The Beginning College Survey of Student Engagement (BCSSE) Delayed-Entry 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.

What Student Advising Information Is in the BCSSE Advising Report?

**Student Background.** There are many important entering characteristics that influence student success. Is the student expecting to take classes elsewhere while at your institution? How long until the student expects to graduate? Are they a veteran?

**Time on Task.** Pay particular attention to the balance between hours expecting to work and studying. Compare this to expected transition difficulty of managing time. Assist the student in planning out how to best balance studying, work, and other life commitments.

**Reasons for Choosing and Expected Stress.** Understanding why a student is choosing to attend your institution can help provide context discussions. Pay attention to expected stressors. Guide the student to the appropriate campus resources as needed.

**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.

**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.

1 Delayed-Entry Students are those who graduated from high school three or more years ago and expect to transfer fewer than 12 credits.