

# Using Your BCSSE Student Advising Report

## What is the BCSSE Student Advising Report?

The *Beginning College Survey of Student Engagement* (BCSSE) Student Advising Report is an individualized report designed to help you understand your students' background and expectations about their first year of college. This report draws on information from your institution's recently completed BCSSE survey.

## How can the BCSSE Student Advising Report help?

The BCSSE Student Advising Report communicates the activities and experiences each student expects from his or her college experience. Reviewing these results with students can help focus advising discussions about activities that enhance students' undergraduate experience.

## How is the BCSSE Student Advising Report scored?

BCSSE includes a variety of questions eliciting information about students' high school experience and their attitudes about and expectations for their first-year college experience. These questions cluster around a range of college activities related to academic engagement, learning, and academic success, as detailed in the graphic below.

**Commitment to the institution.** Look for results indicating the student's level of commitment to having a successful experience at your institution. Was your campus the student's first choice, or second, or third? Does the student anticipate graduating there? Responses to these questions can provide useful information regarding student commitment.

**Expected academic difficulty during the first year of college.** 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.

**BCSSE**  
Beginning College Survey of Student Engagement

**BCSSE Advising Report**  
BCSSEville State University

The Beginning College Survey of Student Engagement Student Advising Report is an individualized report for students and is designed to help advisors understand how student expectations about college activities and learning might affect their actual first-year experiences. For example, if a student studied 1-2 hours per week in high school but expects to study 16-20 hours during the first year, does this student have a plan on how to achieve this dramatic increase in study behavior?

Please review these results with particular attention to differences from high school experiences to expectations for the first year, as well as any expectations that may undermine a successful first year of college.

Student Background	
Name	J T Smith
Student ID	123456789
Completed Calculus	Not checked
AP courses	1-2
Expected Major	Criminal Justice
What choice was this institution?	Second
Does student expect to graduate from this institution?	Yes

Expected Transition Difficulty	
How difficult do you expect the following to be: 1 = Not at all difficult to 6 = Very Difficult	
Learning course material	5
Managing your time	4
Paying for college expenses	6
Getting help with school work	2
Making new friends	3
Interacting with faculty	5

Academic Perseverance	
How certain are you that you will: 1 = Not at all certain to 6 = Very certain	
Study when there are other interesting things to do	4
Find additional information for assignments when you don't understand the material	3
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	4
Stay positive, even when you do poorly on a test or assignment	4

Academic Preparation	
How prepared are you to: 1 = Not at all prepared to 6 = Very prepared	
Write clearly and effectively	4
Speak clearly and effectively	3
Think critically and analytically	4
Analyze math or quantitative problems	3
Use computing and information technology	5
Work effectively with others	5
Learn effectively on your own	5

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

HS Behaviors and FY Expectations	
Hours per week: HS FY	
Studying	1-5 16-20
Working	0 1-5
Co-curricular	0 0
Socializing/relaxing	11-15 6-10
Assigned reading	1-5 6-10

HS Academic Activities	
Quantitative Reasoning (Reached conclusion based on numerical information; Used numerical information to examine real-world problem, etc.)	35
Learning Strategies (Identified key information from readings; Reviewed notes after class, etc.)	40
To what extent, did your courses challenge you to do your best work? 1=Not at all to 7=Very much	5

First-Year Expectations for Effective Educational Practice	
Student-Faculty Interaction (Discuss career plans and academic performance, etc.)	25
Interaction with Diverse Others (Discussions with people of a different race/ethnicity, religious beliefs, etc.)	50
Peer Collaboration (Work with other students on course projects; Prepare for exams by discussing material with other students, etc.)	45

**Willingness to persist 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.

**Engagement in educationally relevant behaviors in high school.** In discussions of these results, pay particular attention to students who reported spending low amounts of time in class preparation or reading while in high school. Make sure students understand the academic rigor required of them during their first year of college.

**Self-perception of academic preparation for college.** Academic success in college is strongly related to students' own perception 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.

**High school academic experience and expectations for the first-year educational experience.** Students' high school experiences in quantitative reasoning and effective learning strategies provide an important foundation for their success in college. Likewise, 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.