

California State University, Long Beach
Select Student Affairs' Documents

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Inclusive Excellence at The Beach

Purpose: Later today, you will participate in an Inclusive Excellence activity which will have you explore your individual Social Identity Groups (SIG). The purpose of this activity is for you to reflect on your various identities, present the wide range of individuals who make up the Long Beach State community, and introduce you to the expectations of our community members.

Overview: Social Identity Groups (SIG) are based on the physical, social, and mental characteristics of individuals. They are sometimes obvious and clear, sometimes not obvious and unclear, often self-claimed, and frequently ascribed by others. For example, racial groupings are often ascribed, as well as self-claimed. Government, schools, and employers often ask an individual to claim a racial identity group or simply ascribe one to an individual based on visual perception. Other social identities are personally claimed, but not often announced or easily visually ascribed such as sexual orientation, religion, or disability status.

Directions: Review the various Social Identity Groups (SIG), then identify the memberships you claim or those ascribed to you. Identify them by circling or writing in the specific membership you claim within each group – feel free to add any identities that are not listed below or use your own language for your identities. Once you are done, turn over to the other side of this document to complete this document in preparation for the upcoming Inclusive Excellence activity.

Social Identity Groups (SIG)	Specific membership within the group
Gender	Woman, Man, Transgender, Post-Gender
Sex	Intersex, Female, Male
Race	Asian Pacific Islander, Native American, Latinx, Black, White, Bi/Multiracial
Ethnicity	Irish, Chinese, Puerto Rican, Italian, Mohawk, Jewish, Guatemalan, Lebanese, European-American
Sexual Orientation/ Attractionality	Lesbian, Gay, Bisexual, Pan-Attractional, Heterosexual, Queer, Questioning
Religion/Spirituality/ Faith/Meaning	Hindu, Muslim, Buddhist, Jewish, Christian, Pagan, Agnostic, Faith/Meaning, Atheist, Secular Humanist
Social Class	Poor, Working Class, Lower-Middle Class, Upper-Middle Class, Owning Class, Ruling Class
Age	Child, Young Adult, Middle-Age Adult, Elderly
(Dis)Ability	People with disabilities (cognitive, physical, emotional, etc.), Temporarily able-bodied, Temporarily disabled
Nation(s) Origin and/or Citizenship	United States, Nigeria, Korea, Turkey, Argentina, Philippines, El Salvador
Tribal or Indigenous Affiliation	Mohawk, Aboriginal, Navajo, Santal
Body Size/Type	Fat, Thin, Person of Size, Athletic
Additional Group:	Fill in the specific membership:
Additional Group:	Fill in the specific membership:

Social Identity Profile

Directions: Write in your specific Group Memberships based on what you circled/wrote on the other side of this document. Next, read each question and identify the one (1) SIG that best answers the question. Finally, mark an “X” in the column of the SIG that best answers each question.

Social Identity Group (SIG)	Group Membership	Which SIG are you most aware of?	Which SIG do you think about least?	Which SIG has the greatest effect on how others see you?	Which SIG has the strongest effect on how you see yourself as a person?	Which SIG has an effect on your decision making?	Which SIG gives you Power and Privilege in society?	Which SIG provides your earliest memories?
Gender								
Sex								
Race								
Ethnicity								
Sexual Orientation/Attractionality								
Religion/Faith/Spirituality/Meaning								
Social Class								
Age								
(Dis)Ability								
Nation(s) of Origin and/or Citizenship								
Tribal or Indigenous Affiliation								
Body Size/Type								
Additional Group								
Additional Group								

Financial Literacy 101 (FL101)

Financial Literacy 101 (FL101), offers an online and on-demand environment to build the financial literacy of students, especially at-risk students who are least likely to engage in financial help-seeking behaviors and have the least prior access to the information. FL101 increases student ability to critically think about personal finances, and gain transferrable professional skill sets to managing budgets, setting short and long term fiscal goals, and communicating with others about finances.

FL101 is a nonprofit financial education system (created by Decision Partners) covering financial information topics using multimedia modules, calculators, exercises, and personalization tools. Customizable content, personalized feedback, and learning assessments are built into the system which is available to all users, 24/7 online for the rest of their life and for all stages of life. FL101 covers financial topics including: financial health, budgeting, banking and accounts, credit and debit cards, credit reports and scores, identity theft, financial trouble, real world calculators, personalized feedback, and financial goals. This national product serves over 100,000 students nationwide through the best practices of mandated courses and now has high school programming.

Why Provide Financial Literacy

Universities play an important role in providing financial education since it contributes to college attrition, particularly to underrepresented and nontraditional populations who are more likely to benefit from these interventions (Angulo-Ruiz & Pergelova, 2015; Arnott-Hill & Austin, 2014; Danes & Haberman, 2007; Johnson, et.al., 2014; Pires, et.al., 2006; US FLEC, 2015a.b.). Studies have shown the relationship that these students have lower financial literacies and are most at-risk for increased financial debt. “In the long run, the adverse financial circumstances that some college students face may also negatively affect their psychological well-being, their interpersonal and family relationships, and their chances of making a successful transition into adulthood” (Barber, et.al., 2009). With the growing number of students failing to graduate within six years, or at all, we need to focus on improving student success for nontraditional and lower socio-economic status populations and online learning provides the most effective intervention for nontraditional students (Regier, 2014). In EDUCAUSE studies (Dahlstrom, Dziuban & Walker, 2013-2015) student expectations clearly show that they want more help in using technology for educational purposes, and they prefer hybrid learning environments when learning new technologies.

Financial stresses and lack of personal financial awareness have significant impacts on students now and influence their futures. Every student completes a personal budget and sets financial goals within FL101, and again, they have access to these tools 24/7. FL101 allows the CSU to meet students where they are (online) while teaching the use of educational technology in a safe environment.

CSULB Pilot information

FL101 originally piloted at CSULB in 2013 through the TRIO-Student Support Services Program serving underrepresented and underprepared students, as well as students in cross-campus programs and departments. In 2017, the pilot was expanded to be completed by incoming students through Orientation with over 7,000 students completing at least one of the many modules.

CSULB invested in FL101 as part of the national AASCU Reimagining the First Year initiative and believes it will positively influence freshmen and transfer student retention, momentum to degree, and personal financial literacy while providing increased access to relevant information while maximizing meaningful face-to-face contacts with staff.

Financial Literacy 101 (FL101)

Quantitative survey student responses indicated (n=7000):

- 94% increased knowledge about the consequences of misusing credit cards
- 92% increased knowledge about the pros/cons of credit cards compared to other kinds of debt
- 90% Agree overall, learned a lot from this course
- 96% Agree the course examples helped them understand the subject matter
- 98% Believed that the course was complete and truthful

Efficiencies and cost

10,000 students each year, plus overflow of special programs included. Within 4 years, opportunity to have most students on campus in the system.

\$30,000.00 first year; \$21,500 each year after.

This provides full customization and possibilities to investigate integration with campus data for more rich research capacities.

Assessment and Future Capacities

There are mandatory pre- and post- student self-assessment surveys as well as quizzes within the FL101 modules which measure financial attitudes, personal economic tendencies, budgeting, and self-efficacy.

The pre-survey consists of 17 questions; the post-survey consists of 12 questions. Participants must score at least 70% on the built-in quiz measuring objective knowledge gains in order to complete the module levels and submit the subjective self-efficacy and satisfaction post-survey. Students may retake the quiz until they reach the 70% score.

Under CAS Standards the following domains and dimensions are addressed.

Domain: Knowledge acquisition and application

Dimension: Relating knowledge to daily life.

Relevance is key to integration. FL101 analyzes each student's financial behavior and gives personalized recommendations based on their pre- self-assessment survey. Students have continued access to the information in 10+ modules covering 60+ topics after completing the initial module.

Domain: Practical Competence

Dimensions: Pursuing goals, managing personal affairs, and maintaining health and wellness.

Financial stresses and lack of personal financial awareness have significant impacts on students now and influence their futures. Every student completes a personal budget and sets financial goals within FL101, and again, they have access to these tools 24/7.

Future opportunities for assessment and expansion of services relate to identifying survey themes and building more modules.

Contact

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CSULB site: <https://csulb.financialliteracy101.org/>

Product site: http://www.decisionpartners.org/college/financial_literacy_101.cfm

Dissertation: Assessing College Student Subjective and Objective Knowledge in an Online Financial Education Program <https://eric.ed.gov/?id=ED578164>

References:

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- US Department of the Treasury- Financial Literacy and Education Commission (2015b). Opportunities to Improve the Financial Capability and Financial Well-being of Postsecondary Students. Retrieved from <https://www.treasury.gov/resource-center/financial->

[education/Documents/Opportunities%20to%20Improve%20the%20Financial%20Capability%20and%20Financial%20Well-being%20of%20Postsecondary%20Students.pdf](#)

New Student-Veteran Orientation

Spring 2019

Veterans Services Staff

- **Lynisha McDuel**
 - Associate Director
- **Rachel Mahgerefteh**
 - Veterans Advisor & School Certifying Official
- **Maria Vazquez**
 - Operations Coordinator
- **Lois Daz**
 - VetSuccess on Campus Counselor

Veterans Services Staff

- **Brendan**

- Navy, English Education

- **Kenneth**

- Navy, Sports Psychology

- **Brittney**

- Air Force, Human Resource Management

- **Lena**

- Dependent, International Studies

- **Chris**

- Navy, Philosophy

- **Richard**

- Army, Journalism

CSULB Veterans Services

Benefits Certification

- Chapters 30, 31, 33, 35, 1606
- CalVet Fee Waivers

Academic and Support Services

- Advising
- Tutoring referrals
- Scholarships
 - Robinett Family Veterans Success Scholarship
 - Flynn Scholarship
- Priority registration
- Military leaves

Programs & Events

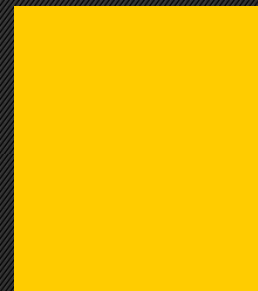
- Luncheons
- Veterans Week Events
- President's Dinner for Graduating Veterans

VET NET Ally

- The VET NET Ally program is a faculty and staff training program designed to
 - educate members of the university community
 - foster a supportive campus atmosphere, and
 - establish a network of visible Allies for veterans.



MAIL CALL



Social Media- Follow Us!!



www.facebook.com/csulb.vso



[csulb_vets](https://www.instagram.com/csulb_vets)

Stay up to date with Veterans Services updates, events,
and both internship and employment opportunities.
Follow us!

Some Limitations

- Things we are unable to do
 - Determine eligibility for benefits
 - Determine how much time you have left on your G.I. Bill
 - Pay you or determine when the VA will do so

VetSuccess on Campus Services

- On-campus outreach to Veterans.
- Transition support services.
- Referrals for VA medical and mental health services.
- Adjustment and career counseling services specific to VA benefits and Veteran issues.
- Assistance in applying for other VA benefits.
- Job placement assistance and coordination with local Disabled Veterans' Outreach Program (DVOP) Specialists and Local Veterans' Employment Representatives (LVERs).
- Referrals to campus services as necessary.

Veterans Network (VetNet)



VET NET CLUB

- Social Engagement:

Connecting with other peers

- Veteran Wellness:

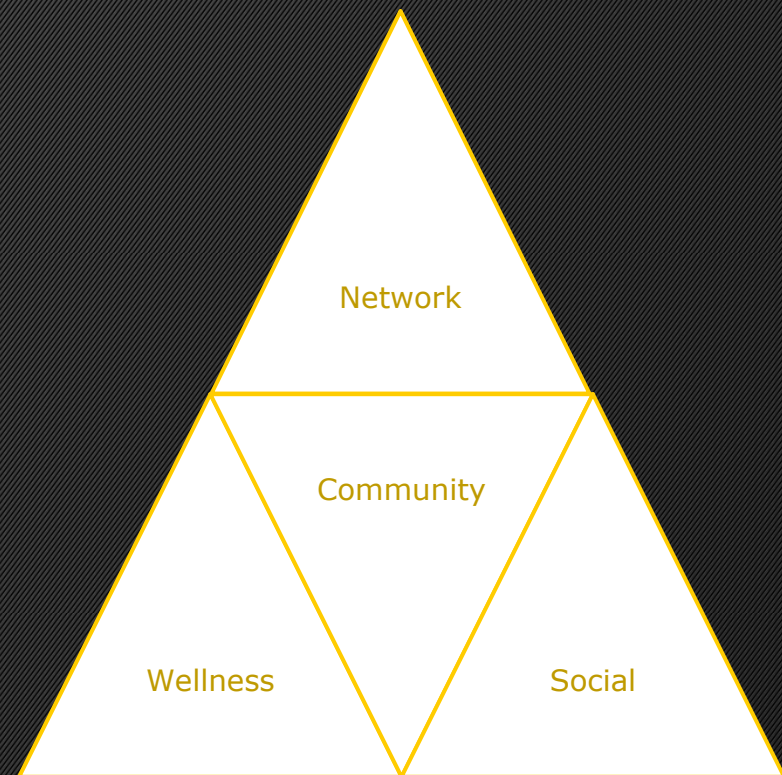
Reconnecting with your surroundings

- Community Engagement:

Building and helping our community

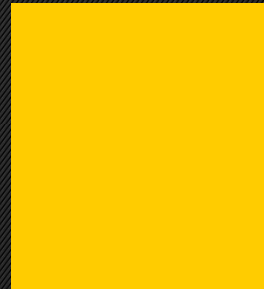
- Veterans Network:

Learning about career advancement





END OF THE SEMESTER
GAME NIGHT



Veterans Services Office and Lounge

- FND 220

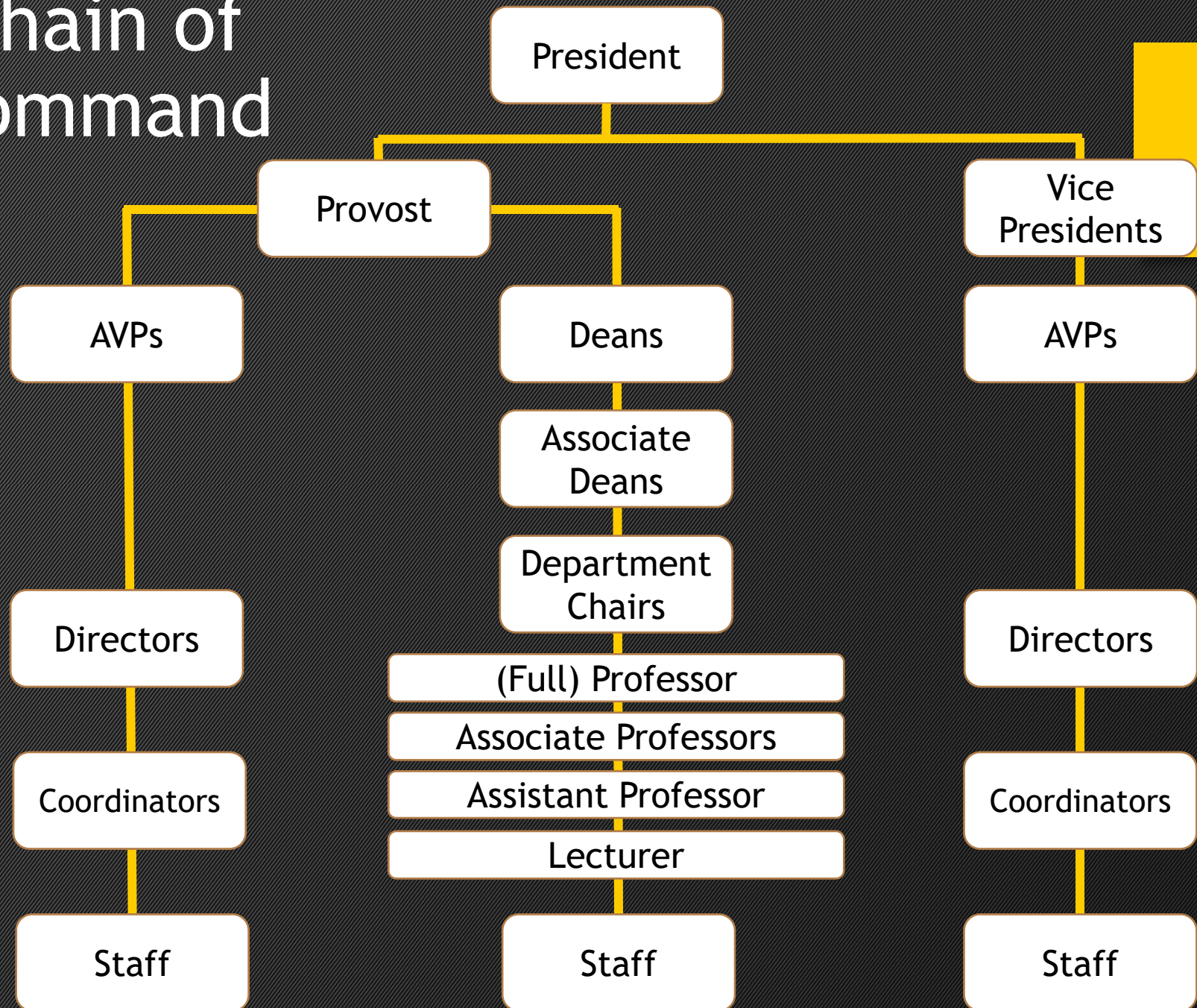


Important Campus Resources

- Student Organizations and ASI
- Career Development Center (CDC)
- Counseling and Psychological Services (CAPS)
- Disabled Student Services (DSS)
- Learning Assistance Center (LAC)
- University Center for Undergraduate Advising (UCUA)

• **Don't wait!**

Chain of Command



G.I. Bill Information

- You will only be certified for courses required for your educational objective.
- If you wish to change your major or program, you must notify the CSULB Veterans Services in writing within 10 days of submitting a Change of Major form to Enrollment Services using a **Request for Change of Program or Place of Training**, VA Form 22-1995 or VA Form 22-5495.
- You are responsible for submitting updated Certificates of Eligibility, DD 214, and other documents necessary to receive benefits or services, when requested.
- VA will not pay for courses which you have received grades of **NC** (no credit), **RD** (report delayed), or **W** (withdrawal). If you received a grade that does not count as earned credit towards your Academic Requirements, you must notify the CSULB Veterans Services
 - If there are circumstances beyond your control that led to such grades being assigned, you may provide a written explanation supporting your claim of any mitigating circumstances.
- You are responsible for all tuition and fees.
- You will be liable for any overpayment you receive from VA and/or overpayments made to the university on your behalf.

Post 9/11 G.I. Bill Information

- Rate of Pursuit
 - Undergraduate Full-time status is 12 units
 - Graduate Full-time status is typically 9 units
- Monthly Housing Allowance - full-time
 - E-5 with dependents rate
 - Based on zip code of training location
 - \$2928 for full-time student
- Books and supply stipend

Post 9/11 G.I. Bill

- Impact on Financial Aid
 - Accept or Decline?
 - Final Payer
- SIRF Fee
 - Student Involvement and Representation Fee
- How VA payments are handled at CSULB
 - Fee deferment in MyCSULB - Not real money!
 - Automatic emails from Student Financial Services

Benefits Certification

- **YOU**
 - Submit ALL required documents to VSO
- **WE**
 - Verify Enrollment (actual enrollment, not waitlist)
 - Verify alignment with your Academic Requirements Report (or academic plan for grad students)
 - Enter your information into VA system
- **VA**
 - Pays you and/or the school (depending on which chapter you're using)

EVERY SEMESTER!!!

- Request for Enrollment Certification
- Add/Drop Form for any changes in your course schedule after requesting certification
- Financial Responsibility
 - Failure to report enrollment changes may result in **YOU** owing money to the VA or CSULB

www.csulb.edu/veterans

http://web.csulb.edu/divisions/students/veterans_university/ Welcome to Veterans Services

File Edit View Favorites Tools Help

About

- Contact Us
- Staff
- VET NET Ally Awareness Program
- VetSuccess on Campus

STUDENTS

- Applying to CSULB
- New Student Veterans
- Current Student Veterans
- Dependents
- Forms
- Educational Benefits
- VetNet Student Organization

RESOURCES

- HealthCare
- Scholarship Opportunities
- Assistance for Veterans and Dependents
- Employment
- ROTC
- Helpful Links
- FAQ

Veterans Services

Welcome to Veterans Services, CSULB's veteran and military affiliated student support center. We're here to assist you in a new mission - Earning a Degree.

We help servicemembers, veterans, and eligible dependents access the educational benefits they earned by serving in the armed forces of the United States. To do so, we certify their enrollment in courses for the [G.I. Bill®](#) and process [CalVet Fee Waivers](#) for eligible dependents.

Additionally, we provide veterans with information about applying for admissions to CSULB.


The links on the left hand side of this page should guide you to most of the information you need to get started on the road to getting a degree from CSULB, so take some time reviewing the information we've put together for you.

If you have any questions, please feel free to contact us [here](#).

Are you a veteran who wants to apply to CSULB?
Click [here](#) to learn how!

VET NET Ally Seminar
Next Seminar - November 2018
(date TBD) from 8:00a.m. to noon.
[Click here to learn more](#)

CSULB Named "Military Friendly School"



For the 9th year in a row, CSULB has been named a "Military Friendly School" by Victory Media, publisher of G.I. Jobs magazine.

Understanding Military Culture

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA)

Give Make a Gift NOW

We will collect the following today

- All documents required for certification
 - DD-214
 - Certificate of Eligibility (or Application for Benefits)
 - Veteran Intake Form
 - Student Responsibility Form
 - Request for Enrollment Certification
 - Change of Program/Place of Training Form
 - Approved Academic Plan (Grad students only)

Information for forms

- 1995 - 4a 5495 - 22
 - Degree (B.A., B.S., etc.)
- 1995 - 4b 5495 - 23
 - Major (i.e. English)
- 1995 - 4c 5495 - 24
 - 1250 Bellflower Blvd.
Long Beach, CA 90840
- You do not need to fill out Direct Deposit information if you have not changed accounts since you last received benefits.

Summary of the Office of Multicultural
Affairs/Multicultural Center Events, Programming, and
Resources

Submitted to The WSCUC Steering Committee

By the Director of the MCC/OMA

Dr. James Manseau Saucedo

February 7, 2019

OFFICE OF MULTICULTURAL AFFAIRS

Welcome to the Office of Multicultural Affairs



Dr. James Manseau Saucedo

From the Director's Desk:

Almost a quarter of a century ago, our campus made an extraordinary commitment to diversity by establishing the Multicultural Center (MCC). It has been my honor and positive opportunity to be its founding Director, and what I said at its opening ceremony still stands today:

“

The MCC is formed to create racial healing. The country has been jolted to awakening by a terrific and terrible fury. The Center will serve as a mobilizing site for positive action, for open conversations, and to form

”

coalitions and solidarity for social justice.

We are all responsible for providing policies of healing, and we have to dare to be vulnerable, to reveal our authentic selves, and not hide behind the masks of fear and suspicion that divides us as a people.

Four years ago (2016), the University made significant and strategic strides by enhancing the work and reach of the MCC. This entailed designing and implementing the Office of Multicultural Affairs (OMA). As its inaugural Director I have seen just how much the Division of Student Affairs has contributed to the University wide Mission of Inclusive Excellence.

OMA Vision Statement

The Office of Multicultural Affairs (OMA) at California State University, Long Beach strives to intentionally create an inclusive and diverse campus community that promotes personal, academic, and professional development while embracing a nurturing atmosphere that cultivates a need for social change. OMA will enhance partnerships with students, faculty, staff, and community partners so that we may serve as primary advocates to meet the needs of our diverse student populations.

OMA Mission Statement

The Office of Multicultural Affairs (OMA) designs and implements cultural and social environments that enhances one's sense of belonging by respecting diverse views of students from various backgrounds, races, cultures, and beliefs. Our advocacy is for social justice and equity, in partnership with campus constituents, providing access to resources contributing to student success. This includes working with the six Student Cultural Resource Centers as well as student clubs and organizations. We will continue to contribute to institutional practice for cultural competency training for students and faculty helping us in addressing campus climate issues. We seek to develop global servant leaders for both the campus and the greater community.

CULTURAL HERITAGE MONTH CELEBRATIONS

Cultural Heritage Months celebrate the customs, values and traditions of different cultures within the United States, examining the issues and struggles of different communities as well as affirming their contributions to American society. Here at The Beach, the Office of Multicultural Affairs works in collaboration with student groups, staff, faculty and the Long Beach community to host various culturally enriching and educational programs throughout the academic year.

February: Black History Month

April: Asian American and Pacific Islander Heritage Month

September: Latinx Heritage Month

October: OUTober-LGBTQ Month Celebration

November: Native American Heritage Month

DAYS OF SERVICE

September: Gloria Anzaldua Day Of Service

October: Audre Lorde Day Of Service

February: MLK Day Of Service

April: Princess Kaulani Day of Service

May: Cesar Chavez Day Of Service

OMA WORKSHOPS: BROADENING THE UNDERSTANDING OF DIVERSITY AND INCLUSION

All of OMA's Professional Diversity Workshops are designed to empower the CSULB community by creating a space to openly dialogue and learn about topics such as: race, inclusion, culture, identity and privilege. These workshops strive to intentionally create a campus community that promotes personal, academic, and professional development while embracing a nurturing atmosphere that cultivates a need for social change.

OMA Workshops available currently available:

- Social Identity/Intersectionality
- Gender and Sexual Identity
- Micro aggression in the classroom
- Micro aggression facing Staff
- Creating a Common Language: Cross Cultural Literacy
- Cultural Wealth Model
- Creating an Inclusive Campus Climate

- Implicit Bias
- Social Justice Education
- Cross Cultural Issues in Healthcare
- Enacting the Promise of Plurality
- Performing Culture : Non- Western Storytelling
- Culturally Relevant and Responsive Pedagogy
- Creating Safe and Brave Dialogues in Diversity
- Ethical Leadership: Seeing Ethics from an Eastern Lens
- Student Talk About Race (STAR)
- Cross Cultural Issues in Sports

A Calendar of OMA Workshops: Broadening The Understanding of Diversity and Inclusion (Summer 2018 – Present)

OMA Workshop: Cultural Wealth Model

Tuesday, July 3, 2018

9:30 to 11:00am

Topic: Cultural Wealth Model

(Students: EOP Summer Bridge Program)

Est: 30 students

OMA Workshops: Cultural Wealth Model

Monday, August 20, 2018

9:00am to 10:00am

Topic: Cultural Wealth Model

(Students: SRWC student staff)

Est: 200 students

OMA Workshops: School of Social Work Faculty

Tuesday August 21, 2018

3:30pm to 5:00pm

Topic: Social Identity

(Faculty: School of Social work)

Est: 20 students

OMA Workshop: Social Identity

Thursday, August 28, 2018

12:50pm to 1:35pm

Topic: Social Identity

(Students: ASI)

Est: 15 students

OMA Workshop: Cultural Wealth Model

Thursday, August 28, 2018

1:45pm to 2:30pm

Topic: Social Identity

(Students: ASI)

Est: 15 students

OMA Workshop: Implicit Bias

Friday, September 21, 2018

9:00am to 10:00am

Topic: Implicit Bias

(Staff: Hearing Officers and Respondent Advisors)

Est: 25 students

OMA Workshops: Gender and Sexual Identity

Wednesday, September 26, 2018

12:00pm to 1:30pm

Topic: Gender and Sexual Identity

(Students: Wellness Wednesday Program)

Est: 15 students

OMA Workshops: Cultural Wealth Model

Wednesday, October 24, 2018

9:30am to 10:30am

Topic: Cultural Wealth Model

(Students and Staff: Peer Health Educators)

Est: 10 students

SJEC: Social Justice Workshop/Presentation

Tuesday, November 6, 2018

1:00pm to 3:00pm

Topic: Social Justice Education

(Students: ASI SJEC members)

Est: 10 students

Directors Professional Diversity Workshops (Fall Semester, 2018)**Department of Healthcare and Administration**

HCA 410

Monday, October 15, 2018

On behalf of Dr. Nathan Girard
 Topic: Cross Cultural Issues in Healthcare
 Est: 36 students

HCA 410
 Wednesday, October 31, 2018
 On behalf of Dr. Brenda Freshmen
 Topic: Cross Cultural Issues in Healthcare
 Est: 30 students

School of Social Work

SW 503
 Friday, October 26, 2018
 On behalf of Dr. Agathi Glezakos

SW 503
 Friday, November 30, 2018
 Topic: "Criss Crossing Cultures: Enacting the Promise of Plurality"
 Est: 50 students

Department of Communication Studies

Comm 352
 Thursday, October 18, 2018
 On behalf of David Ohlsen
 Topic: Non-Western Storytelling: The Power of India's National Epic Poetry; The Ramayana
 Est: 26 students

Comm 200
 Monday, November 5, 2018
 On behalf of Nick Fox
 Topic: Performing Culture: The Use of Poetry, Prose, and Drama in Diversity Issues"
 Est: 115 students

Graduate Workshop for Communication Studies
 Friday, December 7, 2018
 Topic: Culturally Relevant and Responsive Pedagogy
 Est: 30 students

Students Talk About Race

The MCC's signature – 6 hr Training
 Saturday, November 3, 2018
 Est: 20 students

College of Education
 Friday, January 11, 2019 MCC Conference Room
 9:00 am- 12:00 noon

Topic: “Safe and Brave Dialogue on Diversity”

Est: 26 participants

Diversity Training for Housing and Residential Life

Presented by OMA Trio of trainers; Dr. Saucedo, Christian Lozano and Pamela Lewis

Thursday January 17, 2019 The Pointe (Pyramid)

10:00 am- 12:00 noon

Est: 71 participants (RA’s and CA’s)

“Cross Cultural Issues in Healthcare”w/ Dr. Perley

Tuesday February 26, 2019 MCC Conference Room

9:30 am-10:45 am

Est: 26 students

“Ethical Leadership in Education: Seeing from an Eastern Lens”

Wednesday, March 6, 2019 CSU Chancellor’s Office

4:00 pm-5:15pm

Est: 20 students

“Cross Cultural Issues in Healthcare”

Monday March 11, 2019 MCC Conference Room

Dr. Nathan Gerard (HCA 410)

11:00 am-12: 15pm

Est: 26 students

“Cross Cultural Issues in Healthcare”

Wednesday March 20, 2019 MCC Conference Room

Dr. Nathan Gerard (HCA-410)

4:00 pm- 6:45pm

Est: 26 students

“Positively Navigating Microaggression For Staff”

Co-facilitator Terri Armstrong (Career Development Center)

Wednesday March 27, 2019 MCC Conference Room

12:00 pm- 2:00pm

Est: 15 participants

“Students Talk About Race” (STAR)

Co-facilitator Terri Armstrong (Career Development Center)

Saturday, April 13, 2019

12:00pm-6:00pm

Est: 25 students

“Cross Cultural Issues in Sports”

Rita Hayes Director Club Sports /Recreation

Tuesday, April 23, 2019 ET 105 4:00pm-6:45pm

Est: 36 students

A NOTE ON OMA ASSESSMENTS

Virtually every workshop by OMA has an assessment tool which captures its impact and effectiveness. Given the numerous workshops offered throughout the academic year, it would be cumbersome to include them here. However, if there are any *specific* workshops that interest the committee, we could provide the assessments to you. For example, the six hour Students Talk About Race (STAR) workshop has been a signature project of the MCC for 26 years (being offered once every semester) the upcoming one is Saturday April 13th at 12pm-6pm in the MCC Conference Room, please see attachment)

STUDENT CULTURAL RESOURCE CENTERS

ASIAN PACIFIC ISLANDER STUDENT CULTURAL CENTER

The mission of the Asian American and Pacific Islander Student Cultural Resource Center is to provide a facility for Asian American and Pacific Islander students, organizations, faculty and staff to come together as a community. Additionally, the Asian American and Pacific Islander Student Cultural Resource Center serves to educate and inform the campus-wide community of Asian and Pacific Islander cultures, histories and social issues. Location FO4 -276, (562)985-1812

PAN-AFRICAN AFFAIRS STUDENT CULTURAL CENTER

The mission of the Pan-African Student Cultural Resource Center is to provide a facility for Black/African students, staff and faculty to come together in a secure, supportive, well maintained, functional, and Black/African centered environment. The focus of the center is to benefit the cultural growth and development of the CSULB Black/African community. Location FO4-274, (562)985-1797

LGBTQ STUDENT CULTURAL RESOURCE CENTER

The LGBTQ Student Cultural Resource Center was established to serve the greater campus community by striving to create a safer and supportive environment for all LGBTQ students, faculty and staff, as well as, the community members who identify as allies. The center hopes to advocate for and educate on topics related to homophobia, heterosexism, inclusive language, and other sexual and gender identity issues. The center's space can be used for group meetings, support programs, teach-ins, and other sexual and gender identity-related programs. Location FO4-165, (562)985-4585

PUVUNGNA STUDENT CULTURAL RESOURCE CENTER

The Puvungna Student Cultural Resource Center serves to create an atmosphere of special support, cultural enrichment, academic retention, and most importantly, a sense of community for Native American Indian Students. The center operates to provide academic and cultural resources for the CSULB campus community. Location USU-310, (562)985-1879

RAZA STUDENT CULTURAL CENTER

The Raza Student Cultural Resource Center's goal is to provide resources that educate students about the many historical and cultural backgrounds that make up the Chicnx & Latinx population. This also includes community organizing and the promotion and education of social movements and political issues that continue to affect Chicanxs and Latinxs today. Location FO4-262, (562)985-1683

MUSLIM STUDENT CULTURAL RESOURCE CENTR

Mission Statement Coming Soon!!

FO4-281

CULTURAL IDENTITY GROUPS (THAT MEET AT THE MULTICULTURAL CENTER)

Pacific Islander Student Association

Our mission is to attract, retain and graduate students of Pacific Island descent. We will create a culturally vibrant environment in academia which recognizes the value of ancestral knowledge and modern learning of the people of the Pacific, Oceania.

Hispanic Student Business Association

HSBA was established in 1981 to empower future Latino leaders seeking professional and personal advancement. Over the past thirty-seven years, we have continued to follow our founders' philosophy of fostering academics, networking, and professionalism. We are committed to providing our members with the necessary resources to ensure success within and outside of the classroom.

Queers & Allies

The California State University, Long Beach Queers and Allies (formerly Gay-Straight Alliance) is an organization providing a safe place for all individuals regardless of sexual orientation and gender identity, aimed at promoting tolerance and encouraging acceptance through raising awareness of diverse LGBTQIA experiences. We accomplish these goals through active community involvement and an open discussion of the issues that affect LGBTQIA individuals.

Rainbow Café

Rainbow Café is an inclusive space for undergraduate and graduate students at CSULB in support of sexual and gender diversity. Join us for hot tea, snacks, guest speakers, conversation, connection, and coloring.

Topics relate to what it means to be you and the ways we navigate expectations within our communities.

Sistahs on Campus

The group's goals are simply to connect with new and current staff on campus and to share information on campus happenings and upcoming events.

Men's Success Initiative (MSI)

Address issues specific to African American and Latino men with an emphasis on culture. Connection to campus, community, and professional resources and leadership opportunities. Meeting fellow students through mixers, meetings, special events. Mentoring. Weekly support to keep each student on track.

For Undocumented Empowered Leaders

The mission of For Undocumented Empowered Leaders (FUEL) is to advocate, educate, and empower the undocumented community at Cal State Long Beach. FUEL advocates for the rights of undocumented students at CSULB through rallies, forums, and workshops. They also educate the undocumented community about resources available to them. But most of all, FUEL supports the undocumented community in any way they can - whether that's providing a safe space to share their stories, get them connected to allies on campus, or just spending time hanging out. FUEL's objective is to make sure the undocumented community succeeds here at CSULB.

Black Campus Ministries

BCM is committed to reaching black students and faculty, ministering to the unique needs of the community and laboring to develop extraordinary black Christian leaders and world changers.

Latinas @ the Beach

Latinas @ the Beach provides a space for Latina students at CSULB to share experiences, explore the role of cultura and familia in academics, and discuss matters such as personal growth, career choices, and campus resources.

SisterFriends

Networking Group for Black Women, a positive space for Sisterfriends, to meet others like yourself, develop new friendships, and share Ideas.

Additional Resources of OMA/MCC

Conference Room

The MCC conference room is a hub of hope and renewal! With a capacity of 58 people, our conference room is available to student, faculty, and staff groups to use for meetings, retreats, presentations, film screenings, book signings, etc. We are equipped with a data-projector with DVD/VHS player, TV with DVD/VHS players, and a large screen for presentations and film screenings.

MCC Resource Library

The Multicultural Center's Resource Library is for students, faculty, and staff use. We have 600 plus feature films as well as a number of impactful documentaries. Additionally, there are resource guides, books, magazines, journals, and a newspaper article archive.