



EXECUTIVE SUMMARY

The Vision Statement of Victoria College [VC] begins with the goal of “empowering each student to achieve excellence in an environment that cultivates personal relationships among students, faculty, and staff.” The Success Through Academic Referrals, *STAR*, system supports this vision by identifying at-risk students and intervening to help them be successful, particularly in gateway courses. Furthermore, *STAR* is a component of one of the goals of the VC Strategic Plan to “develop our capacity to be student-centered and innovatively ensure learning through a variety of supports” and to “utilize highly engaging best practices to improve the learning environment and increase student success.” As an academic early alert and intervention system, *STAR* identifies at-risk students in their classes and allows faculty to get them the help they need from college resources in a timely manner in order to be successful. The goals and objectives of VC’s *STAR* system are:

Goal 1. Increase student retention (completion of a course) in gateway courses, measured by *STARs* submitted with student follow-up versus *STARs* submitted without student follow-up.

Goal 2. Improve the success rate of students enrolled in gateway courses who receive a *STAR*.

Goal 3. Increase the fall-to-spring persistence rate of first-time in college (FTIC) students enrolled in gateway courses.

Goal 4. Increase faculty participation of the *STAR* system, measured by percentage of faculty submitting *STARs*.

One limitation of the current early alert system is the inability to link an alert to a student in a particular class. A student is more likely to succeed in a course when faculty intervene early in the semester when a student appears to be struggling in the class. Additionally, any alert and intervention system is only effective if students respond to an alert. VC’s *STAR* system is designed to work with the college’s Learning Management System (LMS) and Customer Relationship Management (CRM) system to better reach at-risk students who are more likely to respond to communications sent through the LMS than another program (such as a college email address). Through faculty and staff training and student orientation, VC will ensure students are encouraged to participate when receiving a *STAR*, thereby increasing their chances of success and, ultimately, persistence in college.

Questions regarding development or implementation can be addressed to Bradley Johnson, Associate Professor of Mathematics & QEP Coordinator at

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