

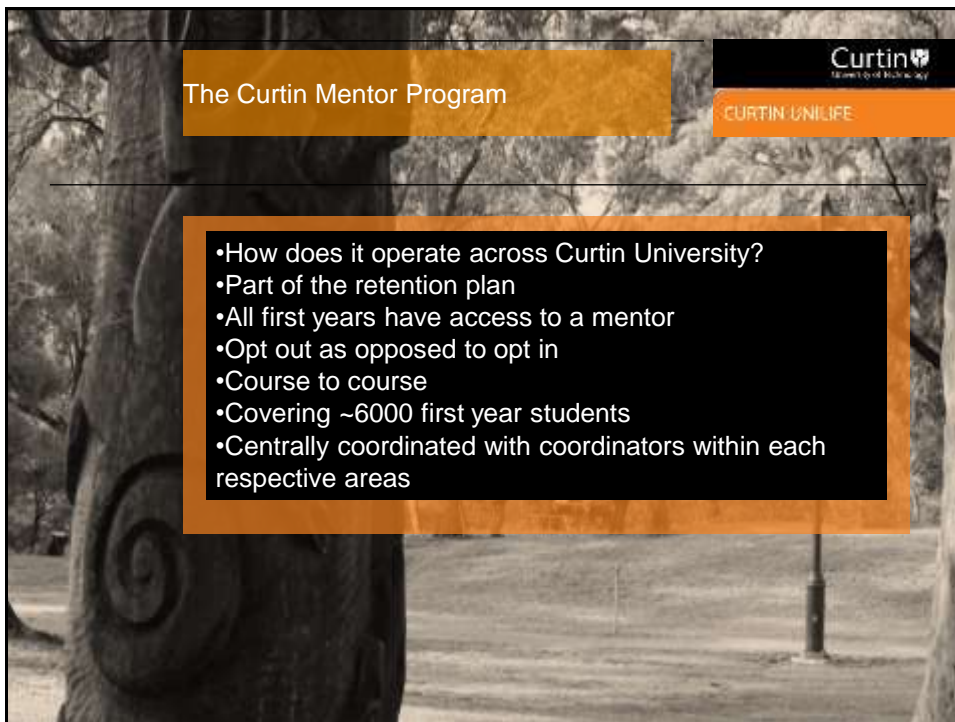


Outline for today's session:

- How does the mentor program operate at Curtin
- A little bit about CAS
- How did the program operate at CAS?
- How and why the program changed?
- The current program and the aims
- The events that occurred throughout the year
- Feedback from students
- Feedback from staff
- Discussion activity \*time permitting\*
- 2012 and beyond
- Questions

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The Curtin Mentor Program

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- How does it operate across Curtin University?
- Part of the retention plan
- All first years have access to a mentor
- Opt out as opposed to opt in
- Course to course
- Covering ~6000 first year students
- Centrally coordinated with coordinators within each respective areas



A little bit about the Centre for Aboriginal Studies at Curtin

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Undergraduate Courses

- Associate Degree in Indigenous Community Health
- Associate Degree in Indigenous Community Management and Development
- Bachelor of Applied Science (Indigenous Community Health)
- Bachelor of Applied Science (Indigenous Community Management and Development)
- Indigenous Australian Cultural Studies
- Enabling/Bridging Courses
- Aboriginal Bridging Course
- Indigenous Tertiary Enabling Course



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How did the program operated in CAS in the past?

**BEFORE:**

- Generic model
- Mentors matched to Mentees
- Voluntary
- Mentor Program introduction
- Sole responsibility on mentors and mentees
- Relied on email communication

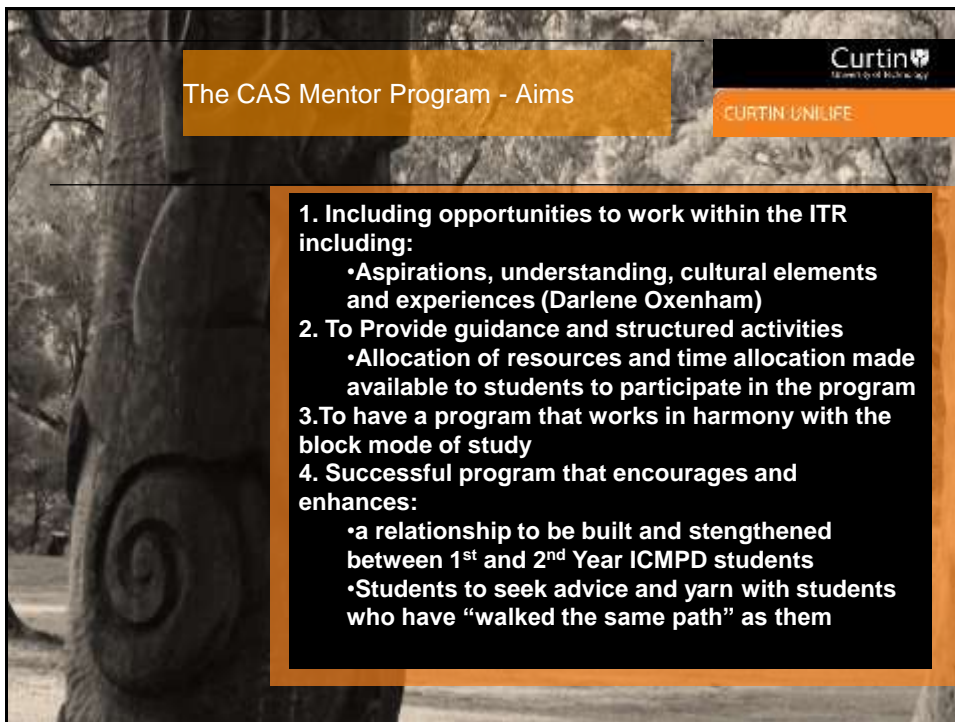
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A change will do you good...  
How and why the Program changed?

- Worked around the block mode of study
- Generic model implemented – not a tailored approach
- Conflict of goals/aims/expectations of the program and of students
  - Relied on email communication whilst students were away
  - Only at the Bentley campus for 5 weeks a year
  - from block
  - Too much reliance on resources that the students did not have e.g. internet access
  - Students work full time whilst away from block
- Curtin/CAS Aspirations support students study needs
- Terms of Reference Framework (ITR) is applied with the aim of producing a mentor program guided by principles of community development and empowerment

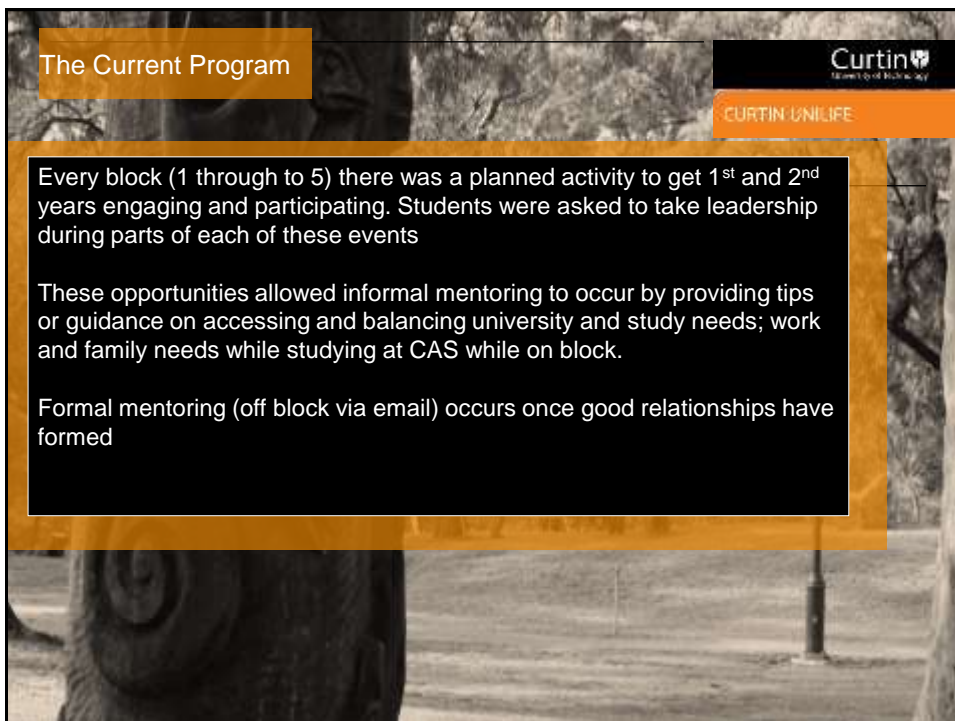




**The CAS Mentor Program - Aims**

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- 1. Including opportunities to work within the ITR including:**
  - Aspirations, understanding, cultural elements and experiences (Darlene Oxenham)
- 2. To Provide guidance and structured activities**
  - Allocation of resources and time allocation made available to students to participate in the program
- 3. To have a program that works in harmony with the block mode of study**
- 4. Successful program that encourages and enhances:**
  - a relationship to be built and strengthened between 1<sup>st</sup> and 2<sup>nd</sup> Year ICMPD students
  - Students to seek advice and yarn with students who have “walked the same path” as them



**The Current Program**

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Every block (1 through to 5) there was a planned activity to get 1<sup>st</sup> and 2<sup>nd</sup> years engaging and participating. Students were asked to take leadership during parts of each of these events

These opportunities allowed informal mentoring to occur by providing tips or guidance on accessing and balancing university and study needs; work and family needs while studying at CAS while on block.

Formal mentoring (off block via email) occurs once good relationships have formed

**Block 1 – Group linking up game**  
Find your match

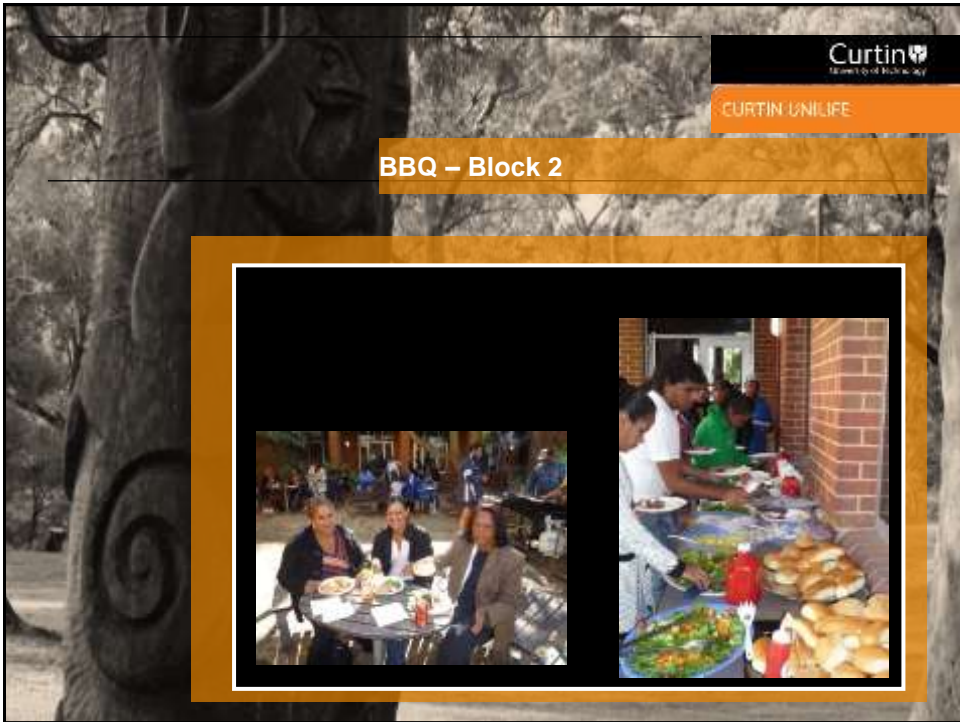
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An introduction presentation of the mentor program  
A structured activity



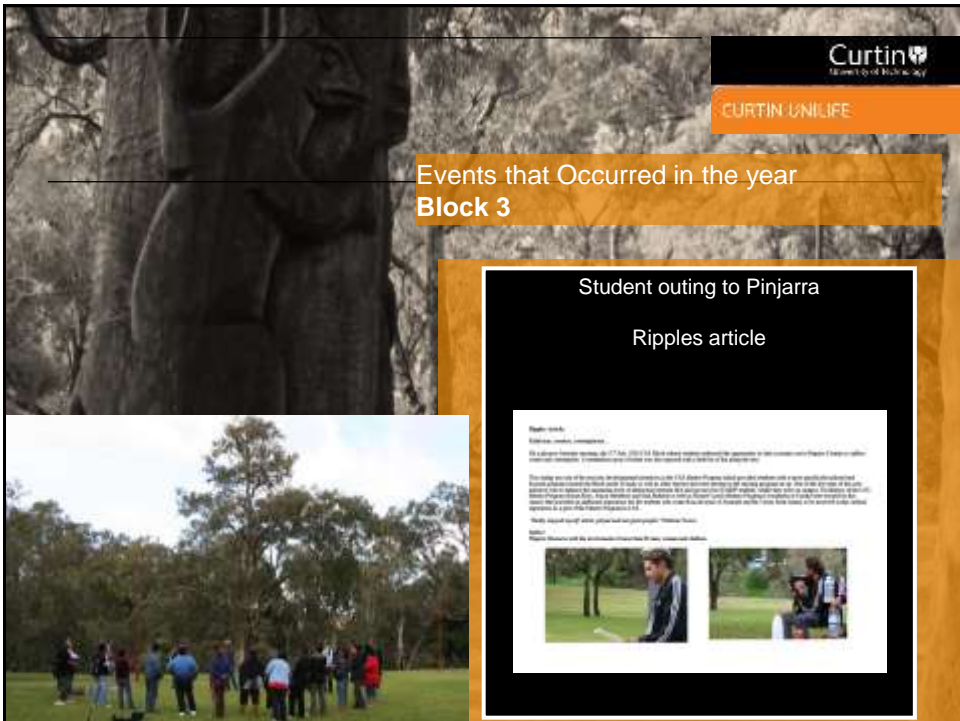
- Building connections and relationships
- Opportunity to discuss course and expectations



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### BBQ – Block 2





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### Events that Occurred in the year Block 3


#### Student outing to Pinjarra

#### Ripples article









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### Events that Occurred in the year Block 5 – End of year event and reflection

A mixture of formal and informal activities

- Groups form and icebreaker activity
- Introduction – this covers a summary of the events for the year, the benefits for students in participating
- Student sharing opportunity
- Activities focused towards 1<sup>st</sup> and 2<sup>nd</sup> Years
- Suggestion game with prizes
- Staff feedback session
- Student feedback sheet
- Review and nomination if you would like to be a mentor in 2012







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### Feedback from Students

*"Powerful day, had great time with my mentee"*

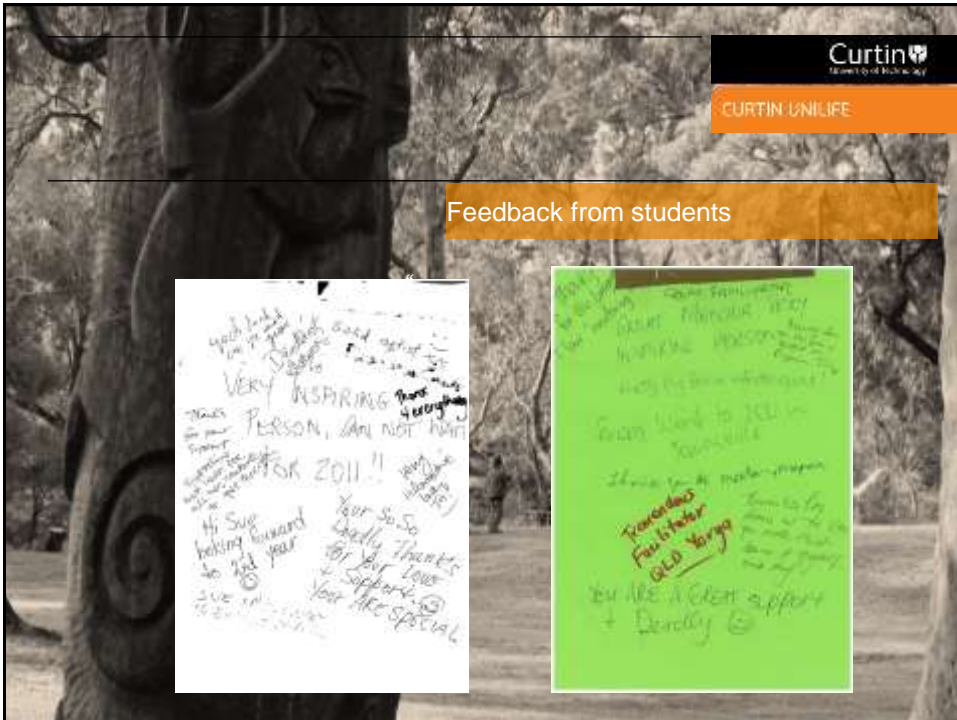
*"I look forward to other days like this one"*

*"Happy day!"*

*"Excellent, Was very interesting and educational, Great activities and enjoyable, thanks to Tutors and Lecturers!"*

*"It was fun, informative day. It was a great connector between mentors and mentees. The activities created memories that will be talked about for a long time to come. It will be a reminder of past experiences and conversations"*





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### Feedback from students

Very Inspiring  
PERSON, AM NOT HAV  
YOUR 2011!!

Hi Sue  
looking forward  
to next year

Your so so  
lovely Thanks  
for all your  
support  
You are SPECIAL

Thank you to all the  
2nd year students who  
have helped me  
throughout the year -  
making my studies  
easier being away  
from home

People were interested  
in other peoples food  
and cultures. It was  
great with relationship  
building

It was a good idea to  
mix up the class with  
second year students

Yes the strangers I  
met became good  
friends to me

A shame I missed it,  
I hear it was a great  
way for students to  
meet

Knowing that I am  
respected and can  
socialize with all

Good to listen to  
second year students  
about their projects  
and problems that  
they faced and  
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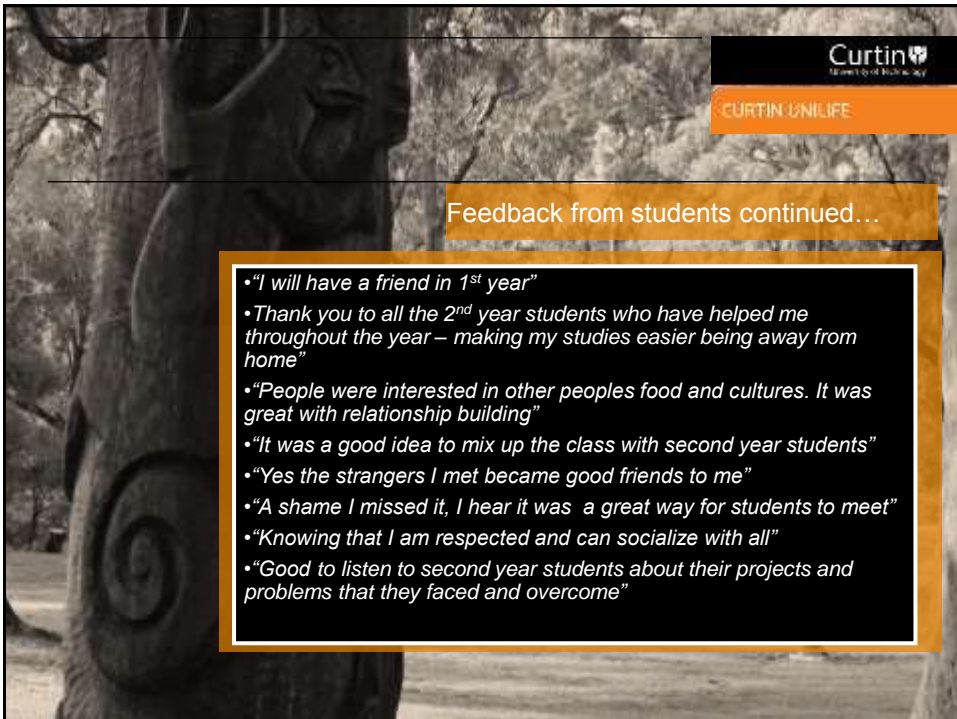
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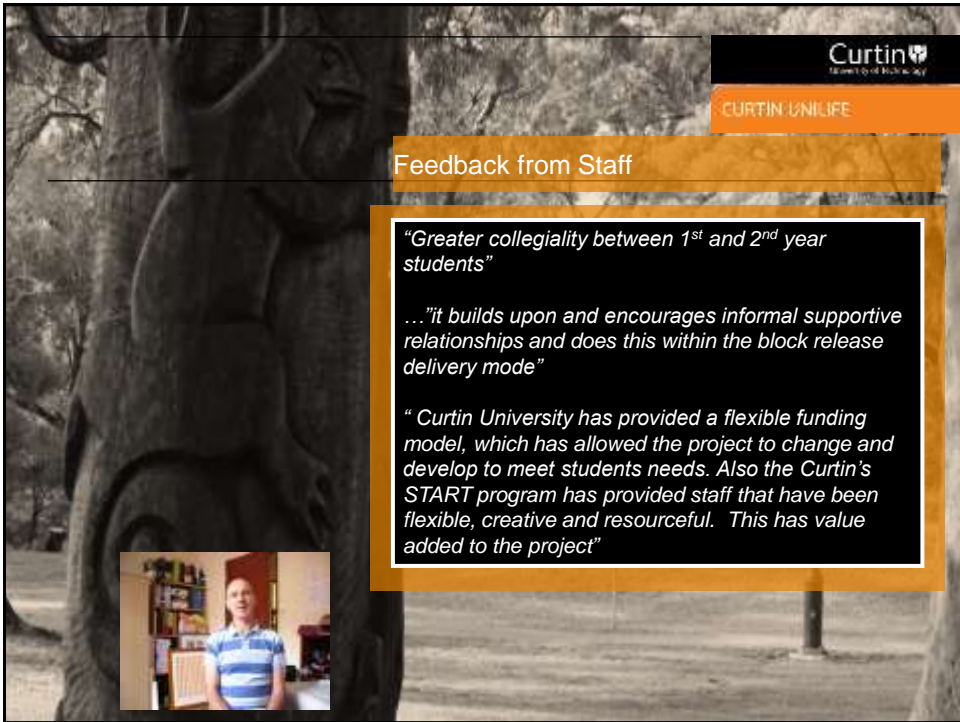
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### Feedback from students continued...

- "I will have a friend in 1<sup>st</sup> year"
- "Thank you to all the 2<sup>nd</sup> year students who have helped me throughout the year – making my studies easier being away from home"
- "People were interested in other peoples food and cultures. It was great with relationship building"
- "It was a good idea to mix up the class with second year students"
- "Yes the strangers I met became good friends to me"
- "A shame I missed it, I hear it was a great way for students to meet"
- "Knowing that I am respected and can socialize with all"
- "Good to listen to second year students about their projects and problems that they faced and overcome"





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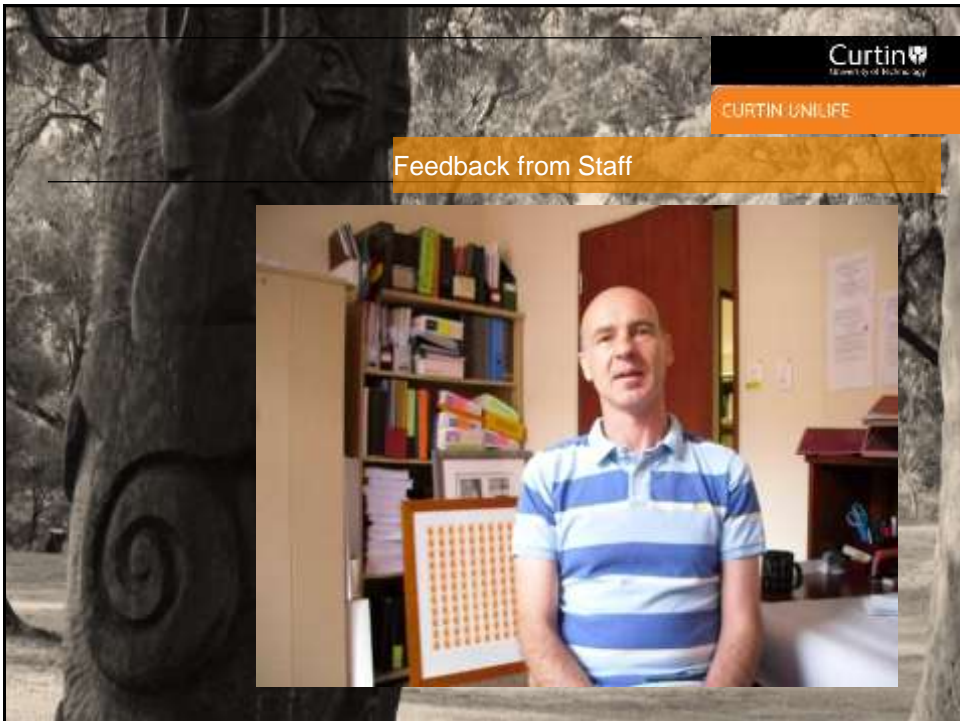

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Feedback from Staff

*"Greater collegiality between 1<sup>st</sup> and 2<sup>nd</sup> year students"*

*... "it builds upon and encourages informal supportive relationships and does this within the block release delivery mode"*


*"Curtin University has provided a flexible funding model, which has allowed the project to change and develop to meet students needs. Also the Curtin's START program has provided staff that have been flexible, creative and resourceful. This has value added to the project"*



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Feedback from Staff



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Discussion Activity – Time permitting

Sharing session on programs that are current in your workplace / setting

What are the challenges that you face?

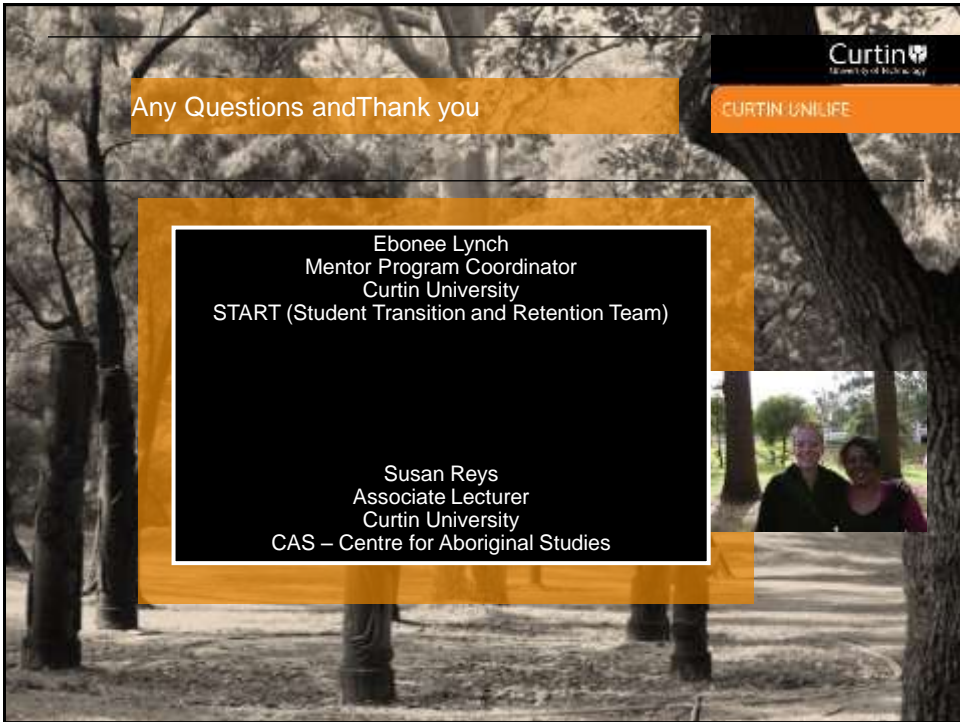
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2012 Beyond... Where to from here

Similar model to the one that worked this year

**Some changes:**

- Expansion of the program to the other courses in CAS
- More communication to staff, stakeholders and students to try to encourage more participation
- Reinforce the evaluation through field visits and all teams
- More thorough evaluation and feedback processes
- Distribute more information on the mentoring program
- Include the mentor program aspects in the session content in student
- Workbooks
- Student outing
  - More involvement from students in deciding the outing
  - There will be an introduction of the outing idea in blocks 1 and 2



Any Questions and Thank you

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START (Student Transition and Retention Team)

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CAS – Centre for Aboriginal Studies

