

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.

Name	Jacob Student
Student ID	123456
Advisor	First Name Last Name
Expected Major	Psychology
First Generation	No
High School Graduation Year	2021
Institution choice	First
Expect to graduate from this institution	Yes

Legend

- + = Above peers
- ✓ = On par with peers
- ! = Below peers

• **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.

High School Experiences	Notes
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 <i>Learning Strategies</i>	✓
Engagement with <i>Quantitative Reasoning</i>	!

• **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?

Academic Integration	Notes
Expected difficulty learning course material	!
Expected difficulty managing time	!
Expected difficulty getting help with school work	+
Feel prepared - Write clearly and effectively	+
Feel 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

See note below regarding expected difficulty interpretation

• **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.

Social Integration	Notes
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	1
Living on campus*	Yes

• **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.

Finances	Notes
Expected difficulty paying college or university expenses	+
Financial support from family*	Yes
Student Loans*	Yes
Expected hours per week working on- or off-campus	11,15

• **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.

• **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.

Note about Expected Difficulty. Since these items have a reverse scale compared to the others, a solid **red box** indicates the student is expecting greater difficulty than their peers, whereas a solid **green box** indicates that the students is expecting less difficulty than their peers.