The STAR Model:
A Dynamic Approach to Teaching & Learning

The STAR illustrates the dynamics connecting the key participants in the STAR Mentoring and Coaching Program. Dynamics are defined as “change-producing forces” by the Encarta Dictionary, and we believe the dynamics of communication, goals, process, resources, and time are active in and between each of the participant roles in the STAR Mentoring and Coaching Program.

**Students** communicate with their instructors and STAR Coaches to attain their goals of academic and professional success, learn the processes that will help them to succeed, and practice effective use of resources and time in order to establish effective skills to complete short- and long-term projects.

**Instructors** set goals for their students, communicate those goals through the modeling and practice of effective processes for both their students and STAR Coaches, and mentor students and STAR Coaches in the effective uses of resources and time relevant to the mastery of historically difficult course content and skills.

**Coaches** use facilitation skills and strategies as peer education processes to assist students in learning to manage their time and resources to succeed in their current courses and future work. STAR Coaches model effective communication and goal-setting with their instructors: this modeling encourages STAR Coaches to improve their own academic and professional skills and to achieve greater success in their chosen fields.
Mentors meet weekly with their assigned STAR Coaches to communicate about STAR review sessions and program needs, to assist with effective time management, processes, and use of resources, and to review goals for short- and long-term professional development. STAR Mentors meet biweekly with the STAR Coordinator to improve their own understanding and expertise in dynamics and to provide program feedback to the STAR Mentoring and Coaching Program Staff.

As the Program Manager, The STAR Mentoring and Coaching Program provides the framework for dynamics through trainings in effective communication skills, goal-setting and goal-attainment, advanced use of facilitation and study processes linked to success in STAR-targeted courses, development and maximization of resources, and excellent time management skills essential to all phases of project development and completion. The STAR Mentoring and Coaching Coordinator meets with faculty, administrators, STAR Mentors and STAR Coaches to communicate program goals and processes, to share and increase resources, and to set schedules for the implementation of projects in a timely manner.