

Using Your BCSSE First-Year Student Advising Report

The *BCSSE First-Year Student Advising Report* identifies the activities and experiences the student expects from the upcoming academic year. Reviewing these results can focus advising discussions with your students on ways to enhance their undergraduate experience and help them achieve success at your institution.

Student Background	
Name	Jacob Student
Student ID	012345689
Completed Calculus	Yes
AP courses	3-4
Expected Major	Undecided
What choice was this institution?	Second choice
Does student expect to graduate from this institution?	Yes

Hours per Week on Various Activities		
Hours per week:	During HS	FY Expected
Studying	6-10	16-20
Working	1-5	6-10
Co-curricular	1-5	0
Socializing/relaxing	11-15	11-15

High School Challenge	
To what extent, did your courses challenge you to do your best work?	5
<i>1 = Not at all to 7 = Very much</i>	

First-Year Expectations	
	<i>0 = Very Low to 60 = Very High</i>
Student-Faculty Interaction (Discuss career plans and academic performance, etc.)	45
Interaction with Diverse Others (Discussions with people of a different race/ethnicity, religious beliefs, etc.)	25
Peer Collaboration (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.)	30

Expected Academic Help-Seeking	
	<i>1 = Never; 2 = Sometimes; 3 = Often; 4 = Very Often</i>
How often expect to seek help with coursework from:	
Faculty members	3
Academic advisors	2
Learning Support Services (tutoring, writing center, success coaching, etc.)	2
Friends or other students	4
Family members	2
Other persons or offices	1

Expected Transition Difficulty	
	<i>1 = Not at all difficult to 6 = Very Difficult</i>
How difficult do you expect the following to be:	
Learning course material	5
Managing your time	3
Paying for college or university expenses	5
Getting help with school work	4
Making new friends	3
Interacting with faculty	4

Academic Perseverance	
	<i>1 = Not at all certain to 6 = Very certain</i>
How certain are you that you will:	
Study when there are other interesting things to do	3
Find additional information for assignments when you don't understand the material	5
Participate regularly in course discussions, even when you don't feel like it	2
Ask instructors for help when you struggle with course assignments	3
Finish something you have started when you encounter challenges	2
Stay positive, even when you do poorly on a test or assignment	4

Academic Preparation	
	<i>1 = Not at all prepared to 6 = Very prepared</i>
How prepared are you to:	
Write clearly and effectively	5
Speak clearly and effectively	1
Think critically and analytically	3
Analyze math or quantitative problems	2
Use computing and information technology	5
Work effectively with others	5
Learn effectively on your own	5

Importance of Campus Support	
	<i>1 = Not important to 6 = Very important</i>
How important is it that your institution provide:	
A challenging academic experience	5
Support to help you succeed academically	6
Opportunities to interact with students from different economic, social, racial/ethnic backgrounds	3
Assistance coping with non-academic responsibilities	3
Support to help you thrive socially	4
Learning support services (tutoring, writing center, etc.)	5

Expected transition difficulty. A high level of expected difficulty is an indicator that a student is more likely to struggle during the first year. Discuss with the student why he or she feels these areas will be difficult and how and where to get needed help.

Persisting in the face of academic adversity. Each student deals with adversity differently. Discuss with students their strategies as well as other ways to cope with difficult academic circumstances.

Self-perception of academic preparation. Academic success in college is strongly related to students' own perceptions that they can do the work. Talk with students about their academic preparation and their confidence that they can succeed.

Valuation of the institution's challenging and supportive environment. Campuses provide many resources to help their students be successful. Students who do not value these resources, however, are not as likely to seek help when they need it. Discuss with students the importance of seeking help and where at your institution they can find it.

Commitment to the institution. Look for indications that the student's level of commitment is low. Was your campus the student's first choice, second, or third? Does the student anticipate graduating there?

Time on Task. Pay particular attention to students who reported spending low amounts of time in class preparation while in high school. Make sure students understand the academic rigor required of them during their first year of college.

Academic Help-Seeking. Many students don't have appropriate help-seeking strategies to be successful. Understanding where they expect to seek help can help advisors to steer students to best resources.

Expectations. First-year expectations to be engaged in such experiences in college are strong predictors of success. Emphasize to students the importance of their attitudes and expectations in their success.