

Student Success Team Roles

<https://pathways.riohondo.edu/meet-your-success-team/>

Student Success Teams (SSTeams) provide students with a “home base” community of support that they can go to for help with career and program exploration, education plans, course questions, and overall holistic assistance within their Area of Interest. This home base creates a sense of belonging for students by providing them with continuity via a single set of people and places to go to for questions. Each Area of Interest has been assigned a Student Success Team to support students in their journey at Rio Hondo College.

RHC Guided Pathways Areas of Interest

1. Accounting, Business, Economics, and Computer Technology (ABEC)
2. Arts
3. Behavioral and Social Sciences (BSS)
4. Communication and Languages (C&L)
5. Education
6. Health Sciences (HS)
7. Industrial, Environmental, and Transportation Technology (IETT/CTE)
8. Physical Education and Kinesiology
9. Public Safety
10. Science, Technology, Engineering, and Mathematics (STEM)
11. Continuing Education
12. Undecided

While each SSTeam is expected to have a unique personality tailored to its Area of Interest, the common goals embraced by all SSTeam personnel are*:

- Engage and connect students to people, programs, services, and resources that enable pathway completion
- Foster relationships and a sense of community to ensure that all students equitably persist, learn, and succeed; in particular, marginalized and underserved students
- Facilitate and encourage each student’s progress along recognizable pathways through and beyond RHC

The 10 Academic Areas of Interest SSTeams include an Area Dean, Classified Staff, Lead Counselor, Academic Faculty Liaison, Area Counselor(s), Librarian, and Success Coach(es).

* *Goals statement edited with permission from American River College “Homebase Document”*

The roles of each Student Success Team member are outlined below: (updates highlighted)

Area Dean:

- Oversee the Success Team in their Area(s) and communicate Intentional Outreach Timeline
- Facilitate SST meetings and set agendas with input from Lead Counselors and Faculty Liaisons
- Utilize Student Success Dashboard and communicate findings to their Area
- Supervise Success Coach(es) in their Area

Success Coach:

The primary role of the Success Coach is to work in collaboration with counseling faculty. Whenever possible, the Success Coach will be a grad student or recent graduate from their assigned Area of Interest.

Success Coaches will:

- Be initial contact for new students (Contact Us form, Aol referrals)
- Facilitate Student Success Workshops
- Direct students to academic support programs (LAC, MSC)
- Provide students with strategies for academic success
- Create newsletters, videos and flyers for Pathways Canvas shell
- Manage announcements for students in their Pathways Canvas shell
- Follow-up with students flagged for various indicators

Division Clerk/Secretary/Instructional Assistant:

- On the frontline with students
 - Initial point of contact on the Contact Us form online (discussion item)
 - Answering calls from students to the Divisions
 - Referring students to student services
 - Warm hand-offs whenever possible
- Helping with messaging about important dates and deadlines (registration, add/drop/withdrawal, transfer applications, graduation petitions)

Lead Counselor:

- Follow Intentional Outreach Timeline for school year
- Case management interventions for Area of Interest (Aol) students close to completion:
 - Meet with students before registration to ensure registration
 - Meet with students for career and/or transfer preparation
 - Verify registration in capstone courses or their prerequisites
 - Verify students' program of study (Associates Degree, ADT, or certificate)
 - Verify completion of transfer-level Math and English completion (AB705)
 - Audit transcripts specific to each major
 - Support students in petitioning to graduate
- Lead Counselor Release Time = **5 hours per week**
 - 2 hours Lead Counselor meetings per month
 - 3 hours SST meetings per month
 - 1 hour Aol division meeting per month
 - 4 hours Student Success Dashboard/report managing per month
 - 10 hours success coach guidance/faculty collaboration/workshop development per month

Area Counselor:

- Attend bi-monthly Student Success Team meetings
- Follow Intentional Outreach Timeline for school year
- Interventions for Area of Interest (Aol) students:
 - Meet with students before registration to ensure registration
 - Meet with students for career and/or transfer preparation
 - Verify registration in capstone courses or their prerequisites
 - Verify students' program of study (Associates Degree, ADT, or certificate)
 - Verify completion of transfer-level Math and English completion (AB705)
 - Audit transcripts specific to each major
 - Support students in petitioning to graduate

Librarian:

- Attend bi-monthly Student Success Team meetings
- Serve as a liaison between SST members, Aol students, and library services
- Provide library resources and research assistance to Aol students

Academic Faculty Liaison:

Release Time = **5 hours per week**

Each Success Team will determine the priorities of their SST Academic Faculty Liaison for each term based on student needs in each Area of Interest. Duties will be prioritized from the list below:

- Attend bi-monthly Student Success Team meetings and communicate regularly with the Team;
- Facilitate student participation/involvement on Success Teams and Guided Pathways efforts;
- Identify areas for improvement that directly impact instruction and student learning and facilitate discipline specific professional development as a liaison with Staff Development;
- Act as a liaison for students by becoming experts in the coursework and broader pathway requirements for certificates, degrees, and employment in their pathway;
- Network with other faculty members in different departments within their respective Area of Interest to answer questions outside of their discipline or expertise;
- Explore and stay current on student transfer and career options and collaborate with high school outreach efforts (i.e. Freshman Welcome Days);
- Develop and conduct co-curricular activities such as workshops and forums in collaboration with counseling faculty, career and re-entry center, transfer center, etc.;
- Refer students to relevant support services with a warm hand off (email on behalf of the student with student cc'd, or guide them via zoom to online services); and
- Review and promote thoughtful scheduling of courses in the class schedule based on student progression and student scheduling needs.

To: Laura Ramirez and Lydia Okelberry Gonzalez, Rio Hondo College
From: Melinda Karp, Phase Two Advisory
Date: October 30, 2019
Re: Follow up from 10/24 design day

Below you will find a synthesis of ideas from the 10/24 Design Day. In total, I received 13 artifacts describing participants' ideal student support ecosystem. Using these artifacts and themes generated during the share out, I identified through-lines that can serve as a basis for a model of what student support delivery via Student Success Teams could look like at Rio Hondo College.

Recall that our objectives for the day were to (1) develop a shared vision for what "student success teams" are and do; (2) identify strategies for building teams at scale as well as generating early reform momentum via light-lift activities; and (3) establish decision points and next steps. To address these objectives, this memo

- Shares a consensus vision of Student Success teams, including what they are, who they include, and what they do;
- Identifies areas in need of further discussion, decision, or exploration;
- Suggests activities that could be launched soon; and
- Shares ideas for next steps pending your work with Al Solano.

I look forward to discussing further, and identifying ways Phase Two Advisory can support your work.

Student Success Teams

Participants were relatively aligned in their understanding of what a Success Team might be at Rio Hondo College. They took a student-facing point of view (rather than a data-focused or institutional view). To this end, they saw Success Teams as serving as a central location and set of individuals that support each student on their journey from entry to completion. Most teams identified case management as a hallmark of the Success Team approach, and many viewed the launch of Success Teams as a step towards shifting Rio Hondo's culture towards one emphasizing student customer service.

Looking across the artifacts, a definition of Student Success Teams that is clear, actionable, and shared across participants emerged.

Student Success Teams create a sense of belonging for students by providing them with a single set of people and places to go to for questions. By engaging in case management and exhibiting an ethos of student-centered service, Student Success Teams help students feel like someone at Rio Hondo College "has their backs." Student Success Teams employ a system of checking and monitoring student progress to ensure students get and stay on track to graduation or transfer.

To operationalize this vision, Design Day participants were asked to think about who would serve on Success Teams, what activities they would engage in, and how students would experience the teams

cadence for sharing relevant student services information in order to avoid front-loading it all in a first semester “information dump.” Looking across the artifacts, groups proposed a combination of one-on-one, technology-based, and group engagement to support this cadence of engagement.

Four groups suggested developing a mandatory orientation, potentially by Aol, to introduce students to their Success Teams and provide them with critical information. Three suggested expanding this orientation to a longer student success course, again potentially by Aol. This would enable deeper engagement and relationship creation; one group even suggested that the course continue to meet regularly across the entirety of students’ careers in order to create a mechanism for regular check-ins akin to a high school homeroom.

Other suggestions included co-location of services (e.g. a “hub”) to reduce referrals and smooth connections; cross-training staff; strengthening technology to support Team work; creating clearer and more coherent communication for both students and staff; and deployment of peer counselors.

Student Success Teams use a **structured set of engagements** to support students in their Area of Interest at key milestones and transition points. Engagements focus on sharing information, monitoring progress towards a degree or transfer, helping students problem-solve (including refer-outs), and building community.

Areas for further discussion

In reviewing the above model, a number of questions and click-down discussions arise. Undoubtedly, more will emerge as you move forward with implementation planning, but addressing these questions will help you refine your plans.

- *What is an appropriate cadence for Student Success Team engagement?* While there is great enthusiasm for a structure outlining when and how to connect with students on a Team’s caseload, there was little agreement—or even little detail—on what that structure would entail. Building out this structure is a critical step for guiding Success Teams in their work, and will require thinking through the moments of engagement (e.g. momentum points), the modality of engagement (e.g. text nudge, in-person meeting), and the team member responsible for the engagement. You will also need to establish protocols for standard engagement as well as just-in-time support based on student progress or risk.
- *What are the appropriate roles for Success Team members?* The strength of a team approach is that students experience a web of care while the responsibility (and workload) of case management is spread across multiple individuals. However, without clarity regarding who on the team does what, redundancy, role conflict, and out-of-professional-scope activities may occur. Therefore, it is important to clarify the functions each team member plays.
- *What is the role of instructional faculty who are not on Success Teams?* It is relatively clear how support services personnel will engage with Success Teams via referrals, but it is less clear how instructional faculty will engage. It is important that there is a space for them in this work in order to break down silos between instructional and non-instructional activities; it is also important that instructional faculty understand the types of resources students have access to and how they can leverage those resources to improve course success. Moreover, expanding

program courses. This would help motivate students, create connections, and support your work in identifying the cadence of engagement for a Success Team.

Next Steps

Below, I suggest a set of next steps to launch the design and implementation of Student Success Teams. I recognize that this work needs to be connected to the organizational work you did with Al Solano and so this proposed structure may need to be refined or threaded with the teams you developed with him.

That said, my sense is that you could create an over-arching steering committee for the Success Team work and then sub-committees to dig into each of the tasks below. Lydia and/or Laura should chair the steering committee; each sub-committee could have a co-chair who is also on the steering committee. This would provide a mechanisms for connecting each aspect of the work to the others. The sub-committee members could be pulled from those currently engaged in Guided Pathways work, those who attended the Design Day, and new individuals who may have related interests. This will help lighten the load while building stakeholder engagement from throughout the college.

- (1) **Generate buy-in.** This includes building a communication and messaging plan to help campus constituencies understand what Student Success Teams are, why they matter, and how they will impact different stakeholder groups. The plan should identify modalities for sharing information as well as key messages.
- (2) **Identify and implement one rapid-launch activity.** This will ensure that momentum is felt relatively quickly. It may also help generate buy-in across the campus.
- (3) **Define the roles and responsibilities of Success Team members.** As noted, Teams will need clarity around who is going to do what. This sub-committee should include counselors, SSAs, and faculty to ensure that the roles, professional scope, and preferences of those who will actually do the work are reflected in the planning process.
- (4) **Define engagement cadences.** This sub-committee will need to build out protocols for the Student Success Teams, including defining milestones and just-in-time indicators; engagement modality; and ways to define caseloads. This sub-committee may want to rely on protocols developed at other colleges, and I am happy to connect you to those resources if it would be useful.

The steering committee would oversee this work, develop timelines and the logistics for Success Team launch, and ensure consistency across sub-committees. They may also decide to create new ad-hoc sub-committees as the work evolves. For example, if the engagement cadence sub-committee decides that they want to rely on risk scores to guide just-in-time support, you may need to develop a technology sub-committee to think through IT infrastructure needs.

One other thing to think about is how to engage students in this process. It is critical that all sub-committees approach their work from the point of view of a student—how will students experience the engagement cadence, for example? I do not think this warrants its own sub-committee. Instead, I would suggest two things. First, you should consider having student representation on each sub-committee. Second, you may want to engage in student journey mapping, whereby you map students' progress through a Student Success Team experience. This would connect activities three and four via a student-centered lens, helping to clarify what supports students would get, from who, and when. Phase Two Advisory is able to support this type of mapping and synthesis.

Rio Hondo College Student Success Teams Orientation 9/4/2020

Guided Pathways Steering Committee (GPSC) and Senate Approved Motion, May 2020:

GPSC recommends that for Fall 2020, RHC implements Phase 1 of Student Success Teams. Phase 1 will include counseling faculty, classified staff, and area deans. Their focus will be outreach and supporting students through the COVID crisis.

Why?

Fall 2019 data shows that *only 15% of our students are part of special programs* (i.e. EOP&S, MESA, Veterans, etc.) in which they receive intentional and tailored support services (Datamart, Fall 2019). Data also shows that students in these special programs have better outcomes than students who are not in special programs.

What?

Student Success Teams provide students with a “home base” community of support that they can go to for help with course questions, educational plans, career exploration and general and overall holistic assistance. This home base will create a sense of belonging for students by providing them with continuity via a single set of people and places to go to for questions.

Each Area of Interest has been assigned a Student Success Team to support students in their journey at Rio Hondo College. Integrating Counselors into each Success Team represents a culture shift in which counselors specialize in programs in a particular Area of Interest and predominantly serve students in that Area.

We recognize that some Areas are farther along with this than others. Some have established embedded counselors and others have clear established career pipelines. We hope to learn from Teams that are further along in the following Guided Pathways practices:

PILLAR 1: MAPPING PATHWAYS TO STUDENT END GOALS

- Programs are organized and marketed in broad career-focused academic and career communities
- Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.

PILLAR 3: KEEPING STUDENTS ON PATH

- Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
- Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or fire technology, to redirect them to another more viable path to credentials and a career

How?

Student Success Team Orientation

- Team members understand the 6 Success Factors and their distinct role in supporting students
- Team members understand the 4 Pillars of Guided Pathways and their roles in Pillars 1 and 3

Intervention Plan 2020-2021: *Students with 45 or more units who plan to transfer and have not completed transfer-level math and/or English will receive guided exit support from Student Success Teams to increase their completion rates.*

Fall 2020: With support from the Guided Pathways Tri-Chairs, if requested

- Lead Counselors from all Areas meet twice per month to formulate common intervention strategies and share resources
- Student Success Teams begin to meet twice per month to build rapport and discuss intervention implementation
- Counselors and Deans receive training in new Student Success Dashboard
- Build the Canvas Shell modules and share resources amongst Areas of Interest

Supported by Guided Pathways Leadership Team, pending approval from GPSC and Senate

- Hiring Success Coaches to support Student Success Teams
- 5 hours of release time per week for Lead Counselors

There are two more years of funding for Guided Pathways. The heavy lift of getting the Canvas Shell modules built to support guided entry, milestone completion, and guided exit will be in these two years.

We imagine that the release time for Lead Counselors will decrease 1 hour per week after the first year. We hope to institutionalize the role and maintain success coaches for the Areas of Interest for years to come.

Success Team Roles

Area Dean:

- Oversee the Success Team in their Area(s)
- Facilitate SST meetings and set agendas with input from Lead Counselors
- Utilize Student Success Dashboard and communicate findings to their Area

Division Clerk/Secretary/Instructional Assistant:

- On the frontline with students
 - Initial point of contact on the Contact Us form online for Fall
 - Answering calls from students to the Divisions
 - Referring students to student services
 - Warm hand-offs whenever possible
- Helping with messaging about graduation petitions in the Spring

Lead (Embedded) Counselor:

- Interventions for Area of Interest (Aoi) students Fall 2020:
 - Meet with students before spring registration to ensure registration
 - Meet with students for career and/or transfer preparation
 - Verify registration in capstone courses or their prerequisites
 - Verify students' program of study (Associates Degree, ADT, or certificate)
 - Verify completion of transfer-level Math and English completion (AB705)
 - Audit transcripts specific to each major
 - Support students in petitioning to graduate
- Lead (Embedded) Counselor Release Time

20 hours total per month (5 hours per week)

 - 2 hours Lead Counselor meetings per month
 - 3 hours SST meetings per month
 - 1 hour Aoi division meeting per month
 - 4 hours Student Success Dashboard/report managing
 - 10 hours success coach guidance/faculty collaboration/workshop development

Success Team Roles

Area Counselor:

- Interventions for Area of Interest (AoI) students Fall 2020:
 - Meet with students before spring registration to ensure registration
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Success Coach:

The primary role of the Success Coach is to work in collaboration with counseling faculty. Whenever possible, the Success Coach will be a grad student or recent graduate from their assigned Area of Interest.

Success Coaches will:

- Be initial contact for new students
- Facilitate Student Success Workshops
- Direct students to academic support programs (LAC, MSC)
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- Create newsletters, videos and flyers for Pathways Canvas shell
- Manage announcements for students in their Pathways Canvas shell
- Follow-up with students flagged for various indicators

STUDENT SUCCESS TEAM Purpose Statement: Create and institutionalize a structure to introduce and keep students on a path.

<u>Inputs/ Resources</u> In order to accomplish our set of activities we will need the following:	<u>Activities</u> To address/complete our project we will complete the following activities:	<u>Outputs / Deliverables</u> Once completed or underway, these activities will produce the following pre-launch deliverables	<u>Outcomes</u> We expect that if completed or ongoing these activities will lead to the following changes over time. (Outcomes should reflect or align with the goal of your project)		
			Short-term Fall 19	Medium-term	Long-term Fall 20
<p>Guided Pathways tri-chairs</p> <p>Student Services IT person</p> <p>GP budget for SST roles/activities</p> <p>Current structures not yet maxed</p> <p>Website workgroup</p> <p>SST workgroup</p>	<p>Select AoI(s) where Success Team demo will occur OR Phase I for all</p> <p>Create job descriptions for Success Team positions</p> <p>Identify positions that will comprise success teams</p> <p>Decide how staff on Success Teams will be assigned in terms of workload</p> <p>Convene workgroup to evaluate website and identify resources required to revise website</p> <p>Develop and finalize all content for website</p>	<p>Website with clear pathways, career exploration and onboarding</p> <p>Marketing documents</p> <p>Marketing activities</p> <p>Onboarding for Areas of Interest</p> <p>Career exploration for major declaration</p>	<p>Create primary logic model</p> <p>Comprehensive drafts of curriculum maps</p> <p>Guided Pathways tri-chair faculty leadership roles finalized</p> <p>Identify structure of SST</p> <p>Define goals of SST</p>	<p>Before Spring Break 2020</p> <p>Full implementation plan for Phase I</p> <ul style="list-style-type: none"> • Activities • Milestones • Roles/Responsibilities and Training • Internal marketing to all stakeholders • PD plan for GP • Evaluation Plan <p>Outline of Phase II</p> <p>April/May 2020</p> <p>Shared governance approval</p>	<p>Campus wide Phase I SST Implementation</p> <p>AoI Activities</p>

Assumptions: Support of constituents, GP budget

External Factors: Money, time, infrastructure (data automation)

Success Team Planning

Rio Hondo College
October 24, 2019

 @MelindaKarp

Objectives for today

- Develop a shared vision for what “student success teams” are and do, based on current practices that already exist in pockets on campus
- Identify strategies for building a success team at scale
- Establish decision points and next steps

Phase Two Advisory

Agenda

9:00 – 9:30	Introduction, goals, and Guided Pathways report
9:30 – 9:45	What is a "success team"?
9:45 – 10:15	The student story
10:15 – 10:25	Break
10:25 – 11:25	Cross-program sharing: Telling our story
11:25 – 11:40	Data dive
11:40 – 12:00	Reflection
12:00 – 12:45	Lunch
12:45 – 2:15	Designing a Student Success Team
2:15 – 2:50	Identifying our next steps
2:50 – 3:00	Close out

Phase Two Advisory

Status Update

- ✓ Guided Pathways activity
- ✓ Goals for this year
- ✓ Overview of goals for Success Teams

Phase Two Advisory

Areas of Interest (Meta-Majors)

Accounting, Business, Economics, and Computer Technology
Arts
Behavioral and Social Sciences
Communication and Languages
Education
Health Sciences
Industrial, Environmental, and Transportation Technology
Physical Education and Kinesiology
Public Safety
Science, Technology, Engineering, and Mathematics
Undecided

Guided Pathways 2019-2020

- Clarify the Path - Mapping, website overhaul, onboarding with career exploration, ed plans
- Equity-minded inquiry and practices - Learning objectives as meaningful data.
- Technology/Infrastructure - Software choices and maintenance, capacity issues, cohorting and ed plans, petitions for degrees and certificates

Why Success Teams?

9:30 – 9:45

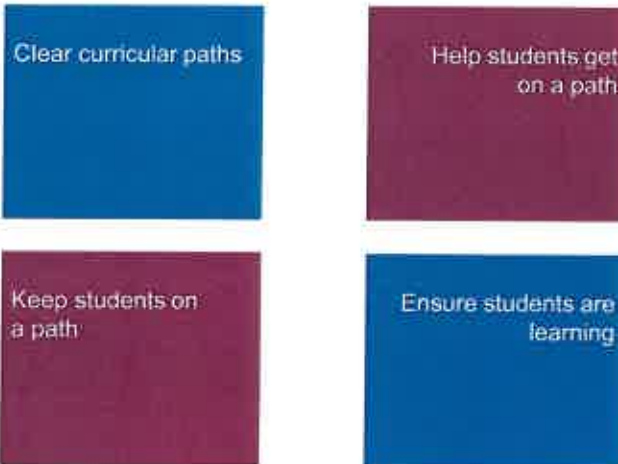
Phase Two Advisory

Traditional reforms touched part of the college.



Phase Two Advisory

Guided Pathways and Student Services Redesign Go Hand-in-Hand



Phase Two Advisory

The Promise: Four Mechanisms that Support Student Success

1. Creating social relationships
2. Clarifying aspirations and creating commitment
3. Developing college know-how
4. Making college life feasible

Source: <http://ccrc.tc.columbia.edu/media/k2/attachments/what-we-know-about-nonacademic-student-supports.pdf>

Phase Two Advisory

The Strategy: SSIPP

Sustained

Ongoing support rather than an “inoculation” approach.

Strategic

Differentiated services to maximize capacity.

Integrated

Services are an integral part of all students’ experiences, and are not viewed as stand-alone interventions.

Proactive

Services and information are provided to students before they’re requested.

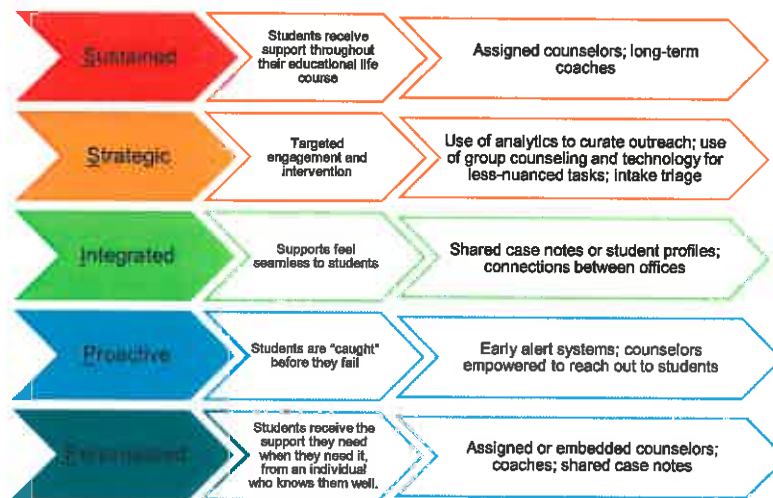
Personalized

Students receive the support they need when they need it, from an individual who knows them well.

Source: <http://ccrc.tc.columbia.edu/media/2/attachments/what-we-know-about-nonacademic-student-supports.pdf>

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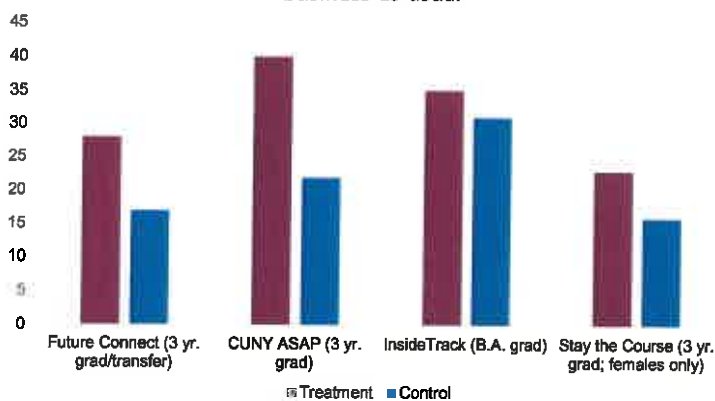
SSIPP as an evidence-informed toolbox



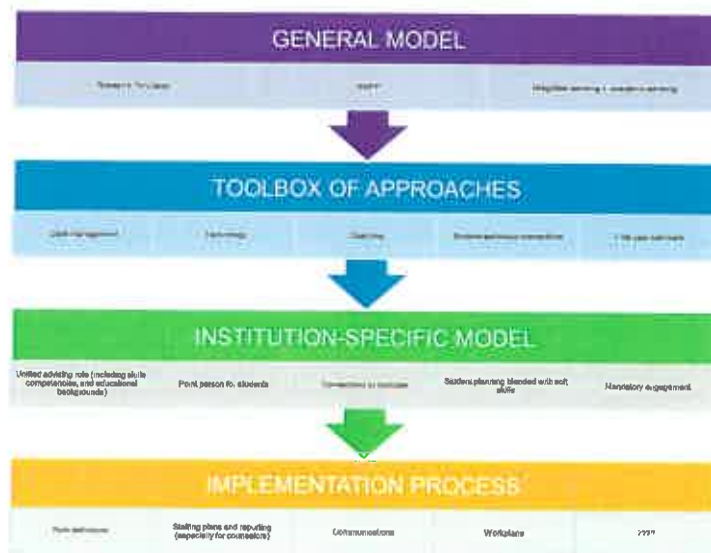
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Reorganizing services around SSIPP principles improves completion.

Completion: With comprehensive advising versus business-as-usual

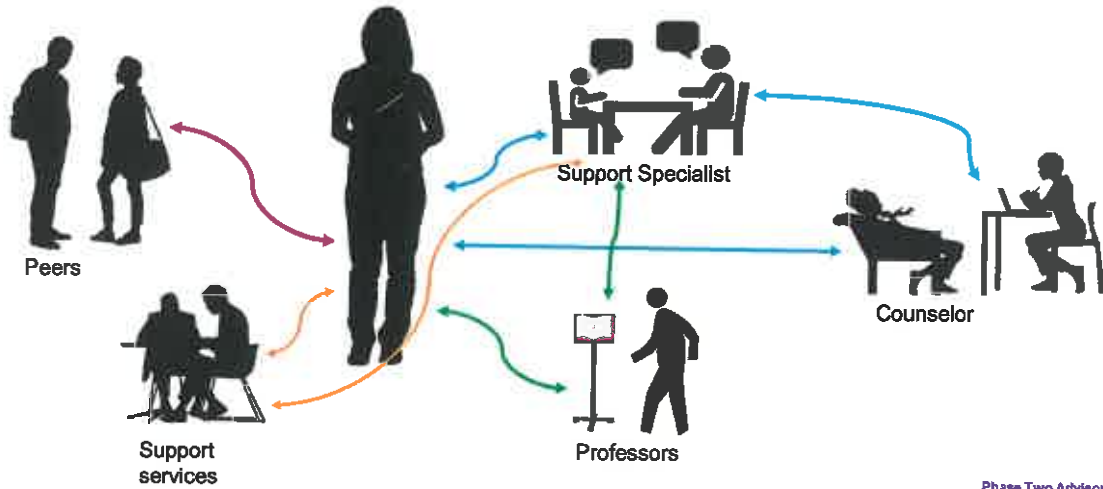


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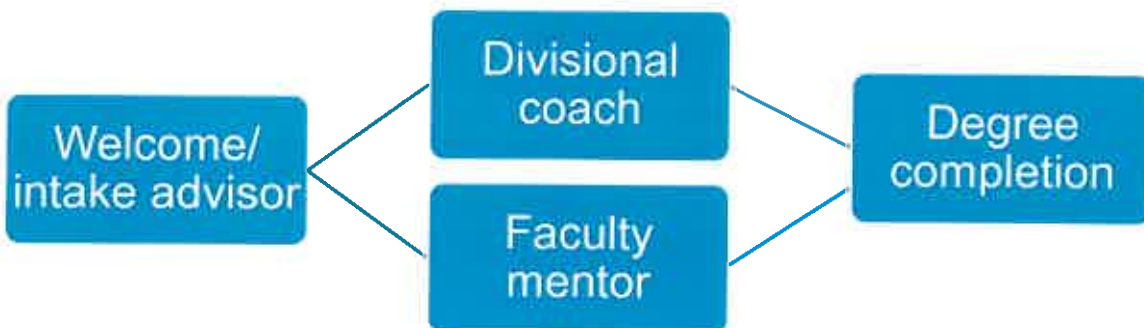


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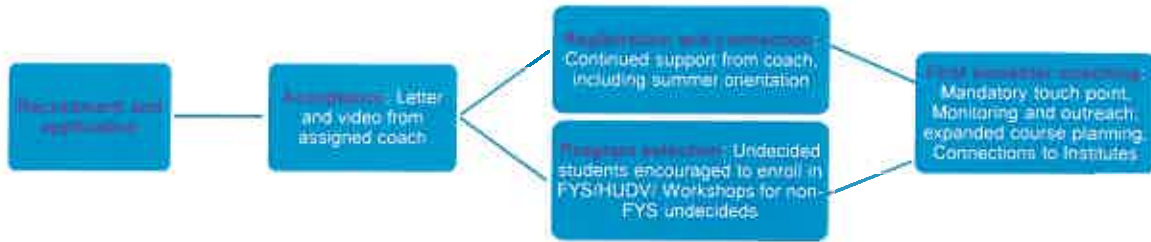
Creating a web of care at Sierra College



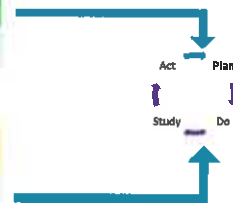
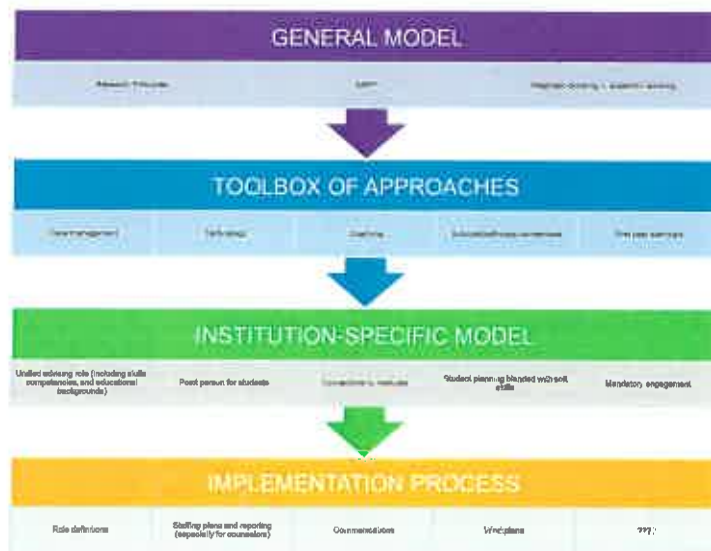
Rethinking academic and “non-academic” silos at Innovative Community College



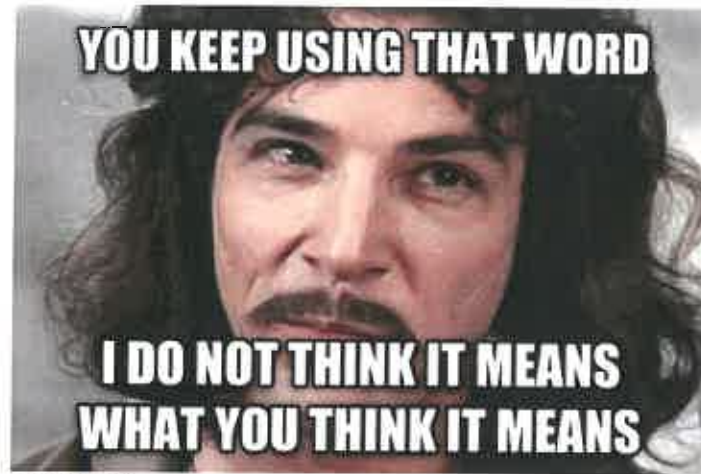
A new advising structure at Brave Community College



Phase Two Advisory



Phase Two Advisory



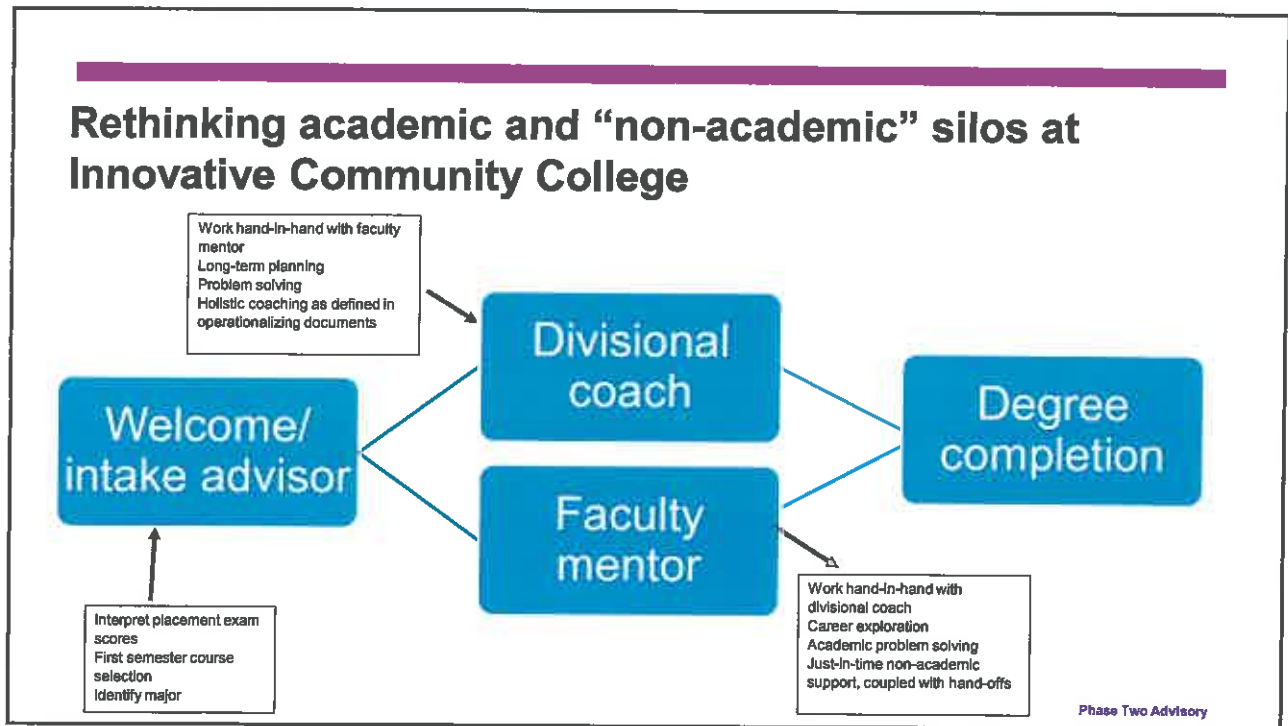
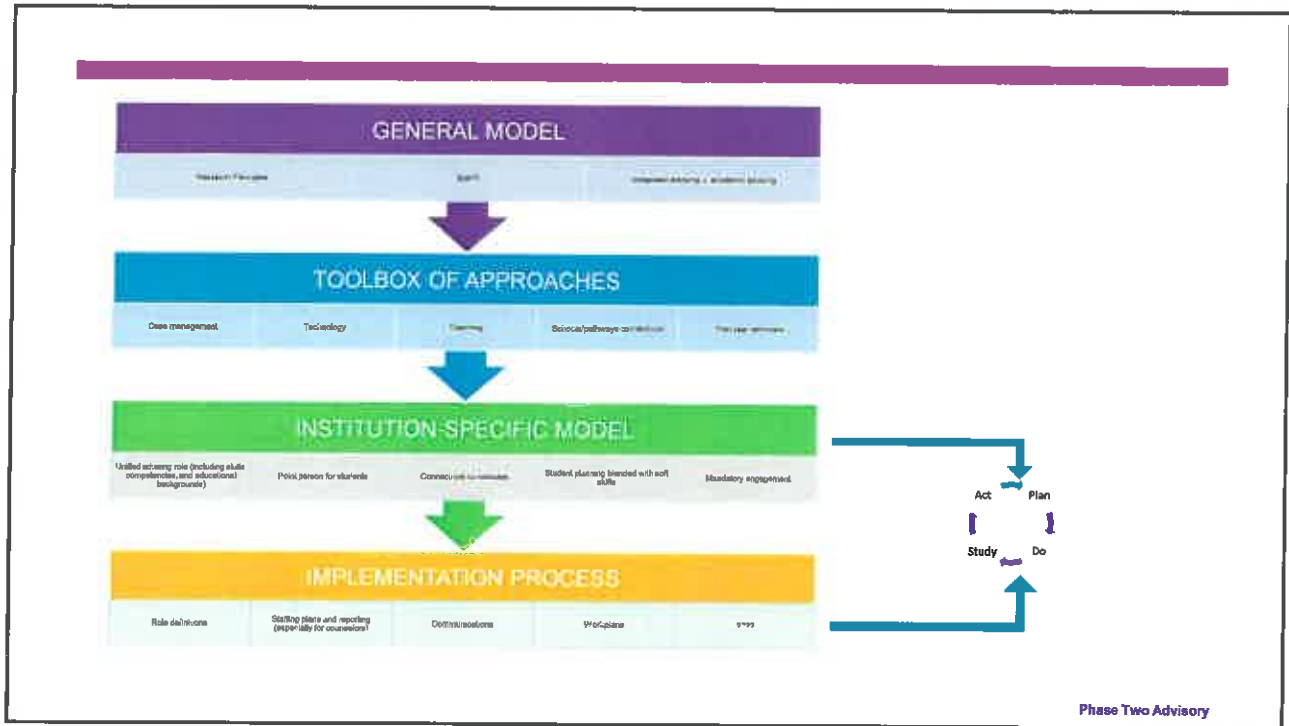
The Princess Bride, 1987.

Phase Two Advisory

What is a Success Team?

- ❖ Who is on it?
- ❖ What are their roles?
- ❖ How do students access it?
- ❖ How are students assigned a Team?
- ❖ How do Success Teams engage with students across the life cycle?
- ❖ What tools do Success Teams use?
- ❖ What supports to Success Team members need?

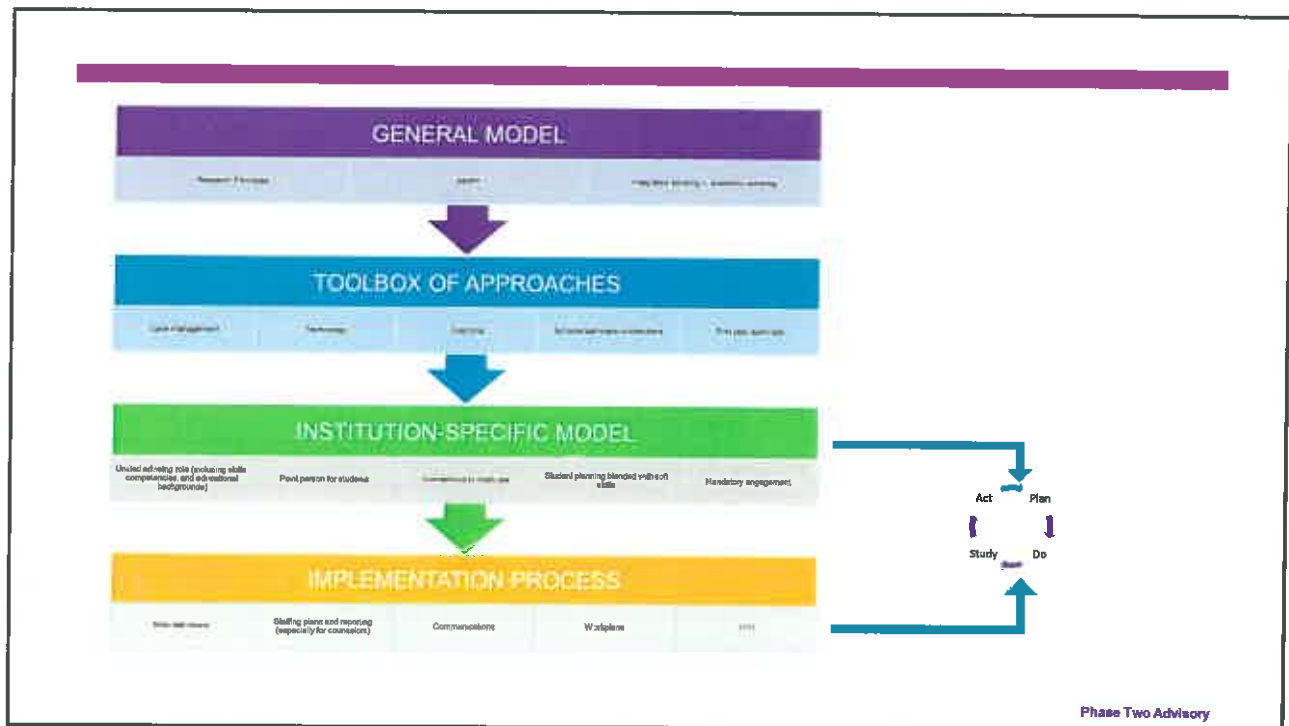
Phase Two Advisory



Downstream decisions and activities for transformative change at Brave Community College

Develop welcome letter and video	Finalize orientation program and clarify coach role
Workshop development	Determine which interactions will be automated, student-initiated, and counselor-initiated
Clarify process for shifting/sustaining counselor/coach assignment if students change programs	Identify LMS/technology needs in concert with CRM procurement process underway
Develop coaching guidelines, protocols, or other specified cadences for mandatory interaction	Develop coach onboarding, training, and professional development

Phase Two Advisory



Phase Two Advisory

The student perspective

9:45 – 10:15

Phase Two Advisory

Break

10:15 – 10:25

Phase Two Advisory

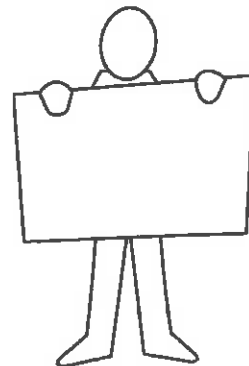
Gallery Walk: Student Success Team approaches on campus

10:25 – 11:25

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Visit a program poster. We will switch after 10 minutes.

- ❖ How do program staff support students?
- ❖ Who participates in this program?
- ❖ How do students find it?
- ❖ How many students does it support?
- ❖ What are the most exciting things about this program's approach?
- ❖ What questions do you have or extensions can you identify?



Phase Two Advisory

Data Dive

11:25 – 11:40

Phase Two Advisory

Support programs offering Team-like support

Program	Team-like?	At capacity?
DSPS	✓	✓
Associate Degree in Nursing		✓
Vocational Nursing		✓
Math Science Center		
EOPS/CARE	✓	✓
Supplemental Instruction		
Veteran's Service Center	✓	
Honors Transfer Program	✓	✓
Guardian Scholars	✓	
Career and Re-entry Services	✓	✓
Transfer Center		
Pathway to Law	✓	
Embedded CTE Counselor	✓	

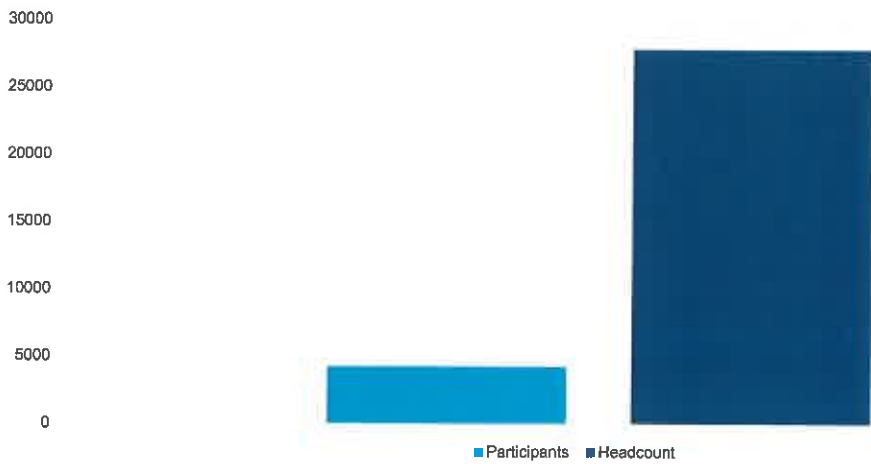
Phase Two Advisory

Support programs offering Team-like support: 8

Program	Team-like?	At capacity?
DSPS	✓	✓
Workforce Development		✗
EOPS/CARE	✓	✓
Veteran's Service Center	✓	
Honors Transfer Program	✓	✓
Guardian Scholars	✓	
Career and Re-entry Services	✓	✓
Pathway to Law	✓	
Embedded CTE Counselor	✓	

Phase Two Advisory

Participation in team-like support programs



Phase Two Advisory

Think and identify:

2 "ahas"

- ✓What was most surprising to you about this morning's discussion?
- ✓What did you hear that you would like to adopt college-wide?

2 "wonderings"

- ✓What do you still want to know?
- ✓What confuses or scares you?

Phase Two Advisory

Lunch

12:00 – 12:45

Phase Two Advisory

If we ran the world: Imagining scaled Student Support Teams

12:45 – 2:15

Phase Two Advisory

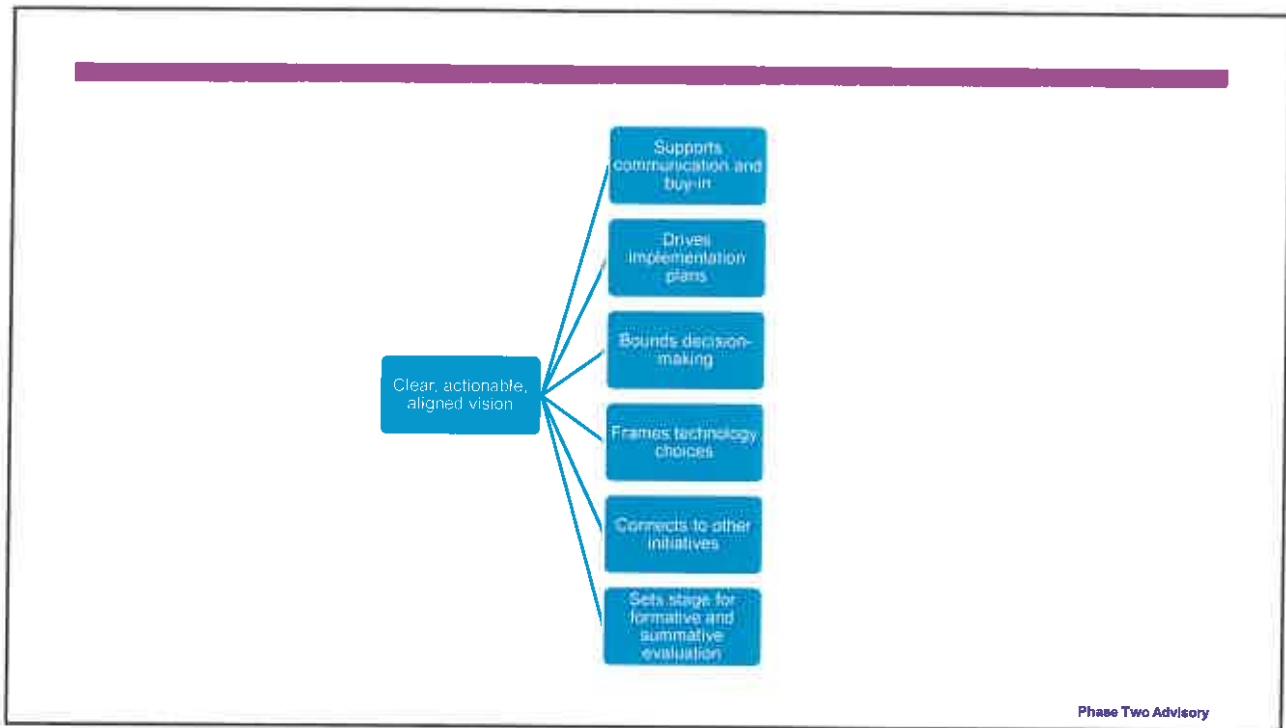
What is an institutional “vision”?

- A clear, shared picture of the best case scenario
- A mental model of where you want to go
- Specification of terms and concepts
- More concrete than a set of goals, less specific than tactics



Graphic: Hiro Sheridan via Flickr Creative Commons

Phase Two Advisory



Clarity and specificity matter

"The goal is so that students can be more successful in their educational journey here to college."

"I want you to do [program planning] before you come in and make your advising appointment. That way they will sit down with the advisor and they won't have to start from scratch. They can open it up and go, 'Okay yeah, it look like you are taking this class, why? It doesn't meet any of your requirements, you really ought to think about taking this math class.' The time they spend with an advisor will be a lot more rich and useful, because it won't be the basic [registration information]."

Phase Two Advisory

Visions should be big and bold.

When somebody comes to you and says, "Everything is on the table, there are no barriers to anything," at first it's very uncomfortable. After a while, you ... do begin to think about things in a different way when you are not inhibited.

We have a sense from our administration that they trust us to figure out how to do what we need to do to help students and then do it ... We are given the message that not every idea will pan out, so we're not afraid to fail.

—Stakeholders from San Jacinto College, quoted in Jenkins et al., 2019

Phase Two Advisory

Exercise: Your Success Team vision

If you could start from scratch, how would you design student services and supports?

Think about

- What would students experience?
- Who would deliver this experience?
- What are the hallmarks of this experience?
- How would you organize this experience?
- How would you do your work differently?

Your constraints

- Take a team approach
- Leverage meta-majors
- Design for scale

Our process

- Think: 5 minutes
- Pair: 10 minutes
- Share: 20 minutes

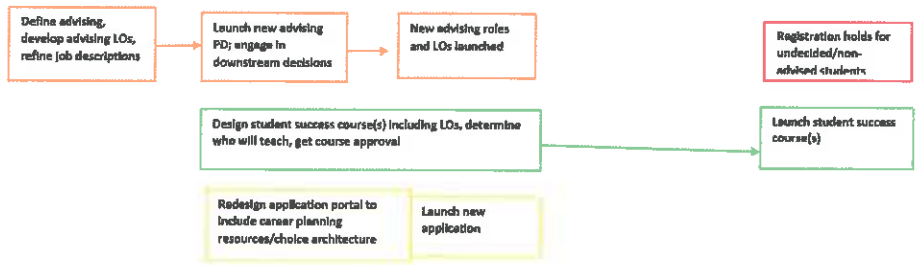
Phase Two Advisory

Next Steps

2:15 – 2:50

Phase Two Advisory

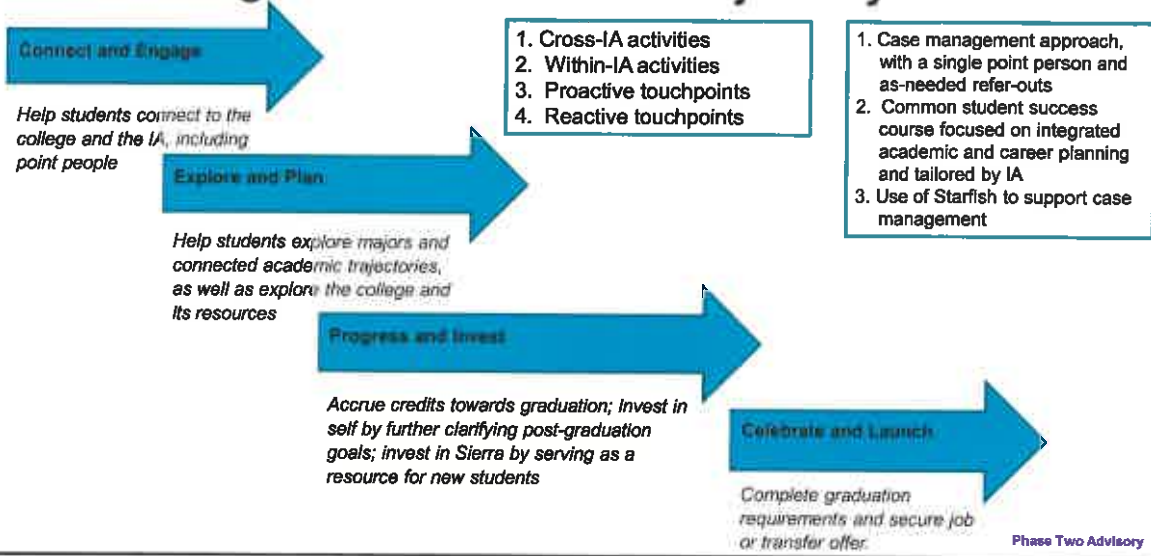
Quick-win: Implement video advising, create "where do I go FAQ," make program maps more prominent on website



Ongoing communication to students and staff; iterative, multi-modal, continual

Phase Two Advisory

Sierra College Interest Area student journey



Close out

2:50 – 3:00

Phase Two Advisory

Think and identify:

2 “ahas”

- ✓What was most surprising to you about this morning's discussion?
- ✓What did you hear that you would like to adopt college-wide?

2 “wonderings”

- ✓What do you still want to know?
- ✓What confuses or scares you?

Phase Two Advisory



Meet Your Success Team

Each Area of Interest has a Student Success Team that has your back from start to finish. We are here to answer your questions and support you in your journey here at Rio Hondo College. Please reach out to us if you need guidance or help. Click on an Area of



STUDENT SUCCESS COACH II HANDBOOK



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ABOUT RIO HONDO COLLEGE

Nestled in the hills above Whittier, the District was created in 1960. The College officially opened its doors for instruction in 1963 and celebrated its 50th anniversary in 2012-2013. As a comprehensive community college, Rio Hondo offers many strong career-technical programs, such as nursing, fire and police academies, automotive and alternative fuels, a full transfer curriculum, and basic skills courses and services. The College also offers a rich complement of community service programs on campus and at satellite locations.

Rio Hondo College Satellite Locations: El Monte Educational Center, Pico Rivera Educational Center, South Whittier Educational Center, and Santa Fe Springs Training Center

Rio Hondo College has developed an impressive educational complex which enrolls approximately 20,000 students per semester. The student body reflects the diversity of the surrounding communities and is approximately Hispanic 67.2%, White Non-Hispanic 10.2%, Unknown 9.7%, Asian 8.1%, African-American 2.2%, Filipino 1.4%, Multi-Ethnicity 0.8%, American Indian/Alaskan Native 0.2%, Pacific Islander 0.1%.

The Rio Hondo Community College District encompasses several communities in the southeast section of Los Angeles County. It is a dynamic urban and suburban area which also includes commercial, industrial, educational institutions, and enterprises. The primary communities are El Monte, Whittier, South El Monte, Pico Rivera, Santa Fe Springs, and Los Nietos. The nearby communities of Norwalk, La Mirada, Downey, La Puente, and the City of Industry are also an integral part of the College District. The area provides easy access to cultural, recreational, and diverse ethnic and cultural opportunities.

TEAM VALUES & EXPECTATIONS

Values	Behaviors
Teamwork	<ul style="list-style-type: none"> ○ Collaborate with one another-Co-create solutions ○ Show energy & enthusiasm ○ Balance the role of leading & following ○ Show empathy for your team members
Respect	<ul style="list-style-type: none"> ○ Be mindful of your own behaviors ○ Assume good intentions of others ○ Don't participate in disruptive behaviors
Time Management	<ul style="list-style-type: none"> ○ Understand what your priorities are <ul style="list-style-type: none"> • Ask your supervisor when in doubt ○ Set and monitor goals ○ Change your habits <ul style="list-style-type: none"> • Understand your own habits that might be holding you back
Communication & Follow Through	<ul style="list-style-type: none"> ○ Express yourself professionally in your verbal & written communication ○ Circle back and close information loops ○ Communicate your needs openly & frequently to your supervisor & coordinator
Student Success & Equity	<ul style="list-style-type: none"> ○ Commitment to serving students, especially vulnerable student groups such as 1st generation college student, foster youth, LGBTQ students, undocumented students/DREAMERS ○ Understanding of diverse student experiences that influence college access & completion ○ Value the strengths & resiliencies our students bring with them

FAMILY EDUCATIONAL RIGHTS PRIVACY ACT (FERPA)

“FERPA is a federal law that protects the privacy of student education records maintained by, or on behalf of, educational agencies or institutions.⁴ FERPA applies to all educational agencies (e.g., school districts) and institutions (i.e., public elementary and secondary schools and postsecondary institutions) that receive funds under any program administered by the Secretary of Education. FERPA affords parents certain rights with respect to their children’s education records maintained by educational agencies and institutions to which FERPA applies. These include the right to inspect and review their children’s education records, to seek to have their education records amended, and to have some control over the disclosure of their education records or personally identifiable information (PII) contained therein. These rights transfer to the student when he or she reaches the age of 18 years or attends a postsecondary institution at any age (and then becomes an “eligible student” under FERPA).”

[UNITED STATES DEPARTMENT OF EDUCATION FERPA DOCUMENT, 12/20/2018](#)

MANDATORY FERPA TRAINING

Click on the following link to access the required FERPA trainings you must complete:

1. FERPA 101: For Colleges & Universities
2. FERPA 201: Data Sharing under FERPA

<https://studentprivacy.ed.gov/content/online-training-modules>

Please keep records of your FERPA completion and email the certificates of completion to your corresponding supervisor.

MANDATORY SEXUAL HARASSMENT TRAINING

Click on the following link to access the required trainings you must complete:

1. Mandated Annual Training
 - a. Mandated Reporter
 - b. Sexual Harassment Prevention
 - c. Title IX

<https://riohondo-keenon.safecolleges.com/login>

Your log-in consists of your first initial, last name, plus the last 4 digits of your SSN

Example: John Smith, 123-45-6789 = jsmith6789

Please keep records of your mandatory sexual harassment completion and email the certificates of completion to your corresponding supervisor.

MATRICULATION PROCESS

Students who plan to attend Rio Hondo College must complete the Matriculation Process or the “on boarding process.” The process includes the application, placement tool, online orientation, and counseling appointment. Students should be able to register successfully without any holds once all the previously mentioned steps are completed. The Matriculation Process is furthered explain below.

RIO HONDO COLLEGE APPLICATION

The application is found on our main website (riohondo.edu). You can also access the ‘Get Started’ webpage by [CLICKING HERE](#). OpenCCC is the platform used.

Students will first need to create an account if they haven’t already and apply to Rio Hondo College under the appropriate term. For example: Fall 2021. It takes Admissions & Records 24-48 hours to process student applications.

Once the application is processed, students will receive an email with their Student ID number (9 digits) and information to log into Access Rio (student portal). A registration ticket will also be given to allow students to enroll in courses. If students do not receive their Access Rio log in information or registration ticket, Admissions and Records should be contacted. See information under Resources.

Note: Students who take at least one semester off need to re-apply to Rio Hondo College (*with the exception of the summer semesters*). If students do not remember their OpenCCC Apply credentials, they can recover their username and password by going through the forgot? process.

Video Tutorial on How to Apply to Rio Hondo College
<https://youtu.be/pcUlt19Vjf4>

PLACEMENT TOOL

The placement tool allows students to report their highest level of Math and English to help counselors place them in the appropriate course levels. The placement tool is

ACCESSRIO

AccessRio is a portal for students to complete the matriculation process, registration, and access personal records and resources. Students can register for classes and look at their finances in this portal. The tabs that you will navigate most often with students are: Home, Registration, Academics, and Finances.

To log in to AccessRio, students need to know their Student ID number.

- Username: First Name + . + Last Name + Last 4 digits of Student ID #
→ Example: **john.smith1234**
- Password: The initial AccessRio password is a student's birthday
→ Example: If born on July 17, 2022 = **071708**
It might be different if a student changed their password

PASSWORD ISSUES

If students are having issues logging into their AccessRio, please have them follow the [FORGOT PASSWORD GUIDE](#).

If they are unable to reset their password, students will need to contact technical support. [AccessRIO Technical Support | Information Technology Services \(riohondo.edu\)](#)

HOME TAB

Under the Home tab, students are able find recent announcements and access to their Rio Mail. They will also find a section named Important Dates. Under this section students can find the academic calendar, final exam schedule, priority registration dates, and registration important dates. It's important to remind students that access to their Rio Mail is necessary. Remind students that instructors communicate important information via email and that they should check it often.

Note: Rio Hondo student emails are Gmail accounts

longer be attending.

Video Tutorial on How to Register (Adding or Dropping Classes)

<https://youtu.be/3nmL8Q8S3Gc>

- **Waitlist:** Students who go on the waitlist must check their Rio Hondo College student email periodically. Emails get sent out to students letting them know if they are able to add a course. BUT they are only given 48 hours to do, so it is very important they check their email and waitlist status.

Students should also email their professors to request the zoom link for the first day of class so they can request an add code.

Video Tutorial on Adding a Waitlisted Course


<https://youtu.be/GrXjLbvxS18>

- The Student Detail Schedule found on the bottom of the Add or Drop Classes page will allow students to read their schedule in detail and will allow students to see what number they are for courses they are waitlisted for. There students would be able to find their times and date of their classes. They can find the locations of their classes. They can also find the professor's email by clicking on the white envelope icon.
- **Add Codes** – Once an instructor provides an add code to a waitlisted student, they will click on the drop-down menu of the respective class. Click on Add and submit changes. It will ask for the add code, input the code and click on submit changes. Once the page refreshes, make sure the class appears as *****Registered***** and not waitlisted. If the code does not work, have the student email, and call Admissions. In the email, make sure they include the add code so they can make sure they were given the right code.



Video Tutorial on How to Add a Course with an Add Code

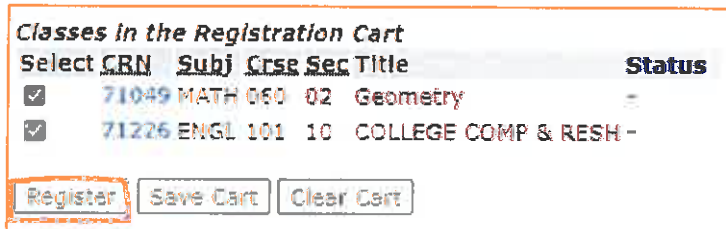
<https://youtu.be/-uICSebnDVw>



4. Student can also add breaks into their schedule. 
- Work is considered a break in the system; they just need to name the break "Work" or any other name.
 - Breaks cannot have the same name. Each break needs to be named differently.



5. Once breaks are provided, click on generate schedules and the system will display all the different options students can choose from. 
6. After finding the schedule that best works for them, they can send it to the Shopping Cart and confirm those are the classes they wish to enroll in. 
7. After confirming, students must select the register button.



8. The following page will show the students what classes they successfully registered in and which ones they could not.

FINANCIAL AID

There are two forms of financial applications that students could complete depending on their eligibility. One of the forms is the Free Application for Federal Student Aid (FAFSA). The other is the California Dream Act Application. The students first need to create an account and after they create an account they must fill out and submit the application.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

Students who are required to fill out the FAFSA application are students who at minimum must: Be a U.S. citizen or an eligible noncitizen (including a U.S. national or permanent resident) and have a valid Social Security number. Have a high school diploma or GED certificate. Be enrolled or accepted as a student in an eligible degree or certificate program. Students can access the FAFSA Application at studentaid.gov/h/apply-for-aid/fafsa and it is due every year on **March 2nd**.

CALIFORNIA DREAM ACT

Students who can qualify to fill out the California Dream Act Application came to the United States before age 16 and per AB 540 must have 3 years of high school in California, graduated from a California high school or have the equivalent of a high school diploma, and be enrolled in a CC, CSU, or UC. Per AB 2000, students must have 3 years of high school or more, or have attended an elementary or secondary school, or both for a total of 3 or more years in California. Per SB 68, students can count full-time attendance at a CA CC, adult school, high school, or a combination of these. Students can also use an AA Degree or have fulfilled the minimum transfer requirements for UCs or CSUs. Students can access the California Dream Act Application at dream.csac.ca.gov and is due on **March 2nd** of every year.

Both applications require that students have their own or their parents' taxes to successfully complete the application. Dependent students will use their parents' taxes while independent students will use their own taxes.

SOFTWARE PROGRAMS

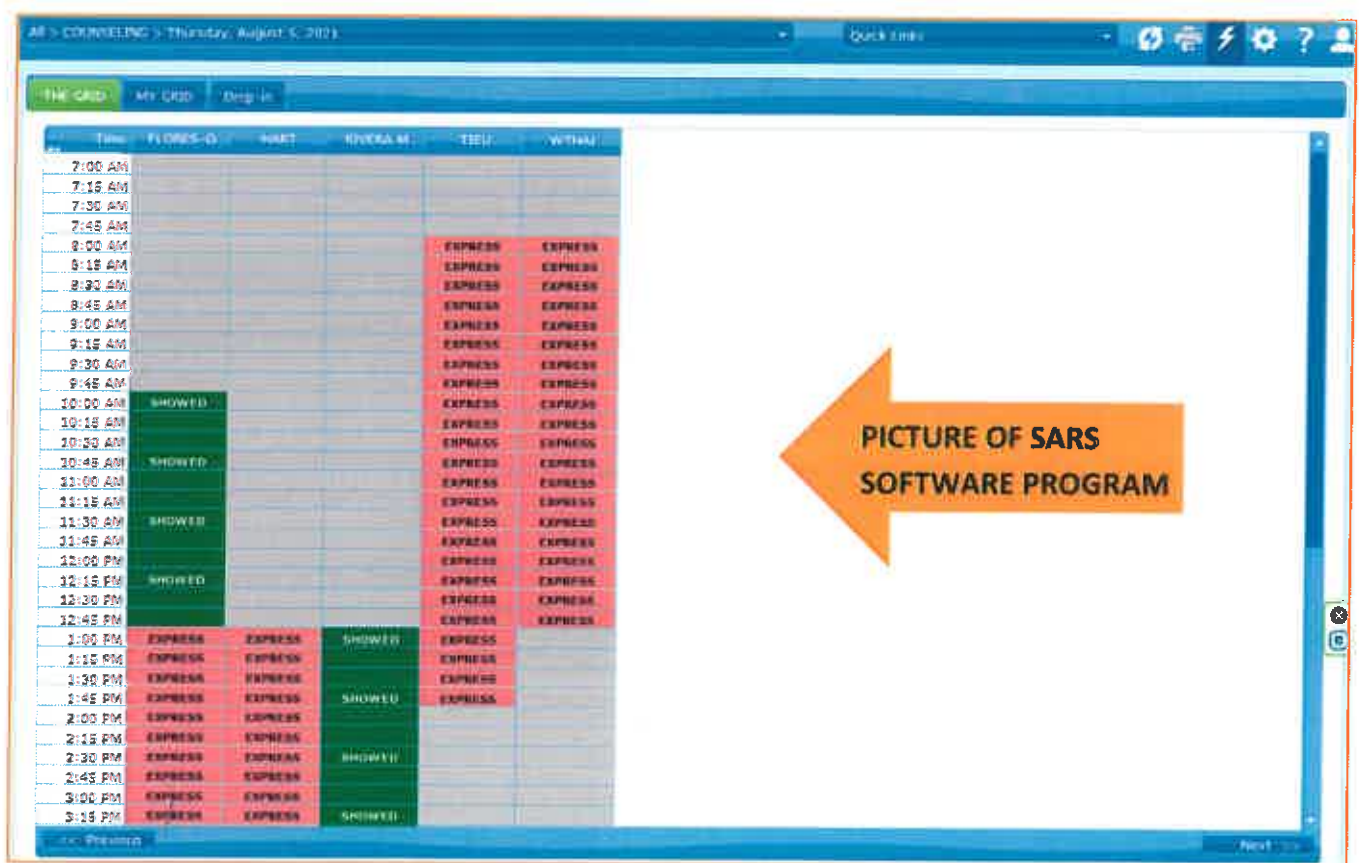
As a Success Coach you will use different software programs to record data on student services and to effectively communicate with students and colleagues. Become familiar with the programs you will most often use. These programs include SARS, TEAMS, Tidio, and Zoom.

SARS

You will most often use SARS to book counseling appointments for students and potentially record students who you assist. Recording the students and services we provide is crucial for funding purposes. The following provides a brief explanation of the tools you will most often use.

You can access SARS under the Employee tab in your personal AccessRio account or via the following link: [SARS Anywhere \(riohondo.edu\)](https://sars.riohondo.edu)

NOTE: Please use FireFox when using SARS.



NOTE: You can use more than one code to record when multiple services are provided. For example, you can choose 45MIN and SST-HS if a student is seeking a counseling appointment with a specific area of interest counselor.

Under Comments input the following information:

- What the student needs.
 - For example, “Needs Ed Plan”, or “Needs clearance for Math 130”.
- Major
 - Type “Undecided” for students show are undecided about their major.
- If the student plans to transfer and if so, what kind of institution.
 - For example, “Transfer yes, UCs and CSUs).” This helps counselors prepare.
- Phone number
 - Always confirm their phone number so we can reach them back if needed and for the counselor to call them. Do not assume that the phone number on file is current. If the phone number they give you does not match on record, advise them to update their information to Admissions.
 - You can also update a students phone number on SARS if the phone number is no longer correct
- Your initials
- To finish scheduling appointment, click on commit and input your initials

**PICTURE OF SARS
APPOINTMENT SCREEN**

The screenshot shows the SARS Student Appointment Screen. The 'Student Information' section has fields for Student ID, Name, Birth Date, Home Phone, Ext., Contact Phone, Ext., Text Phone, Email, and Email 2. The 'Appointment Information' section displays the date and time as '- Wednesday - 8/11/2021 1:45 PM - 45 minutes'. It includes a 'Reason Code' dropdown menu with options like 30MIN, 45MIN, 60MIN, COUN30, COUN45, and COUN60. There is also a 'Comments' field, a 'Room #' field, and 'Confirmation Options' for Email, Print, and Text. At the bottom, there are buttons for 'Commit', 'Appointment', and 'Close'.

To check in students, follow these steps:

- Click on “Drop-in” and on the bottom right-hand corner click on “Add”.
- Input the student’s ID number and confirm their identity by asking for their full name and date of birth.
- Add the appropriate Reason Code for your department. Here are some common drop-on codes:
 - EXPRESS/COUN EXP: Students checking in for express counseling
 - COACH: Meeting with success coach
 - COMPUTER: Use when students walk into the center for computer usage

NOTE: You can use more than one code to record when multiple services are provided.

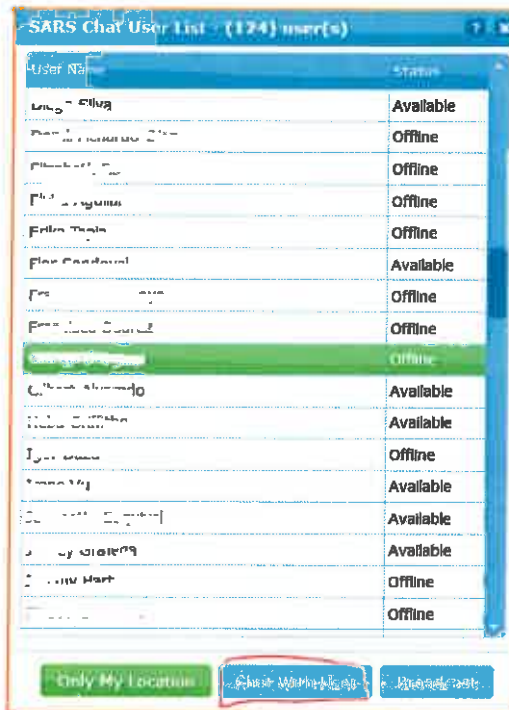
- Under the Comments section, type concisely what you assisted the student with.
 - For example, “Assisted student with FAFSA” or “Assisted student with registration”
- If they are seeing you, make sure to select your name on “Meeting with.”

The screenshot displays the 'Student Drop-in Appointment Screen' with the following fields and options:

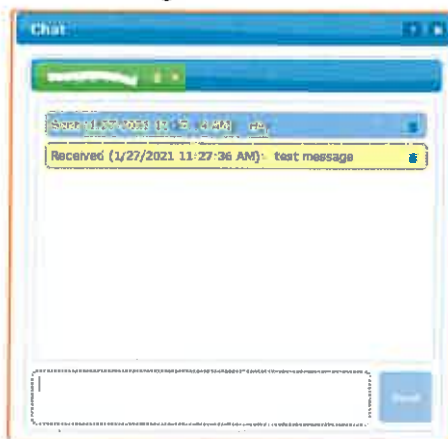
- Student Information:**
 - Student ID: 00476AD4D (highlighted in red)
 - Name: [Empty field]
 - Birth Date: [Empty field]
 - Home Phone: [Empty field]
 - Ext.: [Empty field]
 - Contact Phone: [Empty field]
 - Ext.: [Empty field]
 - Text Phone: [Empty field]
 - Email: [Empty field]
 - Email 2: [Empty field]
- Appointment Information:**
 - Reason Code: A dropdown menu is open, showing options: EXPRES, COUNEXP, ONLINE, OTHERASMT, OTHEROR, OTHERSAP, OTHEREXP. The 'COUNEXP' option is highlighted in green.
 - Comments: [Empty text area]
 - Meeting with: A dropdown menu is open, showing options: Nick, Online Meeting, Meeting URL. The 'Nick' option is highlighted in blue and circled in red.
- Buttons:** 'Commit Drop in' and 'Close' are located at the bottom of the screen.

- When checking in a student for express counseling select the name of the counselor who is in express counseling under “Meeting with”. If multiple counselors are available for express counseling, make sure to evenly distribute workload. Some students may request a specific

- Scroll and find the person you want to chat with. To open a chat, click on the person and click on the chat with user box.



- Here is how the chat looks like and you can send messages to your fellow colleagues



- You can also have multiple chats open. Just close your chat and find your next person in the chat user list.

SARS Appointment System Training
<https://youtu.be/DDhZG2xnG0k>

STUDENT VIEW

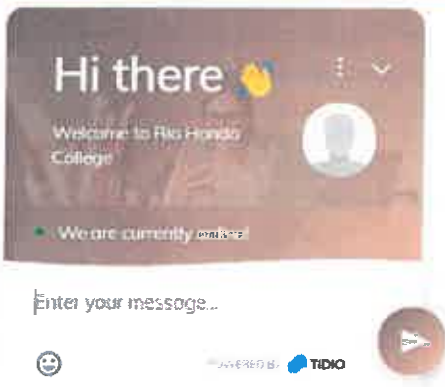
Hi 🌟, do you need help?



INITIAL TIDO BUBBLE (Students must click to expand)

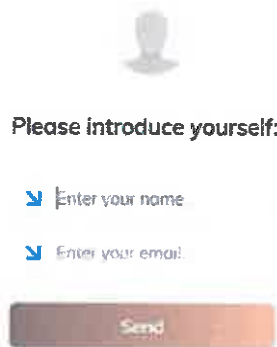
EXPANDED BUBBLE

(Students can type in their question in the chat area and click the paper plane to submit)



STUDENT INFO

(Students will be asked to enter their name and email address)



FULL TIDIO CHAT

(Students can type, use emojis, and add attachments in the chat box)



CHAT

The chat displays the conversations success coaches have with students. Click on what appears to be a conversation bubble on the top left to view conversations. For the most part, the chat is used for quick questions. More complex services such as assisting students with registration or help with applying to financial aid are handled via phone or Zoom. If you gage the student will need more assistance, you may want to request their phone number or set up a Zoom meeting. Once we are done assisting a student, delete conversations to keep the page organized. To delete a conversation, locate the student's name on the conversation column (on the left) and click on the 3 dots and select "Delete."

RIO PROMISE

Rio Hondo College is the first college in Los Angeles County to implement a second year of free tuition for students. The program began in 2017-18 with 456 first-year students from local public high schools participating. In 2018-19, those numbers have nearly quintupled, with 2,215 first-year students participating after the College opened the program to all first-time college students. An estimated 443 students will qualify for the second-year program.

The Rio Promise is funded by donations and by leveraging Pell grants, California Promise grants and

California Promise waivers. To qualify for the first-year program, students must:

1. Enter their first year of college
2. Enroll in a minimum of 12 units at Rio Hondo College
3. Complete the Free Application for Federal Student Aid (FAFSA) or the California
4. Dream Act Application; and submit all required forms from Rio Hondo College's Financial Aid Office.

To qualify for the second-year program, students must:

1. Complete at least 24 units from Rio Hondo College by the end of their first year with a minimum 2.0 grade point average
2. Enroll in 12 units a semester their second year
3. Complete the FAFSA or the California Dream Act Application; and submit all required forms from Rio Hondo College's Financial Aid Office

Students will NOT receive the funds directly because it will be deposited in their account within the first 3-4 weeks when the Fall and Spring semester begins. Students will need to pay for their student fees (Health Fee, Transportation Fee, etc.) out of their own pocket or from other aid they receive. The Rio Promise does not cover the summer semester.

Rio Hondo College Promise Contact:

- Cecilia Rocha (Program Manager)
- Jeanette Esquivel (Student Services Assistant): jesquivel@riohondo.edu
- Center Phone Number: 562-463-6650

PILLAR 4: ENSURE LEARNING

Ensure that learning is happening with intentional outcomes.

Establish program-level learning outcomes aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs.

RIO HONDO COLLEGE STUDENT SUCCESS TEAMS (SST)

As a part of the Guided Pathways initiative, Rio Hondo College created student success teams (SST) for each of our [areas of interest](#).

Student Success Teams provide students with a “home base” community of support that they can go to for help with course questions, educational plans, career exploration and general and overall holistic assistance. This home base will create a sense of belonging for students by providing them with continuity via a single set of people and places to go to for questions.

Each Area of Interest has been assigned a Student Success Team to support students in their journey at Rio Hondo College. Integrating Counselors into each Success Team represents a culture shift in which counselors specialize in programs in a particular Area of Interest and predominantly serve students in that Area.

Success Teams are made up of counseling faculty, classified staff, area academic deans, faculty liaison, librarian, and student success coaches.

Rio Hondo College Guided Pathways Video
https://youtu.be/FnkoJ_NDCr8

SST SUCCESS COACH DUTIES

The primary role of the Success Coach is to work in collaboration with counseling faculty. Whenever possible, the Success Coach will be a grad student or recent graduate from their assigned Area of Interest.

explore potential careers and identify your interests. Career Coach is a resource that allows students to discover majors and in-demand careers and education based on their interest.

1. On career coach, there are career assessments that can help you learn about yourself. Once the assessment is done, career coach will give you career suggestions based on your interests.
2. You can also browse or search careers.
3. Lastly, you can also search for available Rio Hondo College programs that lead you towards the career that you want.

Through career coach, students will use their interests to help them identify a career.

How to Navigate Career Coach
<https://youtu.be/G46B406mpi0>

GUIDED PATHWAYS PRESENTATION

Student Success Coaches also created guided pathways presentation that was presented to our summer bridge students. Please feel free to take a look by [CLICKING HERE](#).

STUDENT SERVICE PROGRAMS & RESOURCES

Rio Hondo College offers different resources, programs, and services. For a comprehensive list [click here](#).

Also, note that a popular service is the [Virtual Welcome Center](#) found on the Rio Hondo College website. The Virtual Welcome Center allows students to access face-to-face assistance from various campus offices. Encourage students to take advantage of the different services and programs. It is also imperative that you become familiar with special programs and recommend students to these when they can potentially qualify and benefit.

LIBRARY SERVICES

Rio Hondo students can borrow a Chromebook, PC laptop, mobile hotspot, graphing calculator, or other from the library. They can only borrow it for a semester.

Students must submit the following form to request any of the library technology: [Technology Reservations | Library \(riohondo.edu\)](#)

removed. Admissions and Records should be contacted if the hold has not been lifted. Student can call this office at 562-463-3370 or visit the A&R Zoom room on the [Virtual Welcome Center](#)

Where can I purchase my books for class?

Students can purchase their books by visiting the Rio Hondo College bookstore on campus or online (bkstr.com/riohondostore/home). During COVID-19, students are encouraged to buy their materials online. Other online alternatives are Amazon, Chegg (chegg.com) Valorebooks (valorebooks.com). Helping students, who are buying their books for the first time is important as many students may have doubts or be confused about the materials they need to buy.

When do Spring and Fall semesters start?

Semester start dates and other important deadlines and can be accessed at riohondo.edu/admissions/important-dates-and-deadlines/

Why are my classes not showing up on CANVAS?

If a student just registered for a class, it could take Admissions & Records up to two-business days to officially enroll the student into the course.

Timeline to upload a class to CANVAS is up to the discretion of instructors.

Material can be added weeks or days before the start of the semester. If a student is not finding a class on CANVAS the day before the class was scheduled to start, the instructor should be contacted.

How do I email my instructor?

Students can find an instructor's email address on the class schedule or by looking the on our [directory](#).

COUN - Counseling							
COUN 101 - College and Life Success							
Status	Type	CRN	Book	Zero	Unit	Meeting Time	Instructor Email
Waitlisted	LEC	71350	View Book		3.0 M	07:00pm - 10:10pm	jthomas@riohondo.edu

IMPORTANT LINKS

Please use the following link to view our current Student Help Videos:

<https://riohondo0.sharepoint.com/:x:/s/allcounselors/EdFEHsgEpMdFggooWm-dt28BC4HwE9tTLuZAxuQb1epHgA?e=6AITnU>

If any new videos are created, please keep this excel sheet updated as coaches and counselors use this! 😊