Using Your BCSSE First-Year Student Advising Status Report

The BCSSE First-Year Student Advising Status 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.

### High School Experiences

- **Typical high school grades:** A-
- **Hours per week studying:** 6-10
- **AP courses completed:** 0
- **College or university courses for credit:** 3-4
- **Engagement with effective Learning Strategies:**
- **Engagement with Quantitative Reasoning:**

### Academic Integration

- **Expected difficulty learning course material:**
- **Expected difficulty managing time:**
- **Expected difficulty getting help with school work:**
- **Felt prepared - Write clearly and effectively:**
- **Felt prepared - Analyze numerical and statistical information:**
- **Ask instructors for help when struggling with courses:**
- **Find additional information when don’t understand course material:**
- **Expected grades:** B+
- **Expected hours per week studying:** 16-20

### Social Integration

- **Expected difficulty making new friends:**
- **Expected participation in co-curricular activities:**
- **Importance to interact with diverse students:**
- **Importance to be socially involved:**
- **Number of close friends attending this institution:**
- **Living on campus:** Yes

### Finances

- **Expected difficulty paying college or university expenses:**
- **Financial support from family:** Yes
- **Student Loans:** Yes
- **Expected hours per week working on- or off-campus:** 15-15

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**Legend:** Indicates how a student compares to other students at similar institutions who completed BCSSE. “Above peers” indicates higher than average for this item. “On par with peers” indicates about average, while “Below peers” indicates below average.

**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?

**High School Experiences.** Understanding the high school experiences of entering students provide important context for the advisor. Was the student exposed to rigorous coursework prior to college? Also, note how their engagement with Learning Strategies and Quantitative Reasoning compares to their peers.

**Academic Integration.** Understanding their expected difficulties and feeling prepared, these items provide an excellent opportunity to help students set realistic goals or to discuss ways to utilize campus resources that will contribute to a successful academic year. Also, note the expectation for grades and hours studying. Are they aligned with their expected academic difficulty and feeling prepared? This can be another excellent opportunity to discuss how to find and utilize resources that will contribute to a successful academic year.

**Social Integration.** These items provide an important opportunity to consider the student’s expectations and importance to be socially involved and make new friends. Particularly important is to identify students who may become socially isolated due to their expected difficulty making new friends, along with very few or no friends also attending the institution. Advisors can provide recommendations for socially isolated students.

**Finances.** Many students experience financial difficulties. It is well-understood that financial stress undermines student success and persistence. These items provide an advisor important information about financial campus resources the student may need, as well as discussing time management strategies for this students who expect to work many hours.

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More information about the BCSSE Advising Report can be found at [bcsse.indiana.edu](http://bcsse.indiana.edu) or by contacting bcsse@indiana.edu

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