Advising is an important first-year success program for students as institutions have identified it as the most commonly used first-year program. However, it might be structured differently depending on institutional characteristics and resources.

### Frequency
- **44.9%** Four-Year Institutions once each term for the entire first year
- **35.2%** Two-Year Institutions only once during the first term

### Advisor Load
- **56.4%** Four-Year Institutions 100 students or less per advisor
- **53.4%** Two-Year Institutions 100 students or more per advisor

### Administrative Home
- **54.7%** Four-Year Institutions academic affairs
- **57.5%** Two-Year Institutions student affairs

### Advisor Role
- **49.5%** Four-Year Institutions Two-Year Institutions use professional advisors
- **43.2%** Four-Year Institutions Two-Year Institutions use faculty members as advisors

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**FIRST-YEAR ADVISING**

Academic advising spans every academic discipline at a higher education institution, but can be particularly valuable to students in transitions. Advisors have a bird’s eye view of a student’s educational journey, especially in the first year, and research suggests academic advising is critical to the educational experience, as advisors provide guidance and support to the students from enrollment to graduation.

A majority of participants reinforce the importance of advising by making it mandatory.

- **85.7%** Four-Year Institutions
- **59.1%** Two-Year Institutions

Institutions report that student participation in first-year advising is important.

- **95.4%** Four-Year Institutions
- **81.6%** Two-Year Institutions

Reported that at least half of all first-year students participate in advising, whether mandatory or not.

In 2017, the National Resource Center administered the National Survey on The First-Year Experience (NSFYE) and 537 institutions across the U.S. responded. This survey focused on structures these institutions used to support student success during the transition to college.


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