

CSM Mana Program



Section 1: Quantitative Data

Number of New Students: 31
 Number of Continuing Students: 42
 Total Number of Students: 73

Section 2: Personnel:

Number of Faculty and Amount of Reassigned Time Devoted to Initiative: 2 Adjuncts, 1 full time, no reassigned time
 Number of Staff and Percentage of Time Devoted to Initiative: 1 PSC 100%

Section 3: Student Success

Quantitative Data:

MANA Student Data College of San Mateo

Year*	Fall	Fall To Spring Persistence	Deg	Cert	Total	Retention %	W %	Success %
2014-15	42	90.5%	13	5	18	86.0%	14.0%	66.4%
2015-16	90	93.3%	14	5	19	86.1%	13.9%	67.8%
2016-17	111	74.8%	*	*	*	87.2%	12.8%	65.4%
Fall 2017	108	*	*	*	*	*	*	*

*Data is based on Fall Cohorts as identified in the data warehouse with cohort code = 'MANA-4' Cohorts outcomes are then tracked from that point forward. Some students may have earlier enrollments not reflected in this data. Later cohorts require more time for comparative Degree/Certificate completions, as well as 'average number of courses' per student. (Thank you Eugene and John Sewart from PRIE for providing data)

As a point of reference, when the Mana program was proposed the data showed Pacific Islander students at CSM in 2013-14 had course completion rates and withdrawal rates of 60.6% and 17.3%, respectively.

Section 4: Description of Goals and Activities: Provide a brief description of your activities for the current year. Please describe any goals that you identified.

This 17-18 academic year, Mana will continue to connect students to the campus and community. Because of the success of Mana Graduation 2017, we have created more events to contribute to the learning of Mana students both inside and outside the classroom. The following is a list of activities that Mana has plan to implement:

- Mana Specialized Workshops: Financial Aid, Scholarships, Personal Statement
- The implementation of Vakatasi Student Club under the Mana Learning Community
- The integration of Supplemental Instruction into the Mana cohort course, Comm 110.
- Mana will continue collaborating with Learning Center to provide SI into spring courses (FILM 122, ETHN 104, and HIST 201)
- CSM Mana Leaders outreaching to feeder school's Poly Clubs (Hillsdale, Aragon, and San Mateo High)
- Critical Pacific Islands & Oceania Studies Certification of Specialization, Fall 2017
- Mana Winter Musical Showcase, Dec. 2017
- Mana Collaboration with Miracosta CC (San Diego), April 2018
- Mana Preview Day, March 2018 (high school outreach)
- Mana Program at CSM Earth Day with Math/Science, April 2018
- Mana Graduation, May 2018

Section 5: Accomplishments and Challenges:

Accomplishments

- A Certificate of Specialization in Pacific Island and Oceania Studies has been recognized by California State and now, Mana is working with UH Manoa and BYU Hawaii to use the certificate to fulfill lower division requirements as a transfer pathway.
- Mana Program has graduated the first cohort in spring 2017, (30 students), and looking ahead for spring 2018, Mana has already begun to identify 40+ degree graduate/transfer candidates for Spring 2018.
- Looking at the process of critical reflection, we have made curricular shifts in the classroom. For example, in LCTR 240, we moved beyond course outline to incorporating material that reflects the students and validates them as competent members of the college community. Using these materials, LCTR 240 is a safe space to provoke critical thinking both inside the classroom, and in society.

Challenges

- With a student population of about 200, Mana serves 50 of them. The challenges that learning communities face, although effective, without additional support, it cannot scale up to serve more.
- With a certificate in Pacific Island and Oceania studies, there is a need for reference materials for students to do research and study within this area. There is a need for a dedicated space, for example in the library, to have access to books, access to journals, and films to support both Mana and the P.I certificate program. Since the library is public to the community, this will become a hub to San Mateo County community where individuals interested in Pacific Studies can utilize this dedicated space as a resource as well.

Section 6: Resources: Evaluate the adequacy or appropriateness of the resources dedicated to this project. (Resources may include personnel, facilities, equipment and supplies.)

- When it comes supplies, Mana's budget adequately provides enough. When it comes to equipment, the Mana program seeks to access textbooks, especially online resources. In order to do more culturally sustaining programming, the Mana program would benefit from increased funding to address this.

Mana Program reflection:

The Mana program has become the canoe to navigate all students through the ocean of education while passing reefs of system barriers and landing on the shores of educational equity. Derived out of an identified need, the MANA Program served as a learning community grounded upon the rhetoric of indigenous Pacific Islander epistemology. The low rate of student success amongst all ethnic groups, in particular Pacific Islanders, validated the need for the MANA Program. Since its implementation, Mana has not only helped to integrate Pacific Islander culture into the larger College of San Mateo educational community, it has become an invaluable pipeline for Pacific Islanders to view themselves as successful contributors to curriculum in higher education. The program's collaboration across CSM campus with Puente and Umoja, has allowed the mana

students to build relationships and connections with other historically marginalized groups and find strength and unity in their shared interests. Mana is the example of how it “takes a village to raise a kid” with many validating campus actors, and cross-cultural programming. Although we are under ASLT division, Mana’s oceanic approaches connects across organizational borders to truly institutionalize the program and collaborate with other divisions like Math and Science for National Earth Day at CSM. It is imperative that we evaluate the Oceanic perspective of bridging relationships across divisions to create a village to help serve all our students.