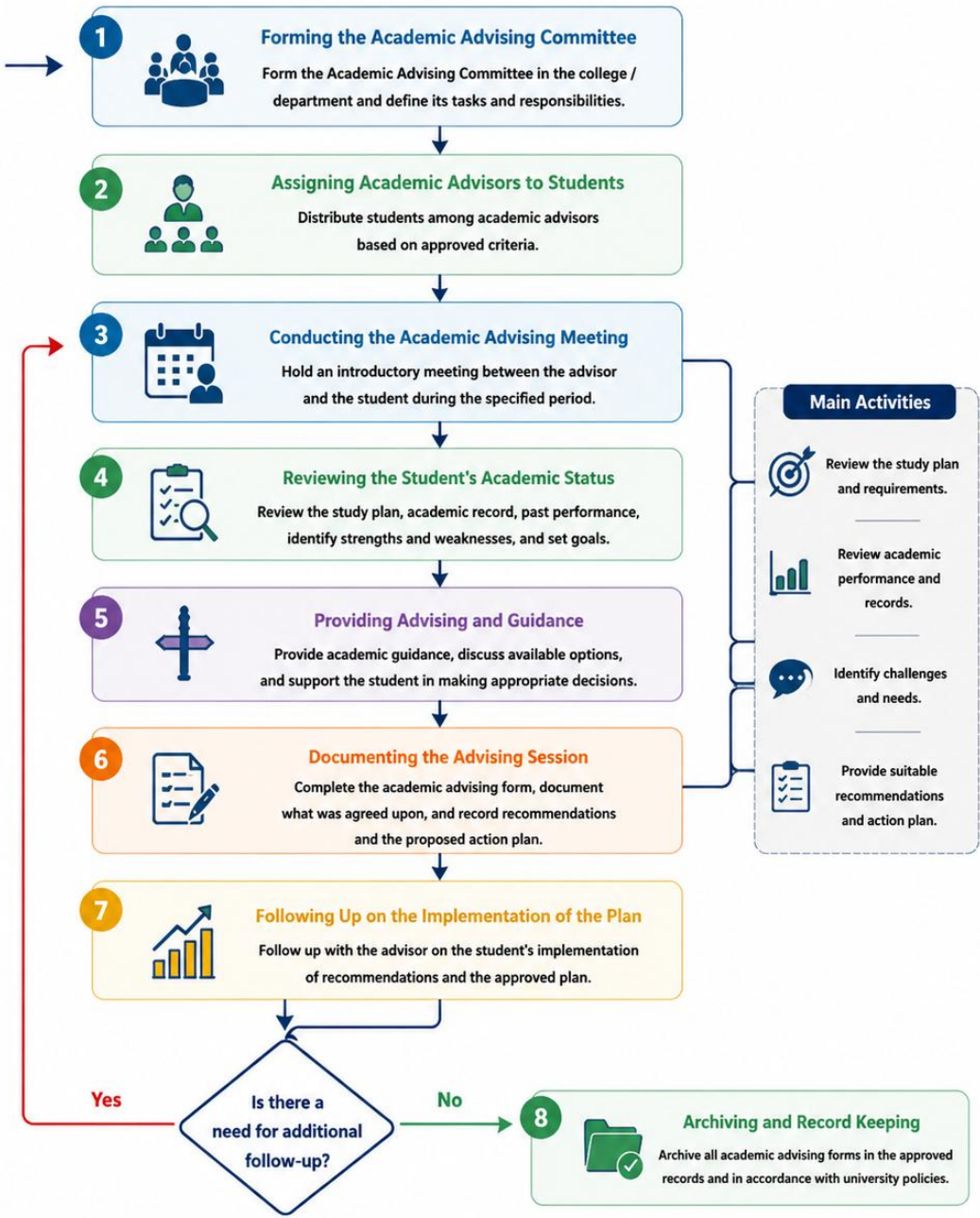
The academic advising process does not end with registration advising; rather, it continues through periodic follow-up of the student's academic status, review of reports and forms, and the use of feedback and evaluation results to improve advising practice. Reports and recommendations may also be submitted to the committee or the college administration whenever required by the approved procedures.

Accordingly, the academic advising process represents an interconnected series of organizational and operational steps intended to help students progress through their academic programmes in an informed and structured manner, while strengthening the quality of follow-up and support within the college or academic department.

Flowchart of the Academic Advising Process

- Responsible Parties**
- Deanship
 - Academic Departments
 - Academic Advising Committee
 - Students
 - Supporting Units

- Legend**
- Initiation
 - Process
 - Guidance
 - Documentation
 - Follow-up
 - Archiving
 - Decision
 - Flow
 - Return Flow



11. Orientation and Advising for New Students

Orientation and advising for new students constitute a fundamental stage in supporting the student's transition into the university environment and in enabling the student to understand the academic and administrative system governing university study from the beginning of enrollment. In this context, Al-Ahliyya Amman University gives importance to organizing introductory and advising meetings for new students in order to provide them with essential information about the University, the college, the academic programme, and the relevant regulations and instructions, thereby helping them begin their academic journey in a clear and well-organized manner.

This stage aims to familiarize new students with the University's vision and mission, its academic structure, their study plans, graduation requirements, registration mechanisms, academic regulations, academic load, attendance, assessment, and the student services available to them. These orientation meetings also help explain the role of the academic advisor, the importance of early communication with the advisor, and the student's responsibility for following the study plan and complying with applicable regulations. This, in turn, strengthens students' awareness of their rights and responsibilities and helps them make more informed academic decisions from their first semester.

From an organizational perspective, the college and academic departments contribute to the orientation of new students through coordination with the relevant university units, the provision of initial guidance, the answering of students' questions and inquiries, and directing them to the official channels they may need during their studies. The early assignment of students to academic advisors is also an important part of this stage, as it helps establish an advising relationship from the outset and facilitates systematic and early academic follow-up.

Effective orientation for new students contributes to reducing the uncertainty they may experience at the beginning of university study, enhancing their integration into the academic environment, and minimizing the likelihood of mistakes related to registration, understanding the study plan, or programme requirements. Therefore, early advising for new students represents an important preventive dimension of the academic advising system and supports academic success and stability from the initial stages of study.

12. Course Registration Advising

Course registration advising is one of the most important stages of the academic advising process because it is the point at which the student's study plan and academic standing are translated into actual registration decisions that directly affect academic progress. In this context, the student meets with the academic advisor before registration or during the designated advising period in order to review the academic situation and receive guidance in selecting appropriate courses according to clear and organized academic principles.

The advising process during course registration is based on reviewing a number of essential elements, most notably the approved study plan, course prerequisites, completed and remaining credit hours, cumulative GPA, the student's academic standing, and the academic load permitted under University regulations. Special cases are also taken into account, such as whether the student is new, academically at risk, expected to graduate, or subject to a specific advisory or follow-up plan.

During this stage, the academic advisor guides the student toward registering courses that are consistent with the proper sequence of the study plan, respect prerequisite requirements and appropriate academic load, and support steady progress toward completing programme requirements. The advisor also explains the implications of certain registration decisions, such as carrying a heavy academic load or registering courses without adequate preparation, and the possible effects of such decisions on academic performance or the duration of study. This guidance is particularly important in cases requiring careful decisions, such as students expected to graduate or students with critical academic standing.

Course registration advising also helps reduce common errors, such as overlooking prerequisites, delaying essential courses, selecting an unsuitable academic load, or failing to follow the correct course sequence. Through this process, the student is supported in building a more balanced and realistic registration plan that matches academic ability and academic status and contributes to success and continuation in the programme.

After discussing the most appropriate options, the advising recommendations related to registration are documented in the approved forms or systems to ensure that a clear reference is available for follow-up or for reviewing any later academic case. In this way, course registration advising is not merely a procedural step, but rather a fundamental element of sound academic planning and informed student decision-making

13. Review of Academic Records and Study Plans

The review of academic records and study plans is a core component of the academic advising process because it enables both the academic advisor and the student to develop a clear and accurate understanding of the student's current academic status, determine what programme requirements have already been completed, identify what remains outstanding, and recognize any difficulties or remarks that may affect academic progress. This review is conducted especially during pre-registration advising sessions, but it may also be carried out whenever required by the student's needs or academic condition.

The review of the academic record includes examining the approved study plan of the programme, the number of credit hours completed by the student, the courses passed or failed, the prerequisites that have been satisfied or are still pending, as well as the cumulative GPA, academic standing, and any academic warnings or related remarks. This review helps determine the extent to which the student is following the correct sequence of the study plan and reveals any delay in completing requirements or any imbalance in the distribution of academic load across semesters.

This process also enables the academic advisor to provide more accurate and realistic guidance, as recommendations can be based on actual data about the student's academic path rather than on general advice alone. For example, the review of the academic record may reveal the need to reorder registration priorities, reduce the academic load, focus on completing certain core requirements, or prepare a gradual plan to address academic difficulty or readiness for graduation. In this sense, reviewing the academic record and study plan is not merely a technical step, but a basis for sound and informed academic decision-making.

This review becomes even more important in special cases, such as academically at-risk students, students expected to graduate, or students who wish to adjust their academic path within the permitted framework. In such cases, the review of the academic record and study plan helps ensure that advising decisions remain aligned with academic regulations, programme requirements, and the expected timeline for graduation. Documenting the outcomes of this review within the advising session also strengthens the effectiveness of later follow-up and provides a clear reference whenever the student's status or academic development needs to be reviewed.

14. Documentation of Academic Advising Sessions

The documentation of academic advising sessions is a fundamental element in ensuring the effectiveness and quality of the advising process, as it provides an organized record of the discussions held between the student and the academic advisor, the recommendations agreed upon, and the actions that should be followed up later. Such documentation strengthens the principle of continuity in academic advising, ensuring that the process is not limited to temporary verbal meetings, but becomes part of an institutional follow-up system that can be referred to whenever needed.

Documentation usually includes the student's basic information, such as name, university number, specialization, and academic level, together with the date of the session, its subject, key remarks related to the academic record and study plan, and the advising recommendations or decisions reached. Documentation may also include reference to academic, organizational, or personal issues affecting the academic path, within the limits required by professional responsibility and confidentiality.

The importance of documentation becomes even greater in cases requiring continuous follow-up, such as academically at-risk students, students who need an improvement plan, or cases requiring referral to support units within the University. In such situations, documentation helps track the development of the case, review the actions taken, and evaluate the student's compliance with recommendations or improvement in academic standing over time. It also supports the work of the Academic Advising Committee when reviewing cases, reports, and appropriate decisions.

Documentation also contributes to evaluation and continuous improvement processes because it provides data and indicators that can be used in preparing periodic reports, studying the effectiveness of academic advising, and reviewing the quality of implementation at the department or college level. Therefore, commitment to documenting sessions using the approved forms is not merely an administrative

requirement, but an essential part of quality assurance and professional accountability in advising practice.

Accordingly, the academic advisor is expected to document advising sessions in the approved forms or electronic systems and keep them according to the applicable procedures in a way that ensures accessibility to authorized parties when needed, while maintaining full confidentiality and protecting student information.

15. Follow-up of At-Risk Students

The follow-up of at-risk students is an essential component of the academic advising system at Al-Ahliyya Amman University. It aims to provide early intervention for students who face difficulties that may affect their academic progress or continuation in their academic programme. This aspect is grounded in the Student Follow-up Policy and the approved procedure for following up at-risk students, ensuring that the process is implemented in a structured and institutional manner based on diagnosis, guidance, support, and continuous evaluation.

An academically at-risk student is generally understood as a student who demonstrates weakness in academic performance according to the approved University indicators, such as a low cumulative GPA, academic warning status, repeated failure, or difficulty in completing academic requirements within the expected academic path. Such cases require special follow-up aimed at helping the student understand the causes of academic difficulty and develop an appropriate plan for improvement.

The follow-up process begins with identifying the cases that require attention through the academic lists and data provided to the college or department by the concerned units. These students are then assigned to academic advisors or followed up through the designated committee. After that, dedicated advising sessions are conducted to study each student's case individually and discuss the possible causes of academic difficulty, whether related to academic load, weak academic planning, absenteeism, or personal, psychological, or social factors that may affect academic achievement.

In light of this review, the academic advisor works with the student to develop an appropriate improvement plan, which may include reorganizing registration priorities, reducing the academic load, focusing on certain core courses, strengthening academic follow-up during the semester, or guiding the student toward a more suitable advisory plan. When the causes of difficulty fall outside the direct academic scope, the student may be referred to the relevant support units within the University in accordance with the approved procedures and with due regard to confidentiality and professionalism.

The follow-up sessions and the actions taken are documented in the approved forms and kept in the academic advising files, allowing the development of the student's case to be tracked and the extent of improvement in academic performance to be reviewed over time. These cases are also subject to periodic review by the Academic Advising Committee, which may examine the results and recommend additional actions or supportive improvements when needed. In this sense, the follow-up of at-risk students is not only a remedial process, but also a preventive and developmental mechanism aimed at reducing the likelihood of continued difficulty and enhancing student success, retention, and graduation.

16. Follow-up of Outstanding Students

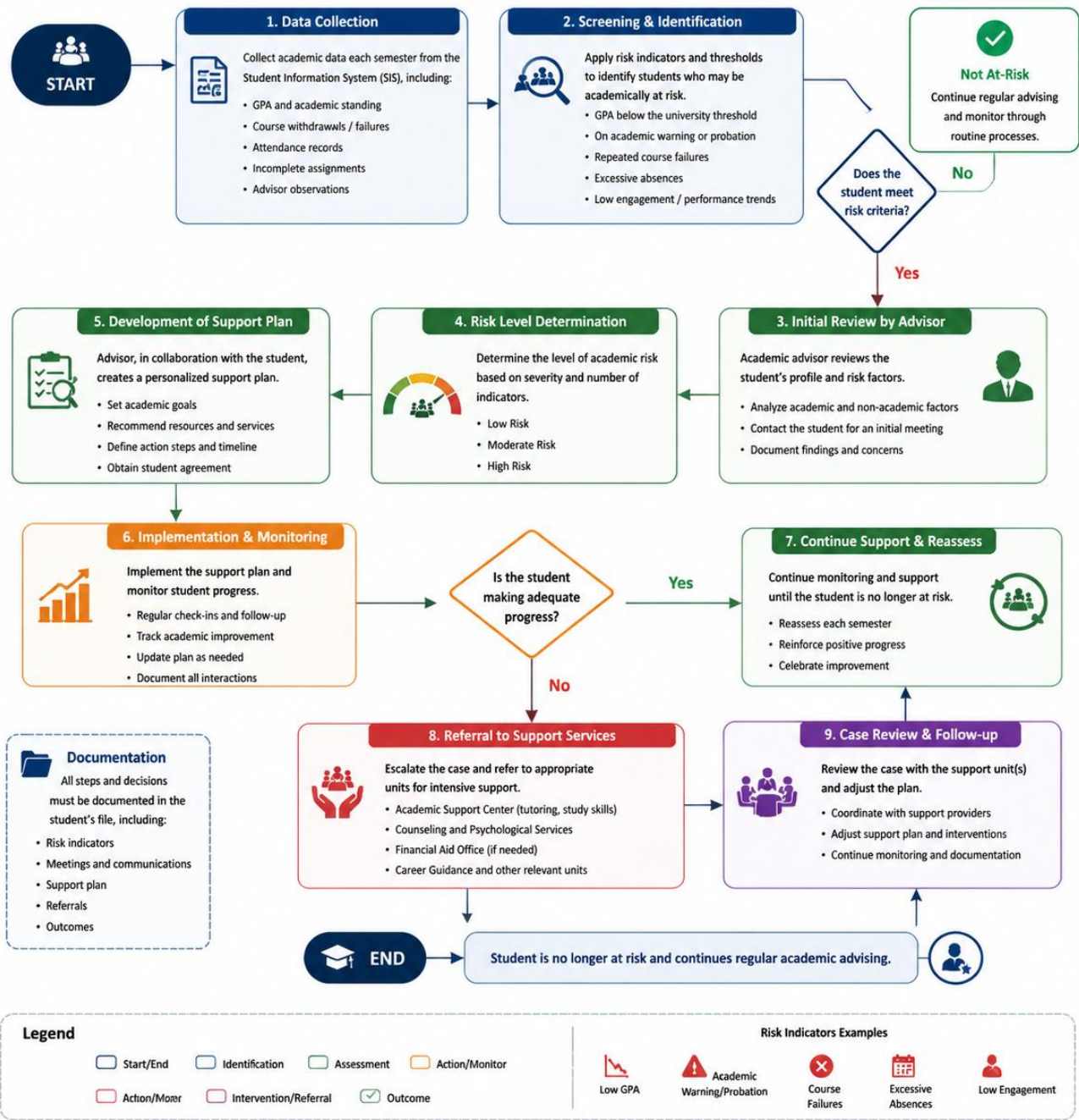
Academic advising is not limited to following up students who face academic difficulties; it also extends to supporting and recognizing outstanding students as a group deserving encouragement, appreciation, and continued academic care. In this context, Al-Ahliyya Amman University adopts a specific procedure for following up outstanding students within its broader student follow-up system, reflecting a balanced institutional approach that combines the treatment of academic difficulty with the promotion of academic excellence.

Within the approved procedural framework, an outstanding student is understood as a student who achieves a high level of academic performance according to the criteria and conditions established by the University, thereby becoming eligible for the approved forms of recognition and encouragement. This follow-up provides an organized framework for identifying outstanding students, highlighting their achievements, and reinforcing the continuity of their distinguished performance within a supportive academic environment.

The follow-up of outstanding students begins with providing colleges with the data and lists of students who meet the approved excellence criteria. These lists are then presented to the relevant academic bodies within the college so that appropriate actions can be taken to announce the names of outstanding students, highlight them in academic activities and events, and recognize their academic achievement in a way that promotes a culture of excellence within the college and the University.

At-Risk Student Identification and Follow-up Flowchart

A systematic process to identify, support, and monitor academically at-risk students.



This follow-up also contributes to encouraging outstanding students to maintain their high academic performance and offers other students a positive example of the value of effort, commitment, and achievement. Institutional support for this group may take different forms of recognition, such as formal honoring, announcing names through approved channels, and linking recognition to academic occasions or student orientation activities.

From the perspective of academic advising, the follow-up of outstanding students should not be viewed as merely a ceremonial practice; rather, it is part of the broader academic support system that serves all student groups according to their different needs and academic conditions. Just as academically at-risk students need support and guidance, outstanding students also need sustained encouragement, recognition, and continuity of support, thereby reinforcing an academic environment that values achievement and promotes continuous development

17. Support, Referral, and Intervention Mechanisms

Support, referral, and intervention mechanisms constitute an integral extension of the academic advising process, since some student cases may go beyond the scope of direct academic guidance and require organized intervention or specialized support from other units within the University. From this perspective, academic advising is not limited to identifying the problem or providing general advice; it also includes directing the student to the most appropriate support resources and following up the case within a professional and institutional framework that respects confidentiality and aims to enhance student success and academic stability.

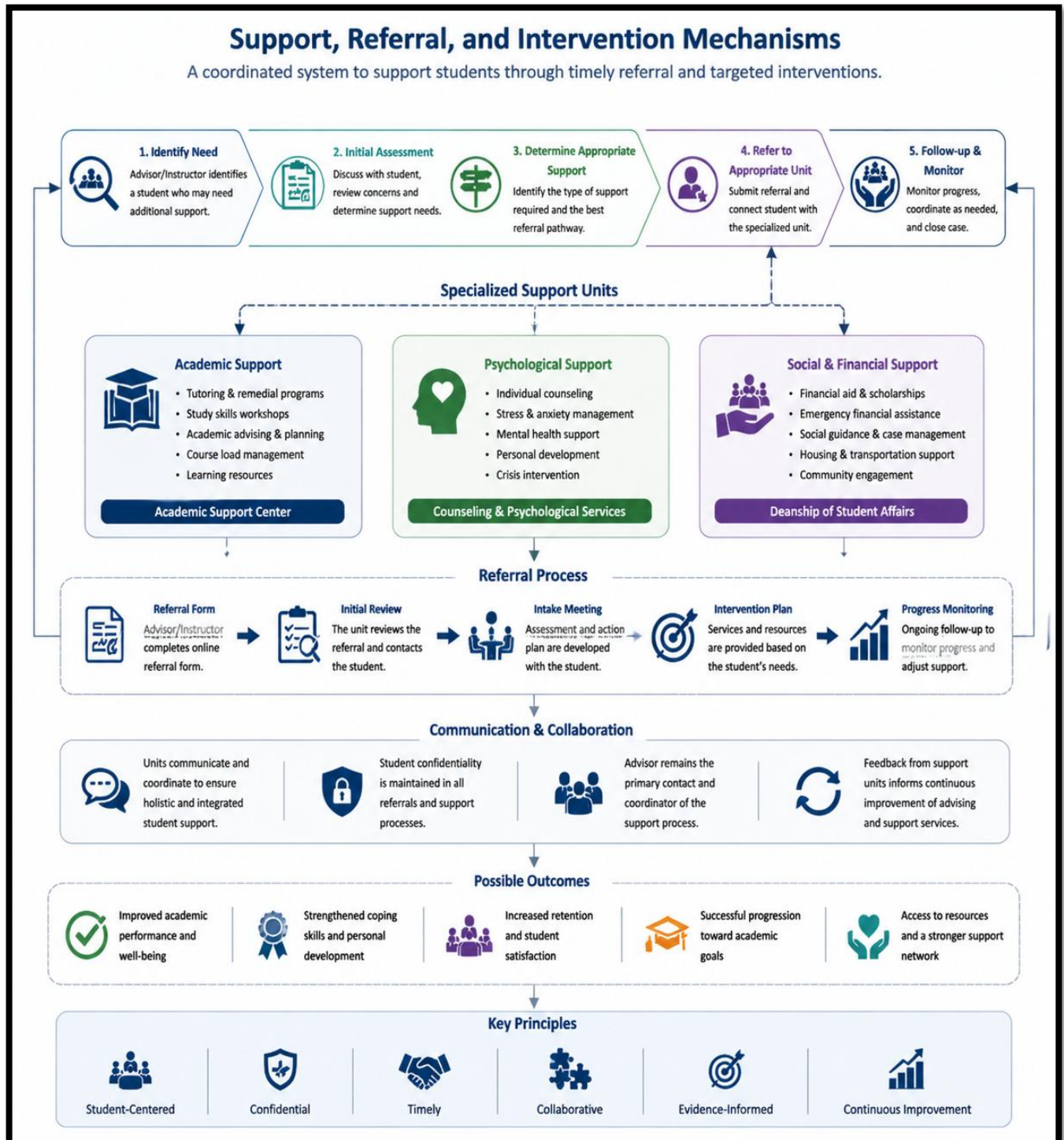
Intervention mechanisms are usually activated when a student shows indicators requiring additional follow-up, such as continuing academic difficulty, repeated failure, frequent absence, or challenges affecting the student's ability to meet academic requirements. In such cases, intervention often begins with a dedicated advising session in which the student's academic situation is discussed, possible causes are analyzed, and the nature of the required support is identified, whether academic, organizational, psychological, or social.

Support mechanisms may take different forms, including the preparation of an academic improvement plan, reduction of academic load when necessary, reorganization of course registration priorities, intensified follow-up during the semester, or additional advising to help the student improve planning, time management, and academic commitment. When it becomes clear that the causes of difficulty extend beyond the immediate academic dimension, the academic advisor may refer the student to the appropriate unit within the University, such as psychological support, social support, or student service units, in accordance with the approved procedures.

Referral is based on the principle of integration between academic units and support services, whereby the student is directed to the body best qualified to provide assistance within its area of responsibility, while academic advising remains a central element in the overall follow-up of the student's academic path. This integration is especially important in cases requiring multidimensional intervention, where academic success is linked to psychological, social, or organizational factors that require parallel support.

The procedures of support, referral, and intervention should also be documented in the approved forms or records in order to ensure clarity of the action taken, facilitate later follow-up, and enable the concerned bodies to evaluate the effectiveness of the interventions provided. In this way, support, referral, and intervention mechanisms do not merely represent a response to an individual case, but rather

reflect the University's commitment to providing a supportive and inclusive educational environment that responds systematically and responsibly to students' diverse needs.



18. Confidentiality and Ethical Considerations

Confidentiality and ethical considerations are fundamental principles governing the academic advising process, given that this process involves direct engagement with students' academic data, study-related difficulties, and, in some cases, personal or social circumstances that may affect academic performance. From this perspective, Al-Ahliyya Amman University requires that all academic advising practices be conducted within a framework of professional responsibility, respect for student privacy, and adherence to the relevant regulations, procedures, and reference documents.

This requires that student-related information be used only for legitimate academic and administrative purposes connected with advising, follow-up, and support, and that such information not be disclosed or shared except within the limits of professional need and only with authorized parties. Academic advisors and the concerned units are therefore expected to handle related records, forms, and reports with due care in a manner that protects student data and prevents its use in ways inconsistent with the student's interest or with the requirements of professional integrity. The current handbook draft explicitly states that all information related to students and their academic performance must be treated with strict confidentiality and used only for academic advising and student support purposes.

Ethical considerations in academic advising are also linked to the principles of fairness, respect, and objectivity. All students should be treated equitably and provided with academic guidance on clear and objective grounds based on approved regulations and instructions. Academic advisors are expected to perform their role in a professionally responsible manner, balancing the provision of appropriate support to students with the preservation of academic standards and institutional regulations. In cases that require referral to other support units, such referral should be made in a professional way that preserves the student's dignity and privacy and respects the limits of responsibility and specialization.

The ethical obligation also extends to the documentation of advising and follow-up sessions, where documentation should be accurate, objective, and limited to necessary information, while forms and records are maintained according to approved procedures. Likewise, the results of measuring the effectiveness of academic advising, including related surveys and analyses, should be used for institutional improvement and enhancement of practice, not in ways that harm individuals or compromise their privacy. Accordingly, confidentiality and ethical considerations are not merely supplementary aspects of academic advising, but essential foundations for student trust in the advising system and for the effectiveness of the relationship between the student and the academic advisor.

19. Assessment of Academic Advising Effectiveness

The assessment of academic advising effectiveness is an essential part of the quality assurance and continuous improvement system at Al-Ahliyya Amman University. The academic advising process is not limited to implementation and follow-up alone, but also extends to evaluating how efficient and effective it is in achieving its objectives, how satisfied students are with the advising services provided, and how these services contribute to improving academic follow-up and supporting student success. For this purpose, the University has adopted a specific procedure for measuring the effectiveness of academic advising within its student follow-up system.

The assessment process is carried out using approved tools, most notably the survey designed to measure the effectiveness of academic advising. This survey is used to collect the views of students or other targeted groups on multiple aspects of the advising process, such as the clarity of the academic advisor's role, ease of communication with the advisor, the usefulness of advising sessions, and the extent to which advising helps students understand the study plan and make appropriate academic decisions. This tool provides important data that helps the University understand advising practice in a more accurate and objective manner.

After data collection, the results are statistically analyzed by the concerned units, and the necessary reports are prepared and submitted to the relevant bodies or committees for review and use. The approved procedure shows that the results are not collected merely for formal purposes; rather, they are communicated to the related parties, including the academic advising committees concerned with student follow-up, in order to review the findings, identify strengths, detect areas requiring improvement, and propose suitable corrective and enhancement actions.

In this way, the assessment of academic advising effectiveness contributes to data-informed decision-making, strengthens professional accountability, and enhances the quality of advising services. It also links academic advising to institutional feedback mechanisms, so that the assessment results become an input for improving related forms, procedures, and practices and for continuously enhancing the student academic experience.

The value of this assessment is not limited to general evaluation; it can also provide a basis for defining performance indicators related to academic advising, such as student satisfaction levels, survey response rates, the regularity of documentation and follow-up, and the extent to which results are used to implement improvements. Accordingly, the assessment of academic advising effectiveness serves as a strategic tool to ensure that the advising process remains effective, improvable, and aligned with the University's goals of supporting students and enhancing the quality of the educational process.

20. Reports, Feedback, and Continuous Improvement

Reports, feedback, and continuous improvement are essential elements in ensuring that the academic advising process remains effective, capable of development, and aligned with student needs and institutional quality requirements. Academic advising is not limited to providing guidance to the student at a particular moment; it also depends on having organized mechanisms for reviewing practice, monitoring its outcomes, and using the resulting evidence to strengthen areas of success and address areas requiring improvement. In this context, the University's approved documents emphasize the importance of periodic reporting, reviewing assessment results, and following up the implementation of improvement recommendations related to academic advising and student follow-up.

Periodic reports help provide a clear picture of the status of academic advising at the department or college level in terms of the number of advising sessions, the cases that have been followed up, the nature of the most common academic difficulties, the degree of compliance with approved documentation and forms, and the actions taken to support students, especially academically at-risk students. These reports may also include observations from academic advisors, the challenges they encountered, and their proposals for improving advising practice and enhancing its effectiveness.

Feedback, in turn, is an important source for evaluating the quality of academic advising from different perspectives, including student views, survey results, and observations received from academic advisors and the relevant committees. Such feedback provides deeper insight into the strengths and weaknesses of implementation and helps determine the clarity of roles, the effectiveness of communication, the suitability of the procedures and forms used, and the extent to which academic advising achieves its goals in supporting students and improving their academic path.

Continuous improvement is achieved when the results of reports and feedback are used systematically in reviewing procedures, developing forms, strengthening the training of academic advisors, improving follow-up and referral mechanisms, and enhancing coordination between academic departments and support units. This process may also lead to the adoption of more specific corrective or developmental measures, such as improving communication channels with students, strengthening preventive advising, or refining performance indicators related to the effectiveness of academic advising. In this way, continuous improvement becomes an integral part of the culture of practice rather than a temporary response to observations or problems.

Accordingly, reports, feedback, and continuous improvement together form an interconnected cycle that ensures the development of academic advising through evidence-based review and regular evaluation. They strengthen the University's ability to provide advising services that are more effective, consistent, and responsive to student needs, while also reflecting the University's commitment to institutional quality and to building a supportive educational environment that evolves through assessment, learning, and improvement.

21. Training and Support for Academic Advisors

The effectiveness of academic advising requires that the academic advisor be well prepared for the roles, responsibilities, and procedures associated with student follow-up and have a clear understanding of academic regulations, study plans, approved forms, and the mechanisms of documentation, follow-up, and referral. From this perspective, the training and support of academic advisors constitute an essential element in ensuring the quality and consistency of advising practice across academic departments and colleges.

The University's approved academic advising procedure explicitly indicates the importance of holding **training courses, workshops, or meetings** for faculty members in order to familiarize them with the academic advising process and its related aspects, thereby contributing to the success and effectiveness of academic advising. This reflects the University's view of academic advising as an institutional practice that requires preparation and continuous development rather than an individual task carried out without guidance or follow-up.

The expected training and support for academic advisors include familiarizing them with the Student Follow-up Policy, the Academic Advising Procedure, the Procedure for Following Up At-Risk Students, and the mechanism for measuring the effectiveness of academic advising, in addition to the related forms and reports used in the process. It also includes enabling them to use the approved documentation tools, understand communication mechanisms with students, deal with different academic cases, and determine when referral to other support units is necessary and appropriate.

Support for academic advisors is not limited to initial training. It also extends to providing an enabling organizational environment that helps them perform their role effectively, such as clear responsibilities, access to necessary academic data from the relevant units, standardized documentation forms, review of periodic reports, and follow-up of improvement recommendations by committees and academic authorities. This institutional support helps standardize advising practice, reduce variation in implementation, and enhance the quality and effectiveness of student follow-up.

Supporting academic advisors also strengthens their capacity to deal with special cases, particularly academically at-risk students, by equipping them with the tools and procedures needed for diagnosis, improvement planning, documentation, follow-up, and coordination with the Academic Advising Committee and other support units. Accordingly, the training and support of academic advisors represent a direct investment in the quality of support provided to students and in the effectiveness of the academic advising system as a whole.

22. Forms and Templates

Approved forms and templates constitute an essential part of the academic advising system because they provide a unified framework for documenting advising sessions, following up academic cases, preparing

reports, and maintaining related information in an organized and retrievable manner. These forms also contribute to standardizing advising practice across academic departments and colleges and to enhancing accuracy and consistency in follow-up, evaluation, and continuous improvement. The current handbook draft also indicates that such forms are maintained electronically or within the approved departmental records and files.

The related institutional documents indicate several principal forms connected with academic advising and student follow-up, most notably:

1. **Academic Advising Session Form (SS-F31-01-001, Rev. d)**, which is used to document advising meetings between the student and the academic advisor, including session remarks, recommendations, and proposed actions.
2. **Academic Advising Process Report Form (SS-F31-01-002, Rev. a)**, which is used for preparing reports on the progress of academic advising, reviewing practice, and submitting improvement recommendations.
3. **At-Risk Student Advising and Follow-up Session Form (SS-F31-02-001, Rev. c)**, which is used to document the follow-up sessions of academically at-risk students and the related support and improvement plans

Section 22: Continuous Improvement of Academic Advising

A cyclical process to enhance the quality and impact of academic advising services.



Enablers of Continuous Improvement

Leadership Support

Stakeholder Engagement

Data-Informed Decisions

Professional Development

Efficient Systems & Resources

Recognition & Best Practices

Continuous improvement ensures that academic advising evolves to meet student needs and supports their academic success throughout their educational journey.