MANA Learning Community and Certificate Program:
A values-based strategy to success of the Pacific Islander Community

Student Equity Funding Request
FY 2015-2016

Abstract

MANA Learning Community and Certificate Program will deliver a learning community based on indigenous Pacific Islander values and epistemology. MANA will be open to all students. Pacific Islander students, however, demonstrate the *lowest* rate of student success of all ethnic groups (60.6%)----perhaps attributable to being first--generation college students who lack culturally respectful support structures on a traditional college campus. For example, in 2007, students of color comprised 48.9% of CSM's student body (excluding 13.4% Other/Unknown) while 68.6% of *all* CSM employees were White. Bilingual college students who are new to college may not feel they "belong." Pacific Islander students, in particular, have a strong sense of *'ohana* or family that they seek in college structures; when faced with conflict between demands of *'ohana* and academics, they will prioritize the family. As a remedy, MANA will offer a Learning Community and Certificate Program and extend beyond the college to include outlying Pacific Islander communities and agencies; it is essential to include community building to recruit, retain, and advance MANA students at CSM. Given agency to generate and contribute to knowledge, Pacific Islander and other students will gain self--sovereignty and life balance as they navigate higher education at CSM and beyond. In addition, MANA will bring a *tested* interdisciplinary certificate program that meets general education goals, provides credit toward graduation, and facilitates transfer for students. Finally, MANA will offer a transfer and support service within a larger community (CSM and stakeholders in our service area) that benefits students *and* advances Pacific Islanders at the college.

To summarize, MANA will be a learning community and certificate program that privileges Pacific Islander values and ways of knowing. MANA will seek to advance Pacific Islanders enrolled at CSM and those working in higher education at CSM. It will decentralize higher education by intentionally including Pacific Islander families, agencies, and those community members who live our values. Finally, it must be stated that requested Student Equity money of $43,700.00 will fund *research and development* of the first phase of the MANA project. Additionally, requested funding include an operational budget for FY 15-16, as well as, enable curriculum design of a cornerstone course [ETHN 680 Experimental] in the certificate and support student outreach and advising during Summer 2015, Fall 2015 and Spring 2016 semesters. Further institutional commitment will be needed when MANA launches the first phase of implementation in Fall 2015.

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MANA Learning Community and Certificate Program
Project Description

CSM's Educational Master Plan characterizes racism as "increasingly irrelevant" to students in a "social context" (the exegesis of this statement is, at best, ambiguous), *yet* the trend data has proved low rates of Pacific Islander student success and the absence of Pacific Islander administrators, instructional faculty, and counselors at the college.[1] MANA Learning Community and Certificate Program seeks *equity* in resources and respect accorded to learning communities such as UMOJA, PUENTE, and the Honors Project. It has been invited to begin, but until now represents an unfunded mandate—unlike these other learning communities.   MANA is seeking $43,700.00 in seed money to begin the initiative; we would appreciate critical dialogue from reviewers so that we may build capacity in our program as it is developed.

Evidence of Need

Data analysis (2013-14 Academic Year) confirms that Pacific Islanders represent 2.4% of total students at College of San Mateo, roughly mirroring their participation rate in San Mateo County public schools (2.2%) and presence in San Mateo County (2.0%).[2] Pacific Islander students at CSM demonstrated, in 2013-14, lowest course completion rates and high withdrawal rates (60.6%, 17.3%, respectively) comparable with African American (61.2%, 17.7%) and Hispanic students (62.9%, 19.7%)—students who are able to benefit from existing transfer support communities, UMOJA and PUENTE.[3] Learning communities, as well as initiatives such as the Critical Pacific Islands Studies Certificate Program at City College of San Francisco, improve the academic success of *all* participating students by offering curriculum that integrates critical, holistic analysis of Pacific peoples and their values. MANA Learning Community and Certificate Program will provide support and guidance to Pacific Islander and other students so they may achieve educational success.

As well, data reveal that Pacific Islanders (1.0% of CSM employees) have zero representation in *Executive/Administrator/Academic Supervisory*, *Full-Time Instructional Faculty*, and *Full-Time Non-Instructional Faculty* employee classifications at CSM.[4] Only 27.1% of *all* CSM employees were of color—excluding those who identified as "Other" (4.6%).[5] CSM's Pacific Islander employees, among others, would benefit from an educational pipeline for professional advancement of the community. One platform for advancement for MANA employees would be the generating and contributing to the knowledge base of Pacific Islander student success. We would like to understand and interpret data through a culture-based lens. It is hoped that MANA's engagement with Pacific Islander employees and empowerment of its students will lead to diversification of CSM's workforce. Only then could the college evolve, as was avowed in its *Educational Master Plan*, "in ways that match . . . programs to an ever-more diverse population of students."

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[1] *College of San Mateo Educational Master Plan, 2008*, p. 11.
[2] *Successful Course Completion Rates: 2011-12 to 2013-14*; San Mateo County, California Department of Education, 2013-14.
[3] *Successful Course Completion Rates: 2011-12 to 2013-14*.
[4] *College of San Mateo Educational Master Plan, 2008*, p. 80.
[5] *College of San Mateo, Educational Master Plan, 2008*, p. 79.

Three MANA Innovations

• I. MANA's moral compass is the core values of the Pacific peoples; as such, the learning community will respond, and continue to be responsive, to the Pacific Islander community that supports it. Program outreach will build a network for students, college employees, families, and community in the shared enterprise of higher education. Outreach is based on the idea of the extended family or *'ohana* as opposed to establishing connections by "intrusive" means. Recruitment will include the CSM campus and classes, middle and high schools, churches, non‑profit agencies, and elders or tradition bearers in the community. Some visits will have to occur after normal business hours and on weekends. The outreach coordinator and the counselor are essential to MANA's success in recruiting and retaining students. MANA's student services component is as important as the learning community and certificate's academics.

• II. MANA is built on an interdisciplinary certificate program; design of the certificate program provides cultural and physical space for exploration of identity and knowledge generation by students. The certificate is versatile in fulfilling AA, CSM/CSU General Education (GE), and IGETC requirements in multiple areas. MANA students will also gain transferable academic, career, and life skills. MANA will be the first learning community at CSM designed around *progress toward a certificate* as well as *broad completion of GE requirements*. Those interested students who do not wish to participate in the learning community would also be welcome to take classes or work toward completion of the certificate. As conceived, the MANA certificate would offer several pathways to success:

Courses	Units	AA/AS 2014‑15	CSM CSU GE	IGETC
LCTR 240	3, new course	E5d		
ETHN 680 [EXP]	3, new course	E1, E5b	Area D	Area 4
ETHN 104	3, offered	E1, E5b	Area D	Area 4
OCEN 100	3, offered	E5a	Area B2	Area 5A
COMM110/150 or	3, offered	E2b, E5d	Area A1	Area 1C
COMM 130 or	3, offered	E2b, E5d	Area D	Area 1C
COMM 140 or	3, offered	E2b, E5d		Area 1C
COMM 170	3, offered	E2b	Area C2	

The MANA lead faculty and discipline expert designed an Interdisciplinary Certificate Program at CCSF. It is an approved 17‑unit certificate consisting of the following: College Success, Oceanography, Interdisciplinary Studies Courses [Islanders in the US *and* Oceania & the Arts], Social Justice, and Diversity and Social Justice electives. The instructor worked with faculty outside his discipline and achieved alignment of all course, program, and institutional SLOs. At CCSF, courses in the Interdisciplinary Certificate are stepping‑stones to graduation, satisfying areas A (Communication & Analytical Thinking), C (Natural Sciences), D (Social Sciences), E (Humanities), and H1 (Ethnic Studies) requirements. The certificate can be a retention tool for first year MANA students.

• III. MANA institutionalizes support for Pacific Islander employees' knowledge, expertise, and experience; it regards them as assets and provides for their continuing professional development and advancement within the college infrastructure. MANA offers research

opportunities to enrich the skills and knowledge base of MANA staff so they may be better prepared to enter the ranks of tenure-track faculty or administration.

MANA TIMELINE

By Feb 12, 2015   LCTR 240 [College and Academic Success], cross-listed with
                           CRER 240, submitted to COI

Spring 2015

By March, 2015   LCTR 240 [New course] in Fall 2015 Schedule
By April, 2015   Begin recruitment of students and MANA coordinator
By May 2015   3rd Annual MANA Conference
                           API Heritage Month
                           2nd Annual Polynesian Club Graduation Ceremony
By June, 2015   Develop MANA identity (website, application
                           print material)
                           Continue Recruitment
By July 30   Develop work plan for 2015-16

Fall 2015

By fall semester 2015   MANA Learning Community begins
                           Attend division meetings and present MANA model to faculty
                           Begin to identify courses part of the MANA certificate
                           Collaborate and meet with faculty from the various disciplines
                           Write curricula for MANA Certificate—SLO alignment of
                           courses in the interdisciplinary certificate
By November, 2015   ETHN 680 [Experimental] submitted for COI Technical Review
                           MANA Certificate Course Outline submitted to COI

Spring 2016

By spring semester 2016   ETHN 680 [Experimental] submitted for COI approval (Final
                           Meeting)
                           MANA Certificate Course Outline

Fall 2016

By fall semester 2016   ETHN 680 activated and taught
                           MANA Certificate Course Outline

                           ETHN 680 [Permanent] submitted to COI (Fall 2017)

Evaluation

Data collection and evaluation of MANA will be part of the program when its Operational Budget is secured. Meeting the deliverables stated in Specific Outcomes will be the measure of MANA's success for this phase of the project. Research produced will be essential for MANA to

benchmark its progress with students and to develop and advance participating Pacific Islander faculty and staff.

MANA Learning Community and Certificate Program
Proposed Budget

(July 01, 2015 – June 30, 2016)

OBJECT OF EXPENDITURE	BUDGET ACCOUNT NUMBER	PROPOSED BUDGET
1000 Replacement Cost Faculty Coordinator	Summer 2015 1495 (special rate, $48.51 program development for six weeks, 15 hours each week = 90 hours) Fall 2015 (1495 special rate, $51.09 coordination for sixteen weeks, 7.5 hours each week = 120 hours)	$4,400.00 $6,200.00
2000 Non-Academic Salaries Program Services Coordinator	.48% (at step 3)	$30,000.00
4000 Supplies and Materials Supplies Central Duplicating	4510 4580	$500.00 $300.00
5000 Other Operating Expenses & Services Contract Transportation Other Contracted Services Contracted Printing Services	5680 5690 5694 (print material)	$1000.00 $1000.00 $300.00
		Total $43,700.00

MANA Learning Community and Certificate Program

MANA Objectives

MANA Learning Community and Certificate Program objectives:

• promote an indigenous Pacific Islander value system that enables students to generate and contribute to knowledge in order to gain self-sovereignty and life balance [Innovation I]
• develop an interdisciplinary certificate program that meets general education goals, provides credit toward graduation, and facilitates transfer [Innovation II]
• cultivate a transfer and support service within a larger community (CSM and stakeholders in our service area) that benefits students and advances Pacific Islanders at the college [Innovation III]

Development and implementation of MANA would be in alignment with five goals and action steps of the *2008-13 College of San Mateo Strategic Plan*:

Goal 1. Programs and Services
CSM will match its programs and services—and the manner in which they are delivered—to the evolving needs and expectations of our students and the community.

Objective 1.1 Develop and offer innovative programs and services that address emerging community needs as identified in the EMP and through other data and information sources.

Suggested Action Step 1.1. Develop and assess Learning Communities.

Goal 2. Enrollment Management
CSM will develop and implement a comprehensive research-based enrollment management initiative that addresses all the stages of enrollment management, including marketing outreach, recruitment, and retention.

Objective 2.4. Coordinate programs and schedule offerings strategically within programs and across the college to meet students' needs effectively and maximize enrollment.

Objective 2.5. Develop and implement strategies to improve student retention and persistence that are tailored for diverse student populations.

Suggested Action Steps 2.4, 2.5. Examine data carefully to determine the appropriate mix of programs . . . to meet the needs of today's students.

Develop an outreach plan for identified middle schools.

Goal 3. Diversity
CSM will promote a diverse learning and working environment that encourages tolerance, mutual respect, and the free exchange of ideas.

Attachment 1.

Objective 3.2. Address the diverse learning needs of our students and implement innovative programs that address the needs of underrepresented and non-traditional students.

Suggested Action Step 3.2. Offer learning community experiences that connect instruction and student services with important global and social issues.

Goal 4. Assessment

CSM will ensure continuous quality improvement by integrating and promoting evidence-based assessment throughout the institution.

Objective 4.1. Develop, implement, and assess SLOs for general education, programs leading to degrees or certificates, and courses; Student Services programs; and Institutional Support Services.

Suggested Action Step 4.1. Develop coding processes and matrices to collect and analyze responses from integrative learning initiatives.

Goal 5. Staff Recruitment, Retention, Development, and Recognition

CSM will recruit, select, retain, develop, and recognize faculty, staff, and administrators to advance the mission and the vision of the college.

Objective 5.1. Institutionalize a commitment to the recruitment, selection, and retention of a diverse workforce that reflects CSM's community.

Suggested Action Step 5.1. Work in conjunction with human resources to promote the hiring of faculty and staff [Action Step 5.1 is *omits "***administrators"] who reflect the diversity of CSM's community.**

In addition to aligning with CSM's Strategic Plan, MANA Learning Community and Certificate Program addresses the objectives of the Innovation Grant. By "**preparing students to transfer to four-year colleges and universities**," MANA "**provide[s] a direct benefit to students**." MANA **"enhance[s] student learning" in the area of Transfer**.

MANA and CSM Institutional Priorities, 2013/14-2015/16

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Development and implementation of MANA would validate five of the college's six priorities:

CSM Priority 1. Improve Student Success.

Objective 1:

Improve academic success of all students

Improve degree and certificate completion rates

Increase student engagement

Increase student participation in academic support services and improve such services

CSM Priority 2. Academic Excellence

Objective 2:

Improve transfer rates

CSM Priority 3. Develop Responsive, High-Quality Programs and Services

Objective 3:

Explore, assess, and modify instruction and student support delivery modes to align with student need

Infuse cultural competency into curricular offerings and student support services to help prepare students as contributing members in a global society

CSM Priority 4: Support Professional Development

Attachment 2.

Objective 4:

Provide opportunities for employees throughout their careers to engage in the development of innovative curriculum, programs, and student services; interdisciplinary collaboration; assessment and evaluation; leadership training; and scholarly activities which promote teaching and learning

CSM Priority 6: Enhance Institutional Dialog

Objective 5:

Increase and diversify faculty, administrator, and staff participation in institutional planning and governance committees