Office of the President
California State University, Long Beach
1250 Bellflower Boulevard-MS 0115
Long Beach, California 90840-0115
562/985-4121

August 31, 2026

To the Black-Serving Institution Governing Board:

As President of California State University, Long Beach (CSULB), I am pleased to affirm our institution's commitment to the success of Black and African American students in a manner consistent with civil rights laws and our university mission to enrich the lives of our students and surrounding community through globally informed, high-impact educational experiences and action for the public good.

CSULB has long recognized persistent barriers affecting the educational experiences and outcomes of Black students. Since 2023, we have enhanced our efforts through four complementary institutional strategies that address key conditions influencing Black student success: early college preparation and outreach, holistic advising and academic support, belonging and leadership development, and institutional capacity-building for culturally responsive teaching and practice. These efforts build upon existing university infrastructure and partnerships while strengthening our capacity to serve Black students throughout their educational journey.

Our commitment extends beyond individual programs. CSULB views Black student success as a measure of institutional effectiveness and recognizes that student outcomes are shaped by the conditions we create across the educational environment. Sustained progress, therefore, requires coordinated leadership, effective teaching and student support, meaningful community partnerships, thoughtful use of data, institutional learning, and continued investment. As part of our broader strategic direction, we are committed to assessing outcomes, strengthening practices that demonstrate effectiveness, addressing persistent gaps, and building institutional capacity so that students have the conditions and support necessary to thrive.

CSULB proudly submits its application for designation as a California Black-Serving Institution. We view this designation not simply as recognition of work already underway, but as an accountability commitment: to build upon our progress, assess our effectiveness, and continue strengthening how our institution serves Black students and the broader communities entrusted to our care.

Sincerely,

Loren J. Blanchard, Ph.D.
President

CALIFORNIA STATE UNIVERSITY
LONG BEACH

California Black-Serving Institution (BSI) Designation

Long Beach State University Application

Institution & Contact Information

Application Lead Contact Name *
First Name / Last Name
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Application Lead Contact Position
Associate Director, Black Student Success

Institution Name *
California State University, Long Beach

Institution Address *
Street Address / Street Address Line 2 / City / State or Province / Postal or Zip Code
1250 Bellflower Boulevard
Long Beach, California 90840

Institution Description or Mission Statement *
California State University, Long Beach (CSULB) enriches the lives of its students and its surrounding community through globally informed, high-impact educational experiences with superior teaching, research, creative activity, and action for the public good.

Institution Website URL
CSULB Black Student Success

College/University President Name
First Name / Last Name
Loren J. Blanchard, Ph.D.

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Institutional Commitment & Student Data

Statement of institutional commitment to Black and/or African American student success *

California State University, Long Beach (CSULB) is committed to advancing Black student success as an institutional priority and a measure of the university's effectiveness in fulfilling its mission. CSULB's mission is to enrich the lives of its students and surrounding community through globally informed, high-impact educational experiences with superior teaching, research, creative activity, and action for the public good. Fulfilling that mission requires the university not only to provide access to higher education, but also to create the conditions through which ALL students, including Black students, can experience belonging, academic achievement, degree completion, and preparation for life beyond the university.

This commitment is grounded in Beach 2030, the university's Truth, Community Healing, and Transformation initiative, and the Black Student Success (BSS) Action Plan, through which CSULB has intentionally strengthened its institutional approach to Black student success since 2023. The BSS Action Plan established coordinated strategies addressing the educational continuum—from pre-college outreach and transition, persistence, academic navigation, culturally responsive teaching and immersion in the Black Beach community, through graduation and post-graduate advancement. This work is supported through collaboration across the Office of the President, Academic Affairs, Student Affairs, University Relations & Development, and community partnerships—including presidential support for the BSS Associate Director

position, this BSI application, the Black Excellence Collegium, and alignment of BSS strategy with the Long Beach College Promise ecosystem—reflecting an understanding that Black student success is a shared institutional responsibility rather than the work of a single office or program.

CSULB's commitment to advancing Black student success also aligns with the CSU's Systemwide Student Success Framework, which emphasizes clear academic and career pathways, affordability, experiential learning and professional networks, inclusive and intentional teaching and learning, personalized support, timely degree completion, and preparation for career or further study. This systemwide direction reinforces CSULB's comprehensive approach to Black student success and the importance of connecting academic achievement with belonging, well-being, career preparation, and long-term opportunity.

CSULB recognizes that while significant progress has been made, persistent disparities demonstrate that important work remains. The university's commitment to being a California Black-Serving Institution extends beyond meeting enrollment thresholds or sustaining individual programs. It reflects a responsibility to strengthen institutional capacity, coordinate and sustain effective practices, use evidence for continuous improvement, and take accountability for creating conditions in which Black students can not only succeed, but thrive.

The five-year strategy presented in this application builds upon existing institutional commitments while identifying where additional investment, coordination, accountability, and institutional development are necessary to achieve Black-serving excellence.

Percent of enrolled student population identifying as Black/African American for the most recent term *
4.03%

Number of enrolled students identifying as Black/African American for the most recent term *
1,699

Goals, Affiliation, and Readiness Narrative

Academic goals to achieve within the five-year designation period *
CSULB's five-year academic direction is to strengthen Black student outcomes across the educational continuum while sustaining eligibility for California Black-Serving Institution designation. The university will focus on four interrelated academic goals:

1. Sustain and strengthen Black student enrollment. CSULB's IPEDS single-race Black student enrollment increased from 1,377 in Fall 2022 to 1,699 in Fall 2025 (+23.4%), establishing eligibility through the 1,500-student pathway. At the same time, Fall 2025 first-time, first-year (FTFY) Black enrollment declined more sharply than university-wide FTFY enrollment. CSULB will strengthen enrollment among FTFY Black students and use its enrollment infrastructure to inform a more comprehensive strategy connecting early outreach, recruitment, admission, enrollment, and transition.

2. Strengthen persistence across the full undergraduate journey. CSULB will examine Black student retention and persistence across each year of enrollment through degree completion, identify where disparities emerge, and use those findings to inform focused institutional strategies. This work will build upon existing efforts including Guided Pathways to a Beach Major: Student Success Team (SST), Black Beach for Life, the Black Excellence Experience (BEE), Peer Mentoring, and related student-success infrastructure.

3. Improve timely degree completion. CSULB will align Black student outcomes with the university's broader goals of 54% four-year and 80% six-year graduation while eliminating disparities in degree completion. Current data demonstrate that continued attention is necessary: for the Fall 2021 cohort, the four-year graduation rate was 27.4% for Black students compared with 40.7% for all students; for the Fall 2019 cohort, the six-year rate was 56.8% compared with 70.3%.

4. Strengthen the institutional conditions that support academic success. CSULB will continue building faculty and staff capacity for culturally responsive practice, expand access to high-impact educational experiences, strengthen academic navigation and holistic support, and use existing university infrastructure to embed Black student success within institutional practice rather than relying solely on stand-alone programs.

These goals are implemented through four complementary BSS strategic pillars—Outreach, Curriculum to Career, Belonging & Community, and Staff & Faculty Development—and are detailed in the Strategic Framework submitted as supporting documentation.

Academic equity goals to achieve within the five-year designation period *
CSULB's five-year academic equity goals focus on eliminating disparities in persistence and degree completion while strengthening institutional accountability for the conditions associated with Black student outcomes.

Black student first-year retention improved substantially from 76.6% for the Fall 2022 cohort, compared with 85.3% for all students (an 8.7-point gap), to 86.1% for the Fall 2024 cohort, compared with 88.1% for all students (a 2.0-point gap). CSULB's goal is to eliminate Black students' first-, second-, and third-year retention equity gaps. Historical cohort data demonstrate the importance of looking beyond the first year: among the Fall 2022 cohort, the Black student equity gap was 8.7 points after Year 1, 6.8 points after Year 2, and 9.7 points after Year 3. CSULB is developing institution-specific Student Success Framework KPIs that build upon CSU-established benchmarks and reflect the university's aspiration to achieve more ambitious student-success outcomes.

CSULB will also eliminate Black student equity gaps in four- and six-year graduation while progressing toward the university's 54% four-year and 80% six-year graduation goals. The four-year graduation gap increased from 9.6 points for the Fall 2018 cohort to 13.3 points for the Fall 2021 cohort, while the six-year gap increased from 10.6 points for the Fall 2017 cohort to 13.5 points for the Fall 2019 cohort.

The university will pair these outcome goals with greater institutional accountability. CSULB intends to establish the Black Beach Index as a public, longitudinal accountability and continuous-improvement framework reporting Black student outcomes alongside the institutional conditions, investments, practices, and actions that influence them. The Index will support ongoing assessment, strategic decision-making, and transparent reporting throughout the five-year designation period.

The supporting Strategic Framework provides the underlying benchmarks, multi-year retention analysis, graduation data, methodology, and planned accountability infrastructure.

Institutional memberships, charters, or affiliations related to Black and African American student advancement
CSULB maintains institutional and collaborative relationships that contribute to Black student success locally and across the California State University. These relationships complement the university's internal Black-serving infrastructure and expand opportunities for college preparation, mentorship, enrichment, cultural connection, advocacy, professional learning, and community engagement.

The Long Beach College Promise (LBCP), established in 2008 among CSULB, Long Beach City College (LBCC), the Long Beach Unified School District (LBUSD), and the City of Long Beach and later joined by the Port of Long Beach, provides a continuous cradle-to-career partnership structure. Several CSULB Black Student Success initiatives, including the Sankofa A-G Middle School Success Project, operate within this ecosystem.

CSULB's Center for Community Engagement has identified a network of documented and emerging Black-serving community partners. Documented partners include 4GIRLS Organization, April Parker Foundation, Business of Student Success (BOSS), Center for Restorative Justice Works/Get On The Bus, Dirt-Stained

Roses Productions, GRID Alternatives–Greater Los Angeles, IGH Gardens Inc., Organic Harvest Gardens, Project Optimism, Teach 1 Reach 1 Foundation, The Bahati Foundation, Love Beyond Limits, and the Long Beach African American Cultural Center. Emerging partners include Essie Social Justice Group, Eye Discover, and The Love We Don't See.

CSULB is also home to the recently reestablished university chapter of the NAACP, with the Long Beach Branch serving as liaison and connecting students to advocacy training, mentorship, civil rights programming, and scholarship opportunities. The university is cultivating an emerging relationship with the Hidden Genius Project, whose Long Beach site opened in June 2026, to strengthen technology, entrepreneurship, leadership, and college-pathway connections for Black male youth.

CSULB Village provides an established partnership structure connecting the university with local faith-based organizations; its Black community-facing engagement includes Super Sunday and the Community Gospel Choir Concert. The Earl B. and Elaine H. Miller Foundation, a longstanding philanthropic partner of CSULB, contributed to the initial implementation of the university's Black Student Success strategy.

CSULB is additionally exploring the establishment of an African American Male Education Network & Development (A^2MEND) charter in collaboration with Long Beach City College's existing A^2MEND charter to strengthen continuity of Black male success efforts across the Long Beach College Promise.

Additional detail regarding these affiliations and their roles in CSULB's Black-serving strategy is provided in the supporting Strategic Framework.

Campus resources available to promote equity and inclusion for Black and African American students
CSULB's Black-serving infrastructure extends beyond the four strategies established through its Black Student Success Action Plan. The university currently commits approximately $1.51 million annually in baseline institutional investment to Black-serving personnel, academic and co-curricular programming, residential learning, student support, and related infrastructure. This includes approximately $760,000 annually for the Department of Africana Studies, as well as recurring investments in Black Student Success, the Black Resource Center, Black Pan-African Scholars House, Black Scholars Program, CSULB Village programming, and other Black-serving efforts. This baseline is supplemented by additional investments, including approximately $300,000 associated with the College of Liberal Arts' three-position Black Long Beach Hiring Cluster and student-fee-funded program grants through Associated Students, Inc. (ASI), which totaled $47,467 for Black-serving student organizations and programming in 2025–26. Together, these investments support an interconnected academic, co-curricular, residential, faculty and staff, student-support, alumni, and community-engagement ecosystem referred to as the Black Beach Village.

Core institutional resources include the Department of Africana Studies, which provides interdisciplinary teaching, scholarship, programming, and community engagement centered on the histories, cultures, experiences, and contributions of people of African descent; the Black Resource Center, a culturally affirming space supporting Black student belonging, engagement, development, and connection; the Black Pan-African Scholars House, a residential learning community centered on belonging, academic success, and connection to the Black Beach community; and the Black Scholars Program, which connects students with alumni and the broader Long Beach Black community through cultural, personal and professional development, and financial-literacy programming.

This infrastructure also includes Black Student Success within Inclusive Excellence–Academic Affairs, which provides institutional leadership and coordination for CSULB's Black Student Success strategy; the Black Excellence Collegium, a cross-divisional collaborative strengthening coordination and shared responsibility for Black student success; the Black Faculty and Staff Association and Sistahs on Campus, which provide community and professional connection for Black employees; and CSULB Village, which connects the

university with local faith-based organizations and supports Black community-facing engagement through Super Sunday and the Community Gospel Choir Concert.

Students participate in a broad network of Black student organizations supporting leadership, cultural expression, professional development, academic connection, and peer community. These include the Black Student Union, Africana Studies Student Association, Black Business Student Association, Black Campus Ministries, Black Law Student Association, National Association of Black Journalists, National Society of Black Engineers, Nigerian Student Association, East African Student Association, Shining Jewelettez Dance Team, Long Beach Honeys, Sister Friends, Queen2Queen, Color Me Queer, Black Pan-African Graduate Student Association, and eight active National Pan-Hellenic Council ("Divine Nine") chapters.

Financial, academic, and experiential opportunities include the Catalyst for Change endowed scholarship and internship program, which provided 10 $1,000 scholarships and five paid internships in 2025–26; the Mary Jane Patterson Scholarship for students pursuing pathways into education; and the Mellon Mays Undergraduate Fellowship, which supports pathways toward doctoral study and faculty careers.

CSULB is also expanding Black-serving experiences across the educational continuum. The 2026 Sankofa Summer Academy engaged 300 middle school students (65% Black) and more than 75 parents and guardians in college-readiness programming with LBUSD and the Long Beach College Promise. Black Beach for Life and the Black Excellence Experience provide a culturally grounded transition and student-success continuum connecting incoming Black students with peers, mentors, faculty, staff, campus resources, leadership development, and the broader Black Beach community. Guided Pathways to a Beach Major/SST provides coordinated, culturally responsive advising and holistic support for undeclared Black students, while the Inclusive Excellence in the Beach Classroom Faculty Learning Community strengthens faculty capacity for culturally responsive teaching.

Additional infrastructure includes the Black Alumni Scholarship Gala, which has raised approximately $150,000 for 137 students since 2020; the Admitted Black Student Reception at A Day at the Beach; the Future Black Educator Network; the College of Education's Black Graduate Scholar Support Network (#BGSSN); expanding Black student participation in the Honors Program; and the Student Cultural Taxation Summit.

These resources are reinforced by cross-divisional collaboration across the Office of the President, Academic Affairs, Student Affairs, University Relations & Development, and other university units, as well as sustained relationships with local and regional Black-serving community organizations. Together, the breadth of these resources and the institutional investments that sustain them demonstrate that Black student success at CSULB is supported through a broad institutional ecosystem rather than a collection of isolated programs. The accompanying Strategic Framework provides detailed descriptions, resource allocations, evidence, and additional context regarding this Black Beach Village ecosystem.

Additional information for the governing board to consider regarding readiness for Black-Serving Institution designation

CSULB's readiness for California Black-Serving Institution designation is demonstrated not by a single program, but by an existing institutional ecosystem, measurable investment, a coordinated five-year strategy, and a commitment to public accountability and continuous improvement.

Since 2023, CSULB has organized its Black Student Success Action Plan around four complementary pillars: Outreach; Curriculum to Career; Belonging & Community; and Staff & Faculty Development. These strategies connect pre-college preparation, transition, culturally responsive teaching, holistic academic navigation, belonging, mentorship, leadership development, career preparation, and institutional capacity-building. The university's current Black-serving infrastructure includes substantial recurring institutional investment in personnel, academic and co-curricular programming, residential learning, and student support,

supplemented by additional faculty-recruitment and student-fee-funded investments detailed in the supporting Strategic Framework.

CSULB has also demonstrated measurable institutional progress while remaining clear about areas requiring continued attention. Black faculty headcount increased from 127 in Fall 2022 to 151 in Fall 2025 (+18.9%), while Full-Time Equivalent Faculty increased from 78.8 to 98.6 (+25.1%). The College of Liberal Arts' Black Long Beach Hiring Cluster has added two tenure-track faculty in Africana Studies and English, with a third American Studies hire underway for Fall 2027. Black student first-year retention improved substantially between the Fall 2022 and Fall 2024 cohorts, while persistent graduation disparities and the recent decline in FTFY Black enrollment underscore the need for sustained institutional action.

Central to CSULB's five-year direction is the development of the Black Beach Index, a public accountability and continuous-improvement framework designed to report both Black student outcomes and the institutional conditions, investments, and practices that influence them. The proposed framework will organize reporting across Access & Representation; Student Success & Equity Outcomes; Academic Experience & High-Impact Practices; Campus Culture, Belonging & Institutional Practice; Institutional Investment; Community Partnerships & Collective Impact; and Post-Graduation Outcomes. Each domain will connect the current state, institutional commitments, and institutional actions so that reporting informs improvement rather than functioning solely as an account of outcomes.

CSULB therefore approaches BSI designation as an accountability commitment: an opportunity to build upon existing capacity, strengthen coordination and institutional practice, assess effectiveness, address persistent disparities, and continue developing the conditions necessary for Black students to thrive. The attached Strategic Framework provides detailed evidence, methodology, resource allocations, student-success outcomes, partnerships, and the university's five-year direction.

Required Publication URL & Supporting Documents

Required Publication URL *

https://www.csulb.edu/office-of-the-provost/academic-affairs-inclusive-excellence/black-student-success-bss

Supporting Documentation *

Application form provides a file-upload field. Use this working area to identify the document(s) to upload.

- CSULB BSI Application-Presidential Certification Letter.pdf
- CSULB BSI Framework (9.01.26).pdf
- 2026 Black Excellence at The Beach.pdf

CALIFORNIA STATE UNIVERSITY
LONG BEACH

California Black-Serving Institution (BSI) Designation

Strategic Plan and Application Framework

September 1, 2026

This document presents California State University, Long Beach's (CSULB) strategic framework for advancing Black student success in support of its application for California Black-Serving Institution (BSI) designation. Organized around the BSI application requirements, it documents CSULB's institutional commitments, current investments and infrastructure, student-success strategies and outcomes, community partnerships, and five-year direction for strengthening its capacity to serve Black and African American students.

Institutional Commitment

California State University, Long Beach (CSULB) is committed to advancing Black student success as an institutional priority and a measure of the university's effectiveness in fulfilling its mission. CSULB's mission is to enrich the lives of its students and surrounding community through globally informed, high-impact educational experiences with superior teaching, research, creative activity, and action for the public good. Fulfilling that mission requires the university not only to provide access to higher education, but also to create the conditions through which ALL students, including Black students, can experience belonging, academic achievement, degree completion, and preparation for life beyond the university.

This commitment is grounded in **Beach 2030**[1], the university's **Truth, Community Healing, and Transformation**[2] initiative, and the **Black Student Success (BSS) Action Plan**[3], through which CSULB has intentionally strengthened its institutional approach to Black student success since 2023. The BSS Action Plan established coordinated strategies addressing the *educational continuum*—from pre-college outreach and transition, persistence, academic navigation, culturally responsive teaching and immersion in the Black Beach community, through graduation and post-graduate advancement. This work is supported through collaboration across the Office of the President, Academic Affairs, Student Affairs, University Relations & Development, and community partnerships—including presidential support for the BSS Associate Director position, this BSI application, the Black Excellence Collegium, and alignment of BSS strategy with the Long Beach College Promise ecosystem—reflecting an understanding that Black student success is a shared institutional responsibility rather than the work of a single office or program.

CSULB's commitment to advancing Black student success also aligns with the **CSU's Systemwide Student Success Framework**[4], which emphasizes clear academic and career pathways, affordability, experiential learning and professional networks, inclusive and intentional teaching and learning, personalized support, timely degree completion, and preparation for career or further study. This systemwide direction reinforces CSULB's comprehensive approach to Black student success and the importance of connecting academic achievement with belonging, well-being, career preparation, and long-term opportunity.

CSULB recognizes that while significant progress has been made, persistent disparities demonstrate that important work remains. The university's commitment to being a California **Black-Serving Institution** extends beyond meeting enrollment thresholds or sustaining individual programs. It reflects a responsibility to strengthen institutional capacity, coordinate and sustain effective practices, use evidence for continuous improvement, and take accountability for **creating conditions in which Black students can not only succeed, but thrive.**

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[1] California State University, Long Beach. *Beach 2030 Strategic Plan*. Beach 2030 Strategic Plan.
[2] California State University, Long Beach. *Academic Affairs Inclusive Excellence*. Truth, Community Healing, and Transformation / Academic Affairs Inclusive Excellence.
[3] California State University, Long Beach. (2023). *Black Student Success Report – Action Plan Framework* [Institutional report].
[4] California State University. *Student Success Framework*. CSU Student Success Framework.

The five-year strategy presented in this application builds upon existing institutional commitments while identifying where additional investment, coordination, accountability, and institutional development are necessary to achieve Black-serving excellence.

Current Black Student Enrollment & Headcount

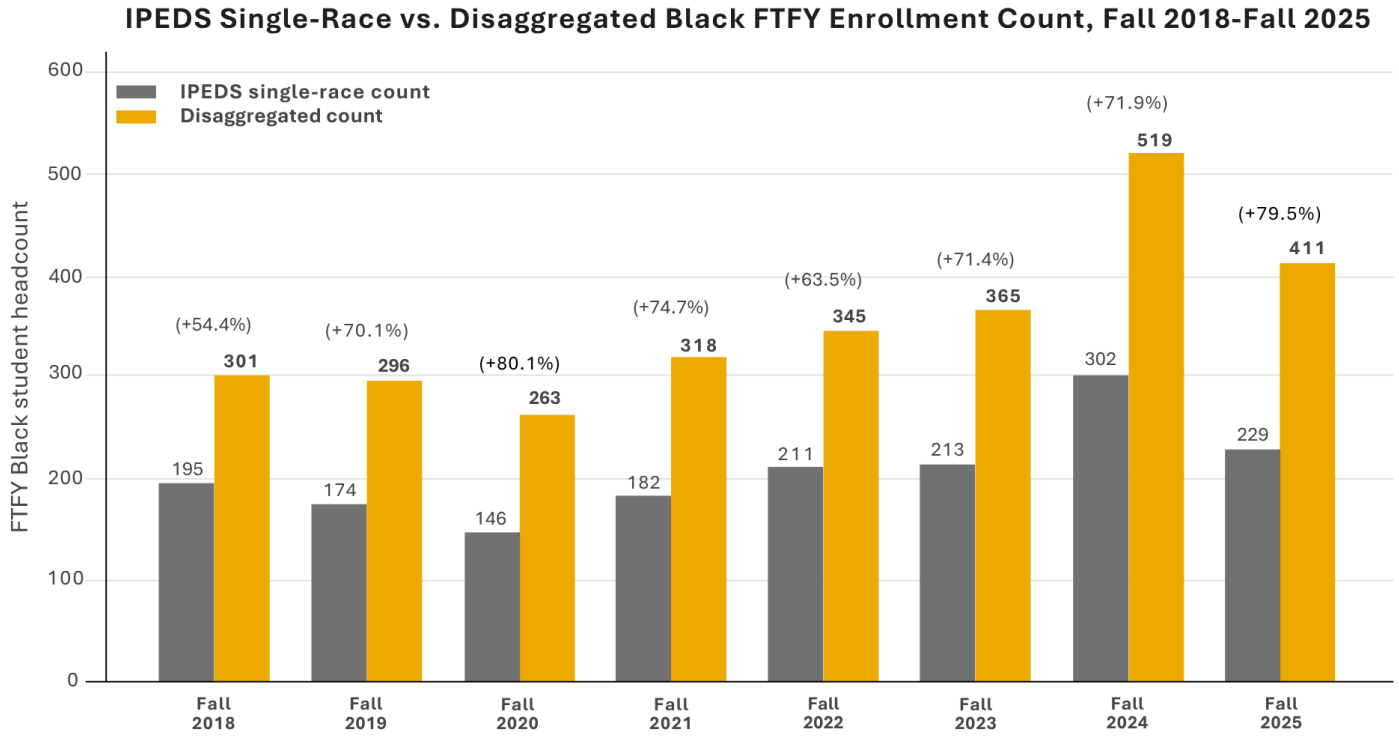
IPEDS Single-Race & Black Students who are counted in Two or More Races

Metric	Current Figure	Notes
Total Black/African American enrollment (IPEDS single-race)	**Fall 2025 total enrollment: 1,699 (4.03%)**	Meets 1,500-student threshold
Total Black/African American enrollment (including students who are counted in two or more races)	**Fall 2025 total enrollment: 2,259 (5.4%)**	Confirmed disaggregated headcount of students who are counted in two or more races IPEDS category; see methodology note below
FTFY Black enrollment, current term (IPEDS single-race)	**Fall 2025 cohort: 229 (3.89%)**	IPEDS single-race reporting
FTFY Black enrollment, current term (including students who are counted in two or more races)	**Fall 2025 cohort: 411 (6.99%)**	IPEDS single-race Black students + Black students who are counted in two or more races; see methodology note below

Methodology note: How we count matters. CSULB's Fall 2025 FTFY cohort data demonstrate that standard single-race-alone IPEDS reporting substantially undercounts Black student enrollment representation relative to a disaggregated institutional count that includes bi- and multiracial Black students. The single-race measure identifies 229 Black FTFY students (3.89% of the total Fall 2025 FTFY cohort), compared with 411 students using disaggregated reporting (6.99%)—a **79.5% relative percent increase in enrollment representation**. CSULB therefore presents the disaggregated figure alongside the standard IPEDS measure to provide a more complete picture of the breadth of its Black student community. This disaggregated count is an unofficial method of representing enrollment and is not intended to replace standard IPEDS reporting. Because bi- and multiracial students may be represented within multiple racial or ethnic groups, this methodology introduces additional complexity when analyzing student success outcomes and comparing populations. Accordingly, CSULB uses the disaggregated measure here to illuminate enrollment representation while retaining established institutional and IPEDS methodologies for official reporting and outcome analysis.

Both counting methods indicate a substantial decline in FTFY Black student enrollment between Fall 2024 and Fall 2025. The IPEDS single-race declined by 24.2% (302 to 229 students), and the disaggregated enrollment reporting declined by 20.8% (519 to 411 students). The FTFY Black student enrollment declined at a substantially higher rate than CSULB's university-wide FTFY enrollment over the same period. Total FTFY enrollment (all students) fell 9.2% (6,482 to 5,884 students), meaning Black FTFY enrollment declined at roughly 2.6 and 2.3 times CSULB's overall rate, respectively. Admissions cycle data indicate the decline occurred across both the admission and enrollment stages. The number of admitted Black FTFY students fell 5.7% (1,324 to 1,249) while overall FTFY admissions rose 3.2%, and the share of admitted Black FTFY students who enrolled fell from 22.8% to 18.3%. The gap between the Black FTFY admit rate and the overall FTFY admit rate also widened, from 8.5 percentage points in Fall 2024 to 11.3 points in Fall 2025.CSULB is examining this observation through its enrollment infrastructure and will use the findings to inform an enhanced Black student enrollment strategy connecting early outreach, recruitment, admission, enrollment, and transition for the fall 2027 admission cycle.

Across the past eight FTFY cohorts (Fall 2018–Fall 2025), the range between disaggregated Black student enrollment count and the IPEDS single-race count has varied from year to year, with Fall 2025's 79.5% difference among the highest observed. This suggests a meaningful and possibly growing share of CSULB's Black-identifying students are invisible to standard single-race IPEDS reporting. CSULB intends to examine this phenomenon in greater depth going forward. The chart below shows how this comparison has fluctuated over time.



Percentages show how much the disaggregated (bi-/multiracial-inclusive) count exceeds the IPEDS single-race count for each cohort.
Source: D3_Student Success institutional dataset; Fall 2025 figures confirmed by IR&A.

Academic Goals and Academic Equity Goals: Five-Year Benchmarks

CSULB's five-year direction is to strengthen both Black student outcomes and the institutional conditions that sustain them. The following benchmarks align the BSI designation period with CSULB's broader student success priorities and establish measurable indicators for assessing institutional progress.

***Note**: Unless otherwise noted, all Black student figures in this section use IPEDS single-race methodology, consistent with official CSU and federal reporting; see Section 2–3 for the parallel disaggregated (bi-/multiracial-inclusive) figures.*

Institutional Indicator	Baseline	Current	Equity Gap	Five-Year Direction
Total Black student enrollment *(point-in-time headcount)*	1,377 (Fall 2022 census)	1,699 (Fall 2025 census)	+23.4% since 2022; eligible through the 1,500+ pathway.	Sustain BSI eligibility and strengthen enrollment among FTFY Black students. Examine retention and persistence across each year of enrollment through degree completion, identify where equity gaps emerge, and inform focused institutional strategies to address them (see the multi-year retention table below).
Fall-to-fall retention *(entering class tracked one year forward)*	**Fall 2022 cohort** 76.6% Black vs. 85.3% All	**Fall 2024 cohort** 86.1% Black vs. 88.1% All	Gap: 8.7 pts (2022 cohort) to 2.0 pts (2024 cohort)	Eliminate Black students' 1st-, 2nd-, and 3rd-year equity gaps, consistent with the CSU Student Success Framework. CSULB is developing institution-specific Key Performance Indicators (KPIs) that build upon CSU-established benchmarks and reflect the university's aspiration to achieve more ambitious student-success outcomes.
4-year graduation *(IPEDS single-race)*	**Fall 2018 cohort** 28.4% Black vs. 38.0% All	**Fall 2021 cohort** 27.4% Black vs. 40.7% All	Gap: 9.6 pts (2018) to 13.3 pts (2021)	Align with CSULB's 54% four-year graduation goal and eliminate the equity gap in four-year graduation.

6-year graduation *(IPEDS single-race)*	**Fall 2017 cohort** 59.3% Black vs. 69.9% All	**Fall 2019 cohort** 56.8% Black vs. 70.3% All	Gap: 10.6 pts (2017) to 13.5 pts (2019)	Align with CSULB's 80% six-year graduation goal and eliminate the equity gap in six-year graduation.
Institutional Accountability Infrastructure	N/A	N/A	Data resides across separate offices-continue to coordinate into one annual report	Establish the ***Black Beach Index*** as public, longitudinal reporting across all domains and integrate findings into continuous improvement and strategic decision-making. See more information in Section 11.

Multi-Year Retention Equity Gaps

Focusing solely on Year 1 retention understates the scope of the equity challenge. Using CSU system-wide "CSU By The Numbers" historical data (IPEDS single-race methodology), CSULB's Black student retention gap fluctuates as cohorts advance. However, this data shows the gap is widest at Year 3.

Retention Milestone	Fall 2022 Cohort	Equity Gap
Year 1 retention	76.6% Black vs. 85.3% All	8.7 pts
Year 2 retention	70.8% Black vs. 77.6% All	6.8 pts
Year 3 retention	65.1% Black vs. 74.8% All	9.7 pts

Memberships and Affiliations

CSULB maintains institutional and collaborative relationships that contribute to Black student success locally and across the California State University. These relationships complement the university's internal Black-serving infrastructure and strengthen opportunities for collaboration, professional learning, student support, and community engagement.

CSULB also maintains relationships with community-based organizations dedicated to Black youth, community advancement, and cultural life, which complement CSULB's internal Black-serving infrastructure and expand access to mentorship, enrichment, cultural connection, and pipeline opportunities for Black students and families in the Long Beach region. CSULB's Center for Community Engagement (CCE) identified the following as documented and emerging Black-serving community partners—organizations whose practice and intentionality of service to Black students and Black communities CCE has evaluated directly, independent of how each organization names itself publicly:

Documented Black-serving community partners:

- ***4GIRLS Organization***: youth development, education, and mentorship for girls across backgrounds and economic status.
- ***April Parker Foundation***: community health, education, and mentorship serving historically underserved BIPOC communities in LA and Orange Counties.
- ***Business of Student Success (BOSS)***: co-located within the Hung Family College of Engineering since 2017, providing year-round mentorship and STEM pipeline programming for Black and underrepresented middle and high school students.
- ***Center for Restorative Justice Works — Get On The Bus***: youth and family services connecting children and families to incarcerated loved ones through restorative justice programming.
- ***Dirt-Stained Roses Productions (DSR)***: arts, culture, and media programming elevating marginalized voices, including a scholarship and mentorship program.
- ***GRID Alternatives — Greater Los Angeles***: workforce development in renewable energy with explicit BIPOC inclusion goals.
- ***IGH Gardens Inc.***: urban agriculture and food access supporting people experiencing homelessness, based in the Carmelitos housing community.

- ***Organic Harvest Gardens***: urban agriculture and community education in Long Beach.
- ***Project Optimism***: community-engagement, K–college programming, and educational consulting.
- ***Teach 1 Reach 1 Foundation***: youth development through fitness and wellness programming for underserved Long Beach–area communities.
- ***The Bahati Foundation***: youth cycling access and play equity programming.
- ***Love Beyond Limits***: youth social-emotional development and parent coaching.
- **Long Beach African American Cultural Center**: sustained relationship through Africana Studies faculty board leadership; the Center consistently offers space for CSULB Black-serving programming and community engagement.

Emerging Black-serving community partners:

- ***Essie Social Justice Group***: advocacy and healing programming for women with incarcerated loved ones.
- ***Eye Discover***: arts- and STEM-based identity and activism education for youth.
- ***The Love We Don't See***: mental health and community-empowerment programming through the arts.

CSULB is also home to a newly established university chapter of the **NAACP**, with the Long Beach Branch of the NAACP—one of the nation's oldest continuously active branches, founded in 1940—serving as liaison. The relationship connects students to advocacy training, mentorship, and civil rights programming (e.g., ACT-SO, NAACP Scholars, the Community Impact Program) through a partner organization with an 85-year record of civil rights work in Long Beach specifically.

The **Long Beach College Promise (LBCP)**, referenced throughout this application, is a well-established partnership formed in 2008 among CSULB, Long Beach City College (LBCC), the Long Beach Unified School District (LBUSD), and the City of Long Beach, later joined by the Port of Long Beach as an industry partner. LBCP commits these institutions to a continuous, cradle-to-career pathway of support, including guaranteed CSULB admission for eligible local students, two years of free LBCC tuition, and coordinated counseling and advising across all three institutions. Several of CSULB's Black Student Success initiatives, including the Sankofa A-G Middle School Success Project, are embedded within this broader LBCP ecosystem.

CSULB is also cultivating an emerging relationship with the **Hidden Genius Project**, which trains and mentors Black male youth in technology, entrepreneurship, and leadership. The relationship began in the 2024–25 academic year when Hidden Genius Project's Vice President of Programs served as keynote speaker for CSULB's MLK Jr. Celebration, and has continued through direct engagement between Long Beach College Promise leadership and Hidden Genius Project's newly opened Long Beach site (grand opening June 2026), including shared information on college pathways and dual enrollment. This partnership is not yet formalized through an MOU and is presented here as a developing relationship rather than an established institutional affiliation.

Additionally, **CSULB Village**—an existing partnership structure connecting the university with local faith-based organizations—coordinates the Super Sunday and Community Gospel Choir Concert programming referenced in Section 7-D. CSULB Village itself spans multiple underrepresented communities (African American, Asian American, Latina/o/x, Native American, and Pacific Islander congregations); Super Sunday and the Community Gospel Choir Concert are its Black congregation-facing programming and are presented in this application on that basis.

The **Earl B. and Elaine H. Miller Foundation** is a longstanding general philanthropic partner of CSULB—the family's name is also attached to the Earl Burns Miller Japanese Garden on campus. It is referenced here because it contributed $3,000 toward the initial implementation of the Black Student Success strategy (see Section 7-D), the only confirmed philanthropic gift to BSS to date.

CSULB is also exploring the establishment of an **African American Male Education Network & Development (A^2MEND) charter** to strengthen support for Black men, who experience some of the university's largest equity gaps across traditional student-success measures. The opportunity would build continuity within the Long Beach

College Promise through collaboration with Long Beach City College's existing A^{2}MEND charter and create another connection between community college and university Black male success efforts.

Five-Year Strategic Plan

(A) Mission Statement & Commitment to Serving Black and African American Students

CSULB enriches the lives of its students and its surrounding community through globally informed, high-impact educational experiences with superior teaching, research, creative activity, and action for the public good.

Consistent with this mission, CSULB is committed to Black student success as a measure of institutional effectiveness by eliminating barriers and strengthening policies, practices, and educational experiences that produce equitable and consistent outcomes. Through coordinated investment across the educational continuum, from middle school preparation through graduation and post-graduate advancement, and the learning environments shaped by faculty and staff development, CSULB is building the institutional capacity required for Black-serving excellence.

CSULB's Black Student Success Action Plan implements four complementary institutional strategies ("pillars") that together address major conditions influencing Black student success across the educational continuum:

1. Outreach: Strengthens early college preparation and institutional student-readiness through the Sankofa A-G Middle School Success Project and the Long Beach College Promise ecosystem.

2. Curriculum to Career: Connects culturally responsive teaching through the Inclusive Excellence Faculty Learning Community with holistic academic navigation and career development through Guided Pathways to a Beach Major.

3. Belonging & Community: Sustains Black Beach for Life and the Black Excellence Experience as a culturally grounded continuum supporting belonging, leadership development, mentorship, and connection to institutional resources.

4. Staff & Faculty Development: Leverages existing professional-development infrastructure, including partnership opportunities with the Faculty Center and Staff Development Center, to strengthen institution-wide capacity for culturally responsive and equity-minded practice.

Together, these strategies strengthen the educational continuum, institutional capacity, student experience, and shared responsibility necessary for sustained institutional transformation.

The four strategic pillars demonstrate CSULB's architectural framework to advance Black student success. The following subsections B – E describe how CSULB is pursuing these strategies.

(B) Outreach Services

As a Black Student Success component of the Long Beach College Promise, the Sankofa A-G Middle School Success Project strengthens early college preparation and institutional student readiness through community-engaged partnerships with the Long Beach Unified School District, families, community-based organizations, and educational partners committed to Black educational success. The nascent initiative is designed to expand access to college pathways by strengthening A-G readiness, providing near-peer mentoring, engaging families as educational partners, and aligning K–12, higher education, and community resources into a more coherent educational continuum.

Through this collaborative ecosystem, Sankofa strengthens both student preparation and the institutional and community conditions necessary to support Black students well before college enrollment. Current resources support near-peer tutoring and mentoring, academic support tools, family engagement, college-going culture programming, and expanded community partnership activities during AY 2026–27.

(C) Academic and Basic Needs Support

The **Black Beach for Life (BBFL)** initiative and **Black Excellence Experience (BEE)** summer bridge program provide a sustained, Nguzo Saba-grounded community model that treats belonging, connection, and access to trusted support as foundational student needs. Drawing upon the Nguzo Saba principles of Umoja (Unity), Kujichagulia (Self-Determination), Ujima (Collective Work and Responsibility), Ujamaa (Cooperative Economics), Nia (Purpose), Kuumba (Creativity), and Imani (Faith), the model situates Black student success within a culturally grounded framework that emphasizes individual development, collective responsibility, purpose, and community well-being. BEE introduces incoming students to peers, faculty, staff, mentors, and campus resources before the academic year begins, establishing a network students can draw upon as they navigate CSULB.

Early qualitative evidence across successive cohorts demonstrates the strength of this approach. Among Fall 2024 participants responding to the post-program survey (n=56), 94.6% agreed or strongly agreed that BEE helped them feel they belonged at CSULB, and 100% agreed or strongly agreed that the experience exposed them to Black student resources and opportunities. For the Fall 2025 cohort (n=77), 100% agreed or strongly agreed that BEE helped them feel they belonged, 100% reported increased interest in campus engagement, and 100% agreed or strongly agreed that the experience exposed them to resources and opportunities that would help them thrive at CSULB. Additionally, 96.1% rated the experience extremely beneficial to their transition.

Quantitative outcomes complement this survey data, shown below as cross-tabulated data on BEE participants. Among the Fall 2024 BEE cohort (n=57, FTFY students only; transfer participants are excluded from this comparison per institutional research methodology), 87.7% persisted fall-to-fall, compared with 89.2% of other peers (n=10,967). By second-year fall-to-spring, BEE participants persisted at a slightly greater rate than other peers (86.0% vs. 85.8%). BEE participants' cumulative GPA distribution was substantially lower at 58% of BEE students earning a 3.0 GPA or above compared with 73.7% of other students—a gap worth monitoring alongside the retention data. A subsequent analysis provides the three-way comparison of BEE participants, Black non-BEE participants, and all other peers shown in the tables below. Because the analyses draw from different data sources and comparison methodologies, the analytic cohort sizes and resulting measures differ slightly.

Fall 2024 BEE Cohort (n=56)

Metric	BEE Participants	Non-BEE Participant Black Peers	Other Peers
Fall-to-spring retention (0.5-year)	98.2%	96.9%	95.8%
Fall-to-fall retention (1-year)	87.5%	85.4%	87.6%
Cumulative GPA (1-year)	2.74	2.66	2.85
Average Units Earned (1-year)	33.41	32.49	34.30

Fall 2025 BEE Cohort (n=56)

Metric	BEE Participants	Non-BEE Participant Black Peers	Other Peers
Fall-to-spring retention (0.5-year)	96.4%	96.2%	96.5%
Cumulative GPA (0.5-year)	2.93	2.76	3.06
Average Units Earned (0.5-year)	24.57	22.91	24.92

These outcomes reinforce BBFL's underlying premise: students are better positioned to seek assistance, navigate challenges, and engage university resources when they enter the institution already knowing they belong, the resources available, and who they can turn to for support. BBFL extends this foundation beyond Summer Bridge through academic-year Peer Mentoring, leadership development, community engagement, and continued connection to the broader Black Beach Village.

The **Guided Pathways to a Beach Major: Student Success Team (SST)** provides coordinated holistic advising, academic navigation, and institutional care for undeclared (UNDC) Black students, a subgroup experiencing persistent equity gaps. The model brings together culturally responsive UCUA advisors with coordinating liaisons from Basic Needs, Counseling and Psychological Services, Financial Aid, the Career Development Center, and the

Bob Murphy Accessibility Center. Additional coordination with EOP, University Honors, TRIO, McNair, and other programs supports students with overlapping program affiliations.

Rather than relying solely on traditional drop-in or caseload-based advising, the SST creates an integrated network through which students have identifiable contacts for academic, financial, career, basic-needs, accessibility, and personal support. Early outcomes provide solid evidence for sustaining and scaling this coordinated approach, shown below against both the historical baseline and a same-term comparison group.

Metric	Historical Black UNDC Student Baseline (BSS Action Plan, 2023)	SST Pilot Goal	SST Participants (Fall 2024 cohort, n=53)	SST Participants (Fall 2025 cohort, n=52)
Fall-to-fall retention (1-year)	77.27% (6-yr historical avg.)	82%	86.0%	82.6%
GE 1A completion (within 1 year)	85.98% (7-yr historical avg.)	90.98%	85%	73%
GE 2 completion (within 1 year)	48.48% (7-yr historical avg.)	53.48%	87%	78.8%
Major declaration within 30 units	32.20% (7-yr historical avg.)	50%	59%	38.5%*
Major declaration within 60 units	61.36% (7-yr historical avg.)	80%	75.5%*	*Pending*

** Major-declaration rates are interim. Not all students have reached the applicable unit threshold. Rates will continue to be updated as students reach 60 units (Fall 2024 cohort) or 30 units (Fall 2025 cohort) and reflect declaration within those thresholds.*

Across its first two cohorts, the SST pilot has demonstrated encouraging early outcomes for Black undeclared students. Fall-to-fall retention exceeded the historical baseline in both cohorts, reaching 86.0% for Fall 2024 and 82.6% for Fall 2025. Within the first year, GE 1A completion was more mixed, reaching 85% and 73%, respectively, while GE 2 completion exceeded both the historical baseline and pilot goal, reaching 87% and 78.8%.

For major declaration within 30 units, 59% of the Fall 2024 cohort met the milestone, exceeding the pilot goal, while 38.5% of the Fall 2025 cohort have met it thus far. Within 60 units, 75.5% of the Fall 2024 cohort have declared a major. Overall, the results show strength in retention and GE 2 completion, with GE 1A completion and progress toward major declaration remaining areas for attention.

As the model moves beyond its pilot phase, CSULB intends to standardize its core practices across the colleges so holistic student support follows students through major declaration and degree completion.

(D) Planned Allocation of Resources

CSULB's commitment to Black and African American student success is anchored in significant, sustained institutional investment already in place. Initial implementation of CSULB's Black Student Success strategy was supported by $250,000 from the CSU Chancellor's Office and a $3,000 contribution from the Earl B. and Elaine H. Miller Foundation, establishing the foundation for the university's current Black Student Success portfolio.

CSULB also invests in our Black-serving infrastructure across the institution using General Fund resources, including personnel, academic and co-curricular programming, residential learning, and student support. These existing investments provide an established institutional foundation for CSULB's five-year BSI strategy and demonstrate a sustained commitment of university resources to Black student success. CSULB's aspiration to earn the California Black-Serving Institution designation provides an opportunity to examine this foundation with greater intentionality, assess where its Black-serving capacity can be strengthened, and identify the investments, coordination, and institutional development needed to more fully serve its Black community in alignment with its mission.

The five-year resource strategy prioritizes four areas of investment:

Strategic Investment Pillar	Five-Year Direction
Outreach	Sustain Sankofa A-G through existing near-term funding while developing a comprehensive Black student enrollment strategy within the Long Beach College Promise ecosystem and identifying the recurring resources necessary for long-term implementation.

Curriculum to Career	Standardize the Guided Pathways/SST model across colleges, with investment concentrated primarily in professional development and institutional coordination; transition the Inclusive Excellence FLC from its funded in-person pilot to a scalable delivery model.
Belonging & Community	Sustain Black Beach for Life and BEE, including summer bridge programming and academic-year Peer Mentor support, while building toward the initiative's longer-term leadership, alumni, and experiential-learning vision.
Staff & Faculty Development	Leverage the Faculty Center, Staff Development Center, and existing university infrastructure to expand culturally responsive professional learning for faculty, staff, and administrators and embed Black-serving practices within ongoing employee development.

Current Institutional Investment — 2026–27 Baseline

The table below shows CSULB's current institutional resources dedicated to support equity and inclusion, including existing staffing, unit budgets, and recurring programming already committed to Black-serving efforts. Below is a single-year snapshot of these investments.

Institutional Investment	Baseline Annual Investment	Note
BSS Associate Director	$121,484	*Associate Director salary/benefits*
Black Resource Center (BRC)	$185,787	*Assistant Director salary/benefits, annual programming/operating budget, and other recurring institutional resources. Confirmed FY25–26 baseline figure from Student Affairs/DSA (Aug. 2026).*
Black Pan-African Scholars House (BPASH)	$233,056	*Area Coordinator and/or Residential Life Coordinator staffing/salary allocations, annual programming/operating budget, and other recurring institutional resources.*
Black Scholars Program	$55,226	*Annual programming budget and other recurring institutional support.*
Department of Africana Studies	~$760,000	*Estimated annual investment, including approximately $750,000 in faculty/personnel salaries and benefits and $10,000 in departmental operating expenses.*
CSULB Village, Super Sunday, and Gospel Choir Concert	$29,000	*Recurring cultural programming coordinated through CSULB Village (Student Affairs' partnership structure with local faith-based organizations); the Black congregation-facing component of that broader partnership.*
Other Black-Serving Efforts	$124,102	*Aggregate of additional programs, staffing, and technology contributing to Black student success (Black Scholars/BRC Technology, Engagement & Learning Support Program, Black Cultural Welcome, Black/Pan-African Graduation Celebration, Color Me Queer, Sisterfriends, Black Scholars Newsletter, and related programming).*
TOTAL BASELINE	**~$1,508,655**	*Current annual institutional investment baseline.*

Additional Resource Allocation

Beyond the recurring institutional investments identified above, CSULB and its affiliated entities commit additional resources that strengthen Black student success, representation, engagement, and community. These investments include intentional faculty recruitment through the College of Liberal Arts and student-fee-funded support for Black student organizations and culturally relevant programming through Associated Students, Inc. (ASI).

Black Long Beach Hiring Cluster:

The College of Liberal Arts has invested in a three-position tenure-track Black Long Beach Hiring Cluster, with two faculty hired in Africana Studies and English and a third American Studies hire underway for Fall 2027. CLA

estimates its investment in the three faculty positions and associated recruitment and search expenses at approximately $300,000.

ASI Student Organization Program Grants:
Beyond direct university investment, Black-serving student organizations receive competitively awarded, student-fee-funded program grants through Associated Students, Inc. (ASI). These allocations support student-led cultural, educational, professional, and community-building experiences and represent an additional source of resources supporting Black student engagement at CSULB.

Organization / Program	2025–26 (Confirmed)	2026–27 (In Progress)
Black Student Union (5 events: Black Excellence Resource Fair, Floetry, Black Beach Experience, Black History Month, Black Consciousness Conference)	$20,795	$20,202
Black/Pan-African Graduate Association (BPGA Symposium)	$2,065	—
Black/Pan-African Graduation Celebration	$20,000	$16,000
Black Business Student Association	$743	$1,161
Nigerian Student Association	$2,864	$3,005
Long Beach Honeys	$1,000	$750
East African Student Association (formerly Eritrean Ethiopian Student Association)	—	$2,405
TOTAL	**$47,467**	**$43,523**

2026–27 ASI allocations are in progress and are presented separately from the confirmed 2025–26 allocations.

Strengthening Alignment with Additional BSS Recommendations
CSULB's 2023 self-assessment against the CSU's 13 Black Student Success[5] recommendations provided an early benchmark for identifying institutional strengths and opportunities for continued development, including BSS Recommendations 1, 4, 5, 7, 9, and 10. Since that assessment, CSULB has made meaningful progress through the implementation of its Black Student Success Action Plan, expanded faculty development, strengthened community and student-support strategies, increased Black faculty representation, and greater use of data to understand Black student outcomes. The five-year BSI strategy builds on this progress by strengthening areas where current efforts can be more comprehensive, coordinated, or institutionalized.

- **Recommendation 2** (Comprehensive Enrollment Strategy): CSULB has strengthened the foundation for a more coordinated long-term Black student enrollment strategy through the Sankofa A-G Middle School Success Project, its alignment with the Long Beach College Promise, community partnerships, and ongoing institutional enrollment efforts. The next phase will connect these assets more intentionally through a comprehensive strategy spanning early college preparation, recruitment, enrollment, and transition to CSULB.
- **Recommendation 3** (Comprehensive Retention and Persistence Strategy): CSULB has established several components of a broader retention and persistence infrastructure through Guided Pathways/SST, Black Beach for Life, the Black Excellence Experience, Peer Mentoring, and related student-success efforts. Early evidence from these initiatives demonstrates promising outcomes in retention, academic progression, belonging, and major declaration. The five-year strategy will build upon these existing efforts by strengthening coordination, expanding high-impact educational experiences, and developing a more comprehensive approach to retention, reengagement, and degree completion.
- **Recommendation 6** (Standardize and Increase Black Faculty and Staff Recruitment): CSULB has demonstrated measurable progress in Black faculty representation. Black faculty headcount increased from 127 in Fall 2022 to 151 in Fall 2025 (+18.9%), while Full-Time Equivalent Faculty increased from 78.8

[5] California State University. (2023). *Advancing Black Student Success and Elevating Black Excellence in the CSU: A Call to Action*. Chancellor's Strategic Workgroup on Black Student Success. California State University report.

to 98.6 (+25.1%). This progress includes targeted efforts such as the College of Liberal Arts' Black Long Beach Hiring Cluster, established in Fall 2024 to recruit tenure-track faculty across CLA whose research, teaching, and service center Black/African American history, culture, and politics. Two tenure-track faculty have been hired through the cluster—one in Africana Studies and one in English—with a third American Studies hire underway for Fall 2027. Representation nevertheless varies across colleges, indicating continued opportunity to strengthen recruitment and retention strategies. CSULB will pair this work with institution-wide culturally responsive professional development, recognizing that Black-serving excellence requires both representative faculty and staff and shared institutional responsibility for creating environments in which Black students, staff, and faculty can thrive.

- **Recommendation 8** (Incorporate Black Student Success in Faculty and Staff Evaluations): Implementation of this recommendation implicates faculty and staff evaluation structures governed by university policy, collective bargaining agreements, and shared governance processes beyond the scope of CSULB's Black Student Success strategy. Accordingly, CSULB is not identifying modification of faculty or staff evaluation processes as a planned activity within the five-year BSI strategy.
- **Recommendation 11** (Systemwide Policies on Unprofessional Conduct): Because this recommendation calls for systemwide policy action, its implementation falls primarily within the authority of the CSU Chancellor's Office and applicable systemwide governance and collective bargaining structures. CSULB will continue to operate within applicable CSU and university policies and reporting mechanisms but is not identifying systemwide policy development as an institutional action within its five-year BSI strategy.

(E) Culturally Relevant Professional Development

CSULB has established multiple professional development strategies to strengthen culturally responsive practice among faculty and student-support professionals. These efforts recognize that Black student success requires shared institutional capacity across both the classroom and the broader student experience.

Inclusive Excellence–Academic Affairs contributes to **New Faculty Orientation**, providing an early institutional touchpoint for introducing incoming faculty to inclusive excellence, culturally responsive practice, and their shared role in supporting student success. This engagement establishes a foundation that can be deepened through sustained faculty-development opportunities throughout their careers at CSULB.

The **Inclusive Excellence in the Beach Classroom Faculty Learning Community (IE-FLC)** provides sustained faculty development in culturally responsive pedagogy and positions the classroom as an important site of institutional transformation. The Fall 2024 pilot demonstrated substantial growth among participants, including an increase from 25% to 75% in faculty reporting that they felt equipped to apply culturally responsive pedagogy and from 58.3% to 91.7% in recognizing their role in creating more inclusive learning environments. A second 30-participant cohort will continue the model in AY 2026–27 using existing funding. CSULB's longer-term strategy is to partner with the Faculty Center to institutionalize and expand access to this professional learning through existing faculty-development infrastructure.

CSULB has also implemented **Culturally Responsive Advising and Support Practices Institutes** to strengthen advisors' and counselors' capacity to support students through culturally responsive, student-centered, and collaborative practice. Spring 2025 participant feedback (*n=32*) demonstrated strong perceived relevance and applicability: 100% of respondents rated the Institute highly for relevance to their success, and 81.3% rated it highly for the applicability of what they learned to their work. Fall 2025 participant feedback (*n=39–40, depending on survey item*) similarly demonstrated positive outcomes: 95.0% agreed that their understanding of how advising practices can build belonging had improved; 92.3% agreed they were more prepared to apply student-centered strategies addressing barriers in students' academic journeys; 97.4% reported greater ability to identify opportunities to strengthen student support; and 97.4% reported greater confidence connecting students with appropriate resources. Participant feedback also emphasized cross-departmental collaboration, intentional referrals, resource awareness, and translating reflection into practice as important outcomes of the Institutes.

Over the five-year designation period, CSULB will build upon these complementary strategies through partnerships with the Faculty Center, Staff Development Center, University Center for Undergraduate Advising, and other existing professional-development infrastructure to expand culturally responsive learning opportunities for faculty, staff, advisors, counselors, and administrators. This approach moves culturally responsive practice beyond stand-alone BSS programming and toward sustained institutional capacity, while recognizing that responsibility for Black student success and well-being must be shared across the university rather than carried disproportionately by Black faculty and staff.

This capacity-building approach also extends to student leaders. Through the Black Excellence Experience (BEE), Peer Mentors and Peer Ambassadors receive dedicated training to prepare them as culturally responsive relationship-builders and sources of peer support for incoming Black students. The 2026 training addressed belonging, psychological safety, helping skills, active listening, trauma-informed care, accessibility, and inclusive engagement, while teaching student leaders to recognize the boundaries of their roles and connect students with professional support when appropriate. Grounded in BEE's broader emphasis on relationships, belonging, and collective responsibility, this training equips student leaders to help create the culturally affirming peer environment that incoming Black students encounter from the beginning of their CSULB experience.

8. Required Data Submission

The application requires three years of graduation-rate data for all students and for Black and African American students, within normal time and up to 150% of normal time. Consistent with the comparative-methodology used throughout this application, two internally consistent comparisons are shown below: (1) IPEDS single-race Black students vs. IPEDS All Students, and (2) CSULB's disaggregated Black or African American student count (including bi-/multiracial Black-identifying students) vs. Other Peers (all non-Black CSULB students in the same cohort). These two comparisons use different, non-overlapping populations for their respective “Black” and comparison columns and should not be read across methodologies.

IPEDS Single-Race Methodology

Cohort	4-Yr Black	4-Yr All	6-Yr Black	6-Yr All
Fall 2017	31.7%	37.9%	59.3%	69.9%
Fall 2018	28.4%	38.0%	59.3%	68.9%
Fall 2019	27.8%	39.2%	56.8%	70.3%

CSULB Disaggregated Methodology (“Black or African American” vs. “Other Peers”)

Cohort	4-Yr Black	4-Yr Other Peers	6-Yr Black	6-Yr Other Peers
Fall 2017	55.1%	60.9%	69.4%	78.8%
Fall 2018	49.7%	60.3%	68.4%	77.9%
Fall 2019	55.5%	61.2%	71.4%	78.6%

9. Executive Certification

CSULB's President has provided written certification affirming the university's commitment to Black and African American student success and the alignment of that commitment with CSULB's institutional mission. The certification accompanies this application and affirms the university's commitment to sustaining and strengthening the institutional conditions necessary for Black student success throughout the five-year designation period.

10: Campus Resources, Equity, and Inclusion

CSULB's Black-serving infrastructure extends beyond the four strategies established through its Black Student Success Action Plan. Academic, co-curricular, residential, faculty and staff, student-support, alumni, and community-engagement resources across the university form an interconnected support ecosystem referred to as the **Black Beach Village**. This ecosystem is anchored by long-standing institutional resources and continues to expand through emerging initiatives, partnerships, and practices that strengthen the university's capacity to serve its Black community.

Core Institutional Black-Serving Infrastructure:

- **Department of Africana Studies**: Provides interdisciplinary teaching, scholarship, programming, and community engagement centered on the histories, cultures, experiences, and contributions of people of African descent. The department serves as an important academic and cultural anchor for CSULB's Black community, with students earning recognition through the National Council for Black Studies Conference and national essay competitions.
- **Black Resource Center (BRC)**: Provides a culturally affirming campus space supporting Black student belonging, engagement, development, and connection. The BRC offers programming, heritage celebrations, student-development opportunities, and connections to campus and community resources.
- **Black Pan-African Scholars House (BPASH)**: A culturally affirming residential learning community providing Black and African American students with an intentional living environment centered on belonging, community, academic success, and connection to the broader Black Beach community. BPASH extends Black student support into the residential experience through dedicated staffing, programming, peer connection, and culturally relevant educational experiences.
- **Black Scholars Program**: Connects Black students with alumni and the broader Long Beach Black community through programming focused on cultural awareness and communication, personal and professional development, and financial literacy.
- **Black Student Success, Inclusive Excellence–Academic Affairs**: Provides institutional leadership and coordination for CSULB's Black Student Success strategy, including implementation of the BSS Action Plan, cross-divisional initiatives, assessment and continuous improvement, community partnerships, and development of the university's broader Black-serving strategy.
- **Black Excellence Collegium**: A cross-divisional collaborative that brings together faculty, staff, administrators, students, and institutional partners to strengthen coordination, shared responsibility, and collective action around Black student success across CSULB.
- **Black Faculty and Staff Association**: An employee affinity group providing community, connection, advocacy, and professional engagement for Black faculty and staff while strengthening their connection to CSULB's broader Black campus community.
- **Sistahs on Campus**: An employee affinity group providing community, connection, and support for Black women faculty and staff at CSULB.
- **CSULB Village**: An institutional partnership structure connecting CSULB with local faith-based organizations serving historically underrepresented communities. Its Black community-facing engagement includes Super Sunday and the Community Gospel Choir Concert, which strengthen college-going culture, community connection, and pathways between African American faith communities and the university.
- **Black Student Organizations**: A broad network of student-led organizations that create opportunities for belonging, leadership, cultural expression, professional development, academic connection, and peer community. These include the Black Student Union, Africana Studies Student Association, Black Business Student Association, Black Campus Ministries, Black Law Student Association, National Association of Black Journalists, National Society of Black Engineers, Nigerian Student Association, East African Student Association, Shining Jewelettez Dance Team, Long Beach Honeys, Sister Friends, Queen2Queen, Color Me Queer, and Black Pan-African Graduate Student Association, as well as eight active National Pan-Hellenic Council ("Divine Nine") chapters: Alpha Kappa Alpha, Alpha Phi Alpha, Delta Sigma Theta, Kappa Alpha Psi, Omega Psi Phi, Phi Beta Sigma, Sigma Gamma Rho, and Zeta Phi Beta.
- **Scholarships, Fellowships, and Experiential Learning**:

- **Catalyst for Change**: An endowed scholarship and internship program administered through the BRC that combines financial support with experiential learning. In 2025–26, 10 students received $1,000 scholarships and five students received paid internships.
- **Mary Jane Patterson Scholarship**: Provides scholarship support for students pursuing pathways into education, contributing to CSULB's efforts to develop future Black educators.
- **Mellon Mays Undergraduate Fellowship**: Supports undergraduate students pursuing pathways toward doctoral study and faculty careers, contributing to the development of a more diverse professoriate.

Expanding Black-serving infrastructure:

- **Sankofa Summer Academy**: Engages 300 middle school students (65% Black) and 75+ parents/guardians in college-readiness programming with LBUSD and the Long Beach College Promise.
- **Black Alumni Scholarship Gala**: Creates an institutional bridge among Black students, alumni, university leaders, and community supporters while generating scholarship support for students. Entering its sixth year in 2026, the Gala has raised approximately $150,000 for 137 students since 2020.
- **Admitted Black Student Reception at A Day at the Beach**: For three consecutive years, has provided newly admitted Black students and their families with an intentional welcome to CSULB, connection to the Black Beach community, and exposure to resources supporting their transition and enrollment.
- **Future Black Educator Network**: Supports development of a sustainable pathway of Black educators for Long Beach public schools, connecting educator preparation with the broader regional commitment to Black student success.
- **Black Graduate Scholar Support Network (#BGSSN)**: A College of Education peer- and faculty-mentorship network developed from a 2021–22 institutional study of Black graduate student belonging. The model has been selected for presentation through the CSU Central Office for the Advancement of Black Student Success (COABSS) November 2026 workshop series.
- **Honors Program**: Represents an additional area of expanding Black student participation in high-impact academic opportunities; Black student representation increased from 1.3% in 2021 to 4.4% in 2025.
- **Student Cultural Taxation Summit**: Convened undergraduate and graduate students to examine the disproportionate service, representational, and emotional labor often carried by students from historically marginalized communities and to inform institutional understanding of student experience.

The Black Beach Village is further strengthened through cross-divisional collaboration spanning the Office of the President, Academic Affairs, Student Affairs, University Relations & Development, and other university units, as well as sustained relationships with local and regional Black-serving community organizations (see Section 6).

Together, these resources demonstrate that Black student success at CSULB is supported through a broad institutional ecosystem rather than a collection of isolated programs. CSULB's five-year strategy will strengthen connections across this ecosystem, clarify shared responsibility, expand awareness and access, and leverage existing institutional capacity to improve Black student experiences and outcomes.

11. Additional Information

CSULB intends to establish the *Black Beach Index* as a public accountability and continuous-improvement framework that reports both Black student outcomes and the institutional conditions, investments, and practices that influence them. Each reporting domain will include three linked components: 1) Current State: indicators of Black student experiences, outcomes, and institutional conditions; 2) Institutional Commitments: goals and benchmarks aligned with strategic priorities; and 3) Institutional Action: initiatives, investments, partnerships, and improvement efforts designed to achieve those goals.

Proposed reporting domains:

- **Access & Representation**: enrollment, admissions, yield, and Black faculty, staff, and leadership representation

- **Student Success & Equity Outcomes**: persistence, retention, graduation, and academic progression
- **Academic Experience & High-Impact Practices**: participation in research, internships, mentoring, bridge programs, and other HIPs
- **Campus Culture, Belonging & Institutional Practice**: student experience, belonging, and culturally responsive institutional practices
- **Institutional Investment**: university resources committed to Black student success
- **Community Partnerships & Collective Impact**: K–12, community college, community-based, alumni, and other external partnerships
- **Post-Graduation Outcomes**: employment, graduate/professional education, alumni engagement, and longer-term mobility

Together, these domains will provide a transparent framework for assessing institutional progress, identifying opportunities for continuous improvement, and informing strategic decision-making throughout the five-year designation period. The *Black Beach Index* is intended to move CSULB beyond reporting student outcomes alone by examining the institutional conditions associated with those outcomes and making visible the actions the university is taking in response.