



# ***FAR***

To advance use “→” or “Enter”

The Freshman Advising Resource  
A Web-based Advising Tool

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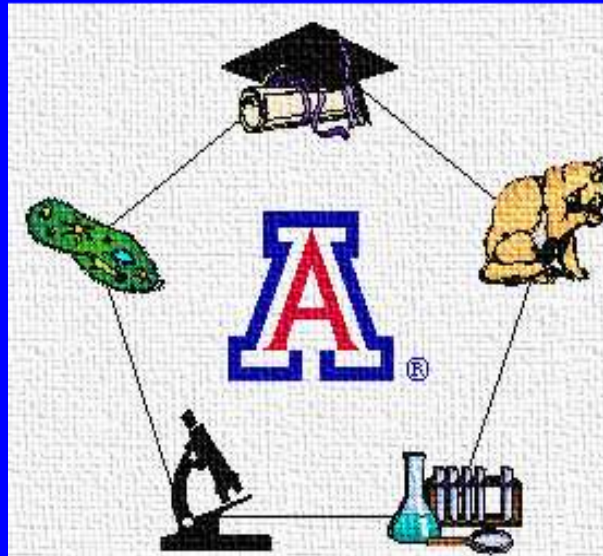
***FAR: Uwe Hilgert, Ph.D.***

# **Uwe Hilgert, Ph.D.**

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**(Veterinary Science and Microbiology Advisor, 1996-2000)**



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## **New Student Success**

- Advising lays the foundation for new students' success
- Advising is crucial for transition from high school or 2-year college.
- Quality of first meaningful personal contacts with members of educational institution are instrumental for student retention and graduation (NACADA).
- Academic advisors often are the first institutional officials with whom students spend quality time – and who they will continue to meet during their education.



## ***FAR: The Problem***

### **The reality, however, looks bleak:**

- The first contacts between Freshmen and advisors are often limited and not conducive to building meaningful relationships nor providing a sound basis beyond hastily putting together a first-semester schedule.



## ***FAR: Limitations Without FAR***

### **Because:**

- Freshmen often meet with their advisors in groups of 5-20 students.
- Limited opportunities for immediate individual follow due to rushed summer orientation events.
- Meeting time used for explaining the system and to help students put schedule together.
- Time too short to work with students through the frustrating experience of not being able to enroll for courses they envisioned they would take.
- No time for starting to build relationships.



***FAR* delegates the repetitive  
aspects of first-semester  
scheduling to the Web.**



## ***FAR: Benefits***

### ***FAR***

- Improves advising efficiency.
- Increases advising accuracy.
- Frees time for personal interactions.
- Replaces scheduling with advising.
- Fosters student bonding.



### **Components of Course Scheduling**

- Degree/Major Requirements
- Academic Preparedness
- Personal Preparedness
- Course availability
- Course coordination



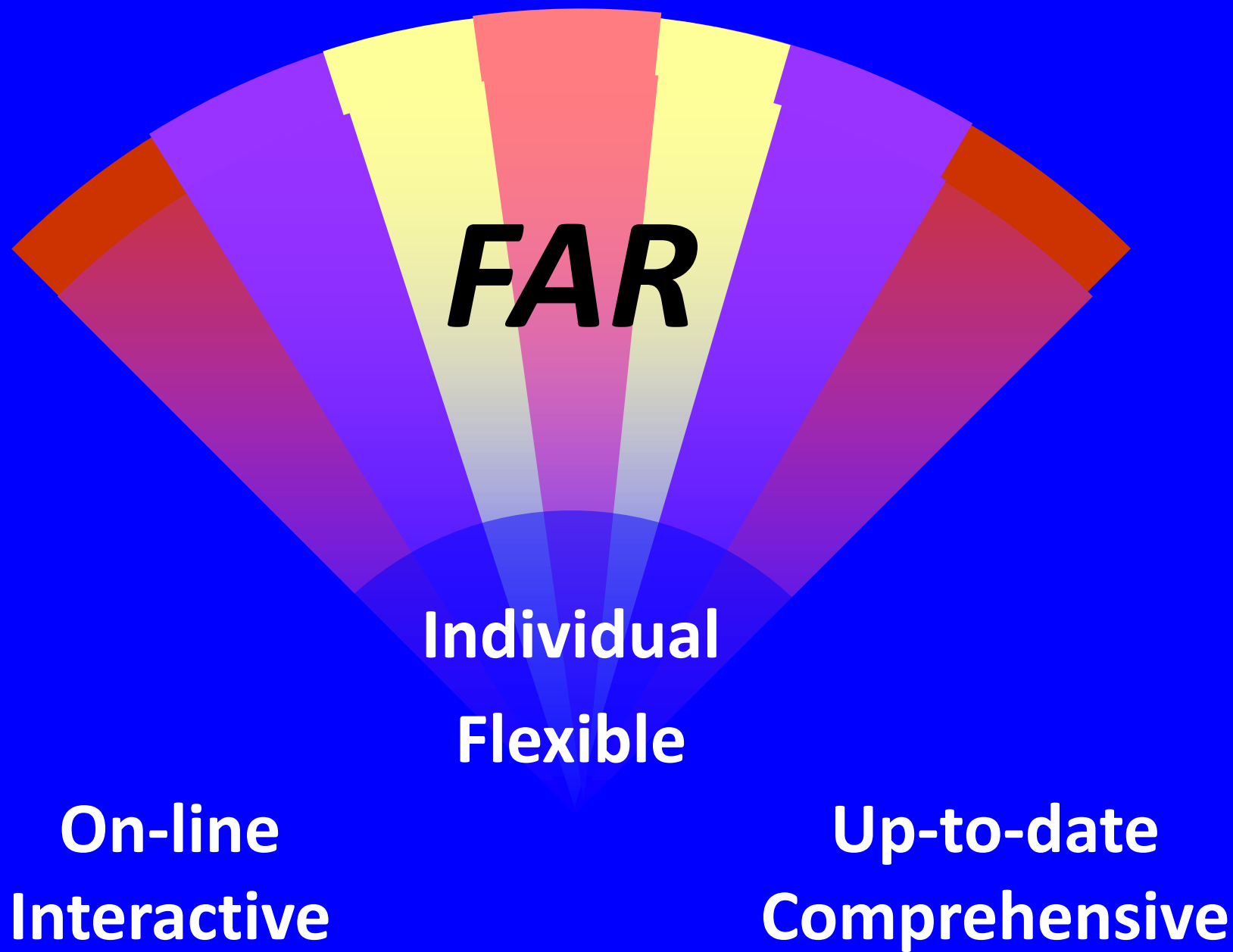


## ***FAR: Individualized***

***FAR*** empowers each student to compose a schedule in accordance with her/his

- current program requirements,
- preparation as determined by entrance tests,
- personal sense of readiness.





# ***FAR: What Is It?***

## **FAR Structure**

- Branched Web-pages
- Multi-leveled
- Decision-dependent navigation



## ***FAR: 1 - Selecting Major***

### **FAR Level 1: Major**

**Start**

**FAR:** Select (click) your major:

- **ANTH**
- **EXSS**
- **MICR**
- **SPAN**



## ***FAR: 2 - Selecting Math Test Results***

# **FAR Level 2: Math Test Results**

***Previously selected: MICR Major***

**FAR:** Click on your MATH result:

- Pre-Algebra
- Algebra
- Calculus



## ***FAR: 2 - Selecting Math Test Results***

# **FAR Level 2: Math Test Results**

**Previously selected: MICR Major**

### **Microbiology First Semester Scheduling**

**I am majoring in Microbiology and my Math Readiness Test score is:**

Tested into [MATH 92 \(Elementary Algebra\)](#) through Pima Community College

Tested into [MATH 122 \(Intermediate Algebra\)](#) through Pima Community College. (However, in order to try to test into UA Algebra MATH 110 you might also want to take Test A.)

Eligible for [MATH 110 \(Collegiate Algebra\)](#) or 122 (Mathematics and Society) at the UA

Eligible for [MATH 110 \(Collegiate Algebra\)](#), 111 (Trigonometry), and 105 (Mathematics and Society) at the UA

Eligible to take [MATH 120R \(Calculus Preparation\)](#), eventually leading to the calculus course MATH 124 (Calculus with Applications) at the UA

Eligible to take [MATH 113 \(Elements of Calculus\)](#) at the UA

Eligible to take [MATH 124 \(Calculus with Applications\)](#) at the UA

Eligible to take [MATH 124 or MATH 125 \(Calculus\)](#) at the UA

***The difference between the calculus tracks is ...***

## ***FAR: 3 - Selecting Desired Load***

### **FAR Level 3: Desired Load**

***Previously selected:***

- 1) MICR Major***
- 2) Calculus eligible***

**FAR: Click on your preference:**

- **Calculus + Bio + Chem**
- **Calculus + one of (Bio, Chem)**
- **Calculus, no lab science**
- **Bio + Chem, no Calculus**
- **Bio or Chem, no Calculus**



## ***FAR: 4 – Compose Appropriate Schedule***

**FAR Level 4: A list of courses for the first fall:**

*Previously selected:*

- 1) MICR Major*
- 2) Calculus eligible*
- 3) Calculus, no lab science*

**FAR:** Compose schedule from:

- **Calculus (4 credits)**
- **General Education (3 credits)**
- **Communications (3 credits)**
- **Foreign Languages (3 credits)**





## *FAR: From Clueless To Scheduled*

***FAR***

\*\*\*

**From “Clueless” to “Scheduled”  
in less than 30 min.**

\*\*\*



## ***FAR: Outcomes***

***FAR Success:*** *FAR* has exceeded all expectations:

- Using *FAR* students quickly and efficiently create accurate and optimal course lists.
- Students have their schedule ready when they meet their advisor.
- *FAR*-assisted scheduling 90% appropriate.
- *FAR* minimizes time necessary for scheduling.
- *FAR* frees time for developmental advising and relationship-building.
- ***FAR fosters student bonding.***



# ***FAR: Advantages***

## **Advantages of using *FAR***

- *FAR* frees advisor's time to talk about course of study, preparedness, and goals, and to tend to questions,
- *FAR* supports less experienced advisors,
- *FAR* minimizes waiting and advising time for students, AND...



***FAR: Before FAR***

**Without FAR**



Students wait to talk to an advisor

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***FAR: With FAR***

**With FAR**



Students work on their schedules, then see advisor

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***FAR: SURPRISE!***

## Unexpected benefit of using *FAR*



**Indeed, students connect through *FAR***





## *FAR: Quality Time*



FAR frees advising time to talk about important issues



## ***FAR: Summary***

# Summary

## ***FAR***

- Delegates repetitive scheduling aspects to IT;
- Frees advising time to focus on other important concerns;
- Allows advisor to spend quality time with student;
- Fosters group work among students;
- Supports student bonding.







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